

Blended Learning Measurement Agenda

A Path Forward for the Ecosystem

EDUCATORS

Authored by TLA Partner Saro Mohammed
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Educators

OVERVIEW

This measurement agenda outlines the skills, knowledge, and activities necessary for stakeholders to build our evidence base 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.

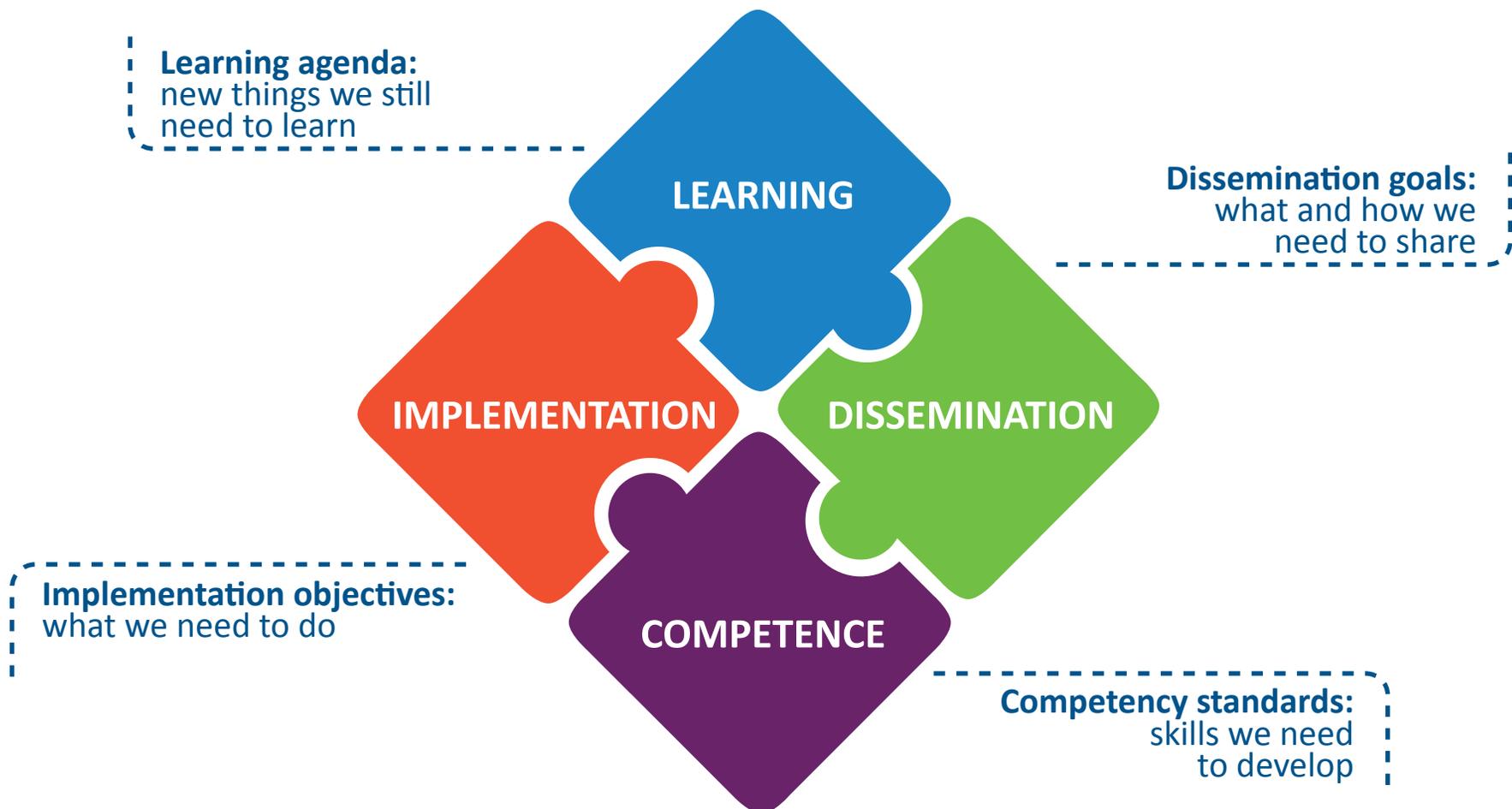
These objectives are organized into four parts:

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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The four parts fit together like puzzle pieces to complete the picture of evidence:



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OVERVIEW

STAKEHOLDERS: within the four parts of the measurement agenda, [we have identified](#) 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.

These objectives were developed for Educators. Objectives organized around other stakeholder groups can be found on our [landing page](#).

There is much to be learned about if, when, and how blended learning is effective in K-12 settings nationally.

The following objectives outline the **knowledge and skills that enable us to generate evidence for decision-making and implementation**, and include data and questions from practice in the generation of new evidence.



Curate evidence that adds new knowledge about blended learning effectiveness

REQUIRED OBJECTIVES: Educators **use data to make instructional decisions**, and contribute data to generate evidence that answers questions about:

- the aspects of implementation that are central to effectiveness, including
 - > the validity of competency-based or learning progressions
- the conditions (e.g., content areas, blended models) under which implementation is most or least likely to be effective
- the students for whom implementation is most or least likely to be effective
- the educators for whom implementation is most or least likely to be effective
- the extent to which we mean the same things when we use the same terms and language across disciplines, sites, and areas of expertise

ASPIRATIONAL OBJECTIVES: Educators **contribute to generating evidence by:**

- sharing implementation questions of interest
- as appropriate, using different research designs, measures, and methods to:
 - > increase their level of confidence in their own findings (internal validity)
 - > answer more sophisticated questions about cause and effect (rigor)
 - > generate findings that are applicable to broader classrooms and contexts (external validity)

In order for evidence-based practices to benefit students, evidence needs to be clearly and accurately communicated within and across stakeholder groups. Everyone needs to know what the current evidence is, what the implications of current evidence are for decision-making and implementation, and what new questions are being worked on.

The following objectives outline the **knowledge and skills that enable the flow of data back and forth between research and practice.**



Understand the foundational knowledge required to implement and measure blended learning

REQUIRED OBJECTIVES: Educators **consume** evidence and implications in various **forms**, from various sources, and **appropriately apply** it to their own students, teachers, and contexts in order to advance understanding of if, when, and how blending learning is effective. Educators understand if blended learning will meet their own teaching and learning needs by knowing:

- the current state of evidence about blended learning effectiveness
- the various activities (student-focused, teacher-focused, data-focused, and infrastructural) required for implementation
- the potential academic and non-academic student outcomes and impacts of implementation
- the potential teacher outcomes and impacts of implementation

ASPIRATIONAL OBJECTIVES: Educators understand if blended learning is **meeting their own teaching and learning needs** by knowing:

- the difference between, and roles of, research, evaluation, and other types of measurement activities
- how to measure implementation at different stages

Educators

MEASUREMENT COMPETENCY STANDARDS

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.**



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 data¹. 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 methods². Educators look objectively at all results (both positive and negative), and help others to do the same³. 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

¹ iNACOL Blended Learning Teacher Competency Framework, p.10; ²p.11;

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

Ongoing measurement activities require a shift in what we do at the classroom level in order to continue answering questions and disseminating evidence that can be used in implementation.

The following objectives outline the **actions that enable the responsive implementation of evidence-based blended learning practices in constantly changing contexts.**



Participate in appropriately rigorous and relevant measurement to uncover new knowledge about blended learning effectiveness

REQUIRED OBJECTIVES: Educators **open up classrooms** to measurement of blended learning practices and **make appropriate adjustments** to implementation as necessary.

In addition, educators participate in the **sharing of findings** outside of their own context, and in measurement activities that can support causal claims and be more **broadly applied** to varying teaching and learning contexts. Educators add to the evidence base on blended learning by participating in measurement that:

- focuses on the instructional practices that occur (or are scaled, or sustained) as part of implementation; rather than on technology itself and its mere presence or absence as a focus of study

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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

