Blended Learning Measurement Agenda
A Path Forward for the Ecosystem
PART 3: MEASUREMENT COMPETENCY STANDARDS

Authored by TLA Partner Saro Mohammed
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This measurement agenda outlines the skills, knowledge, and activities necessary for stakeholders to build our evidence b   ase and advance our collective understanding of blended learning's effectiveness.

As with our District Guide to Measurement and accompanying Blended Learning Measurement Framework, the objectives contained in this agenda are primarily focused on the teaching and learning happening at the classroom or school level.

These objectives are organized into four parts:
1. Measurement learning agenda: new things we still need to learn
2. Measurement dissemination goals: what and how we need to share
3. **Measurement competency standards**: skills we need to develop
4. Measurement implementation objectives: what we need to do

Work in all four parts happens in parallel, and work in all four needs to be put together for us to understand the whole picture.

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Part 3 : Measurement Competency Standards
OVERVIEW

COMPETENCE

This module focuses on skills we need to develop:

Learning agenda:
new things we still
need to learn

Dissemination goals:
what and how we
need to share

LEARNING

IMPLEMENTATION

DISSEMINATION

COMPETENCE

Implementation objectives:
what we need to do

Competency standards:
skills we need
to develop
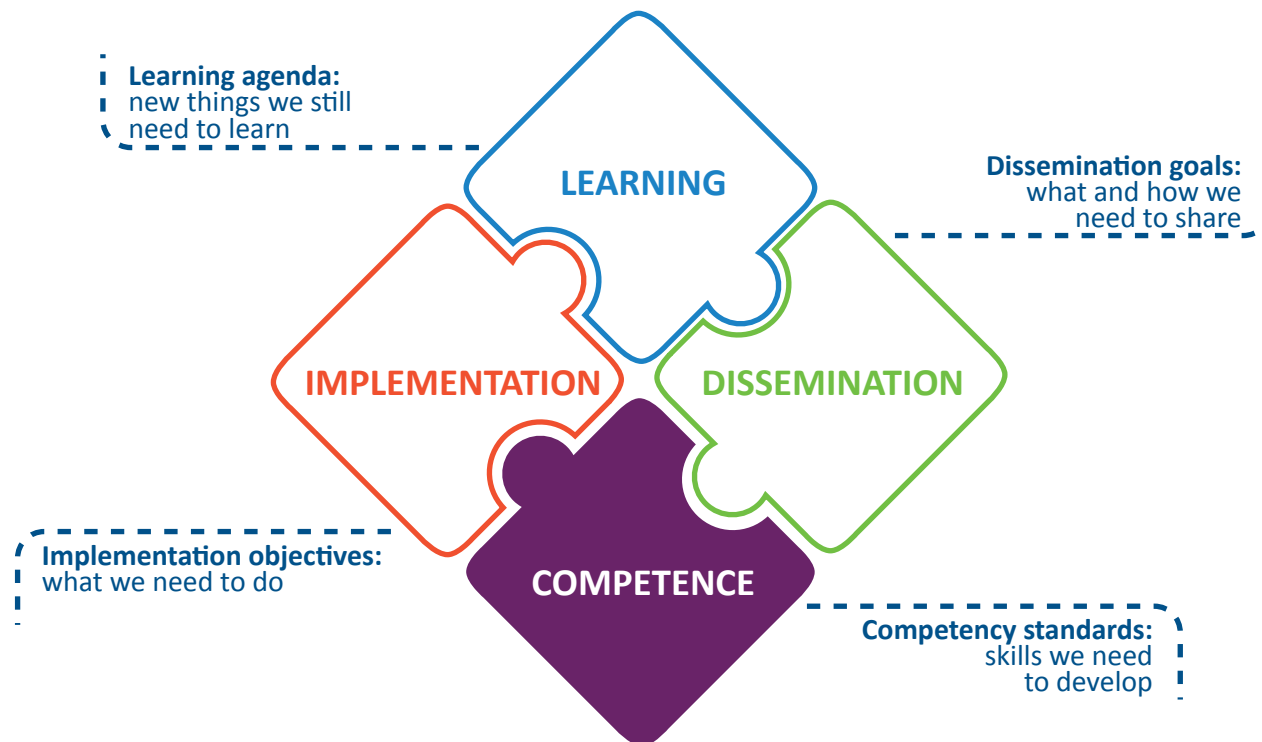
Measurement-specific competencies often fall outside of traditional roles, but are necessary to ensure stakeholders have the capacity to support all students' needs. The following objectives outline the **knowledge and skills that enable the implementation of evidence-based blended learning practices.**

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COMPETENCE

STAKEHOLDERS: within the four parts of the measurement agenda, <u>we have identified</u> objectives for stakeholder audiences that can lead the advancement of evidence and implementation:

- researchers
- educators
- administrators and policymakers
- funders
- other community members such as families and students, software developers, media, and others

REQUIRED OBJECTIVES: those that are **necessary to generate and implement the evidence** we must have to know if, when, and how blended learning is effective.

ASPIRATIONAL OBJECTIVES: desired objectives that **would propel us to an ideal state of measurement** of blended learning.

Some stakeholders have only required, or only aspirational, objectives (but not both) in certain parts of the measurement agenda.

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Facilitate application of relevant knowledge and resources to implement and measure blended learning

REQUIRED OBJECTIVES: Researchers support the **application** of relevant evidence in the **development, implementation, and measurement** of blended learning to maximize the use of evidence-based blended practices; and also to **facilitate the use of data-based decisions** for improvement. In order to measure blended learning, researchers need to be able to support implementers in:

• aligning measurement questions and activities with implementation objectives

• identifying and using relevant, existing data to measure implementation

• identifying appropriate comparison groups to contextualize their results

• selecting reliable, valid measures that are appropriate for their measurement purposes

Apply relevant knowledge and resources to implement and measure blended learning

REQUIRED OBJECTIVES: Educators **apply** the relevant evidence base when **developing, and implementing**, their own blended learning practices to maximize the potential for meeting individual needs through flexible and personalized learning, dependent on real-time data[1]. In order to **implement** evidence-based blended learning practices, educators need to be able to:

• apply others' findings to their own contexts

• understand and identify appropriate objectives for implementing blended learning

Educators also **engage in problem solving** through continuous planning, designing, testing, evaluation, and recalibration of teaching methods[2]. Educators **look objectively at all results** (both positive and negative), and help others to do the same[3]. In order to **measure** blended learning, educators need to be able to:

• align measurement activities with implementation objectives

• identify and use relevant, existing data to measure implementation

• identify appropriate comparison groups to contextualize their results

• select reliable, valid measures that are appropriate for their measurement purposes

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[1] iNACOL Blended Learning Teacher Competency Framework, p.10; [2] p.11;
[3] p.10: http://learningaccelerator.org/media/e9a8d34d/iNACOL-Blended-Learning-Teacher-Competency-Framework%20(1).pdf

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Apply relevant knowledge and resources to implement and measure blended learning

REQUIRED OBJECTIVES: Administrators and policymakers **apply** the relevant evidence base when making decisions or policies about **implementing and measuring** blended learning. They develop metrics and methods by which progress towards **specific outcomes, system change and innovation** performance will be **continuously assessed**[1]. In order to implement evidence-based blended learning practices, administrators and policymakers need to be able to:

• apply others' findings to their own decision-making

• understand and identify appropriate objectives for implementing blended learning

Administrators and policymakers **create** a clear "Innovation Infrastructure" that positions successful models and practices for scale in the current system and **provides opportunities** to rethink the system itself [2]. They work with early adopters to assess policy implementation and address policy **on a continuous basis**[3]. In order to **measure** blended learning, administrators and policymakers need to be able to:

• align measurement activities with implementation objectives

• identify and use relevant, existing data to measure implementation

• identify appropriate comparison groups to contextualize results

• select reliable, valid measures that are appropriate for their measurement purposes

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[1] A Framework for Cultivating High-Quality Blended Learning at the State Level, p.4; [2] p.8;
[3] p.10: http://learningaccelerator.org/media/1df83261/TLA%20SFW-V1_080514_fin.pdf

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COMPETENCE

Apply relevant knowledge and resources to support implementation and measure blended learning

REQUIRED OBJECTIVES: Funders **apply** relevant evidence when **making funding decisions**, and **measuring the success** of funded blended learning implementation to maximize the supports for effective teaching and learning. Funders also **use evidence** to make data-based decisions for improvement. In order to support the implementation of evidence-based blended learning practices, funders need to be able to:

• understand and identify appropriate objectives for implementing blended learning

ASPIRATIONAL OBJECTIVES: In order to **support the measurement** of blended learning, funders need to be able to:

• align measurement activities with implementation objectives

• identify when relevant, existing data are appropriate to measure implementation

• identify when comparison groups are appropriately used to contextualize results

• determine if measures are reliable, valid, and appropriate for their purposes

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Support the application of relevant knowledge and resources to implementing and measuring blended learning

REQUIRED OBJECTIVES: Community members and other stakeholders **understand** if the relevant evidence base was **applied in their schools** to maximize the supports for effective teaching and learning. In order to accelerate the **implementation** of blended learning, community members and other stakeholders need to be able to:

• apply others' findings to their own communities

• understand and identify appropriate objectives for implementing blended learning

ASPIRATIONAL OBJECTIVES: Community members and other stakeholders understand if blended learning **is working in their schools**. In order to accelerate the **measurement** of blended learning, community members and other stakeholders need to be able to:

• ensure measurement activities that require data collection and sharing align with implementation objectives

• allow the identification and use of relevant, existing data to measure implementation

• demand that appropriate comparison groups are identified and used to contextualize results

• facilitate the use of reliable, valid measures that are appropriate for their measurement purposes

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Blended Learning Measurement Agenda
WHERE DO I GO NEXT?

COMPETENCE

CURRENT CONDITIONS
Current Conditions of the blended learning measurement ecosystem

THE CHALLENGE
Understand the specific challenges we face when measuring blended learning

PART 1: MEASUREMENT LEARNING AGENDA
Outline of the knowledge and skills that enable us to generate evidence for decision-making and implementation

PART 2: MEASUREMENT DISSEMINATION GOALS
Outline of the knowledge and skills that enable the flow of data back and forth between research and practice

PART 3: MEASUREMENT COMPETENCY STANDARDS
Outline of the knowledge and skills that enable the implementation of evidence-based blended learning practices

PART 4: MEASUREMENT IMPLEMENTATION OBJECTIVES
Outline of the actions that enable the responsive implementation of evidence-based blended learning practices in constantly changing contexts

Return to the **Blended Learning Measurement Agenda landing page**.

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The Learning Accelerator is a catalyst for transforming American K-12 education through blended learning on a national scale. Part architect and investor: we cultivate solutions to overcome the barriers to blended learning and work directly with districts and states to develop implementation strategies that can be scaled and shared with school districts nationwide.

For more information, please visit www.learningaccelerator.org

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