



Rethink Education
**2023 Sustainability
Survey**

Rethink Education

partners with North Carolina districts and schools to improve blended and virtual learning, access and content for students in grades K-8.



1,609 NC educators
have earned a Rethink Education
facilitator badge.



Blended learning models bring out the best in students.



To succeed in a more collaborative, digital and agile future work environment, North Carolina students deserve opportunities to **play an active role in how, when and where they learn.**



Blended learning models can be used in-person or virtually.

BLENDED LEARNING INCREASES:

Student engagement

Student ownership

Positive behavior and social skills

BLENDED LEARNING HELPS EDUCATORS:

Differentiate instruction

Pivot instruction when needed

Be efficient with class time



About the Sustainability Survey

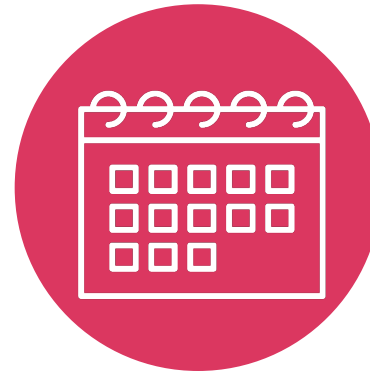
Purpose: Understand the **short- and long-term impact of Rethink Education**
Badged Facilitator program professional development



**331 educators
responded**



**From badged
facilitator
cohorts 1-3**



**Given in
quarter 3
of 2023**



**Open-ended
questions**



3 Key Takeaways

Rethink Education badged facilitators are:

01

implementing what they learned, putting their new training into practice to better support students

02

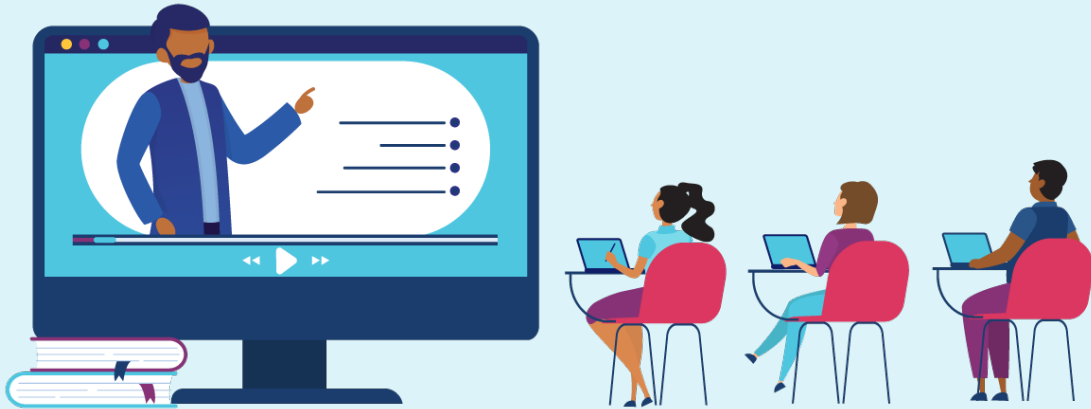
making an impact in their school communities by **training their peers**

03

implementing large-scale changes



TAKEAWAY 1:



Rethink Education badged facilitators are **implementing what they learned** about blended learning to more effectively engage and encourage their students to take ownership of their learning.





94% are currently implementing or plan to implement some component of blended learning based on what they learned from Rethink Education professional development.



58% are already using blended learning directly in classrooms.



The most popular models:

“As my students engage in the Rotation Model, their **discourse skills have increased** as they work collaboratively.”

Station
Rotation

01

Playlists

02

Choice
Boards

03

Flipped
Classroom

04



Participants said the benefits of blended learning are:



Increasing engagement through student ownership of path, place, and pacing



Using it in media centers

“

“Blended learning is the first thing my students do when they come in my class. I have everything posted on the board and they come in and get busy.

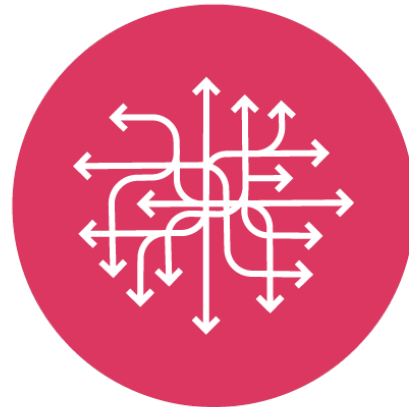
The room is more structured and organized. *Students like working on things at their own pace and it allows me to meet with students during this time.”*



Participants said the benefits of blended learning are:



**Supporting small group,
individualized instruction**



**Enabling
differentiation**

“

*“In my second grade class on rhythm, they were able to create their own rhythms on a device, kinetically experience a group rhythm, and work on separate solo rhythms – **all within the same class time.**”*



Blended learning serves the needs of students who are:

Gifted

**Exceptional
Children
(EC)**

**Multilingual
Learners
(MLL)**

**Out of
school for**

- **Illness**
- **Suspension**
- **Remote Learning**



“

I have a large class of 26 fourth-graders [who are] on very different levels. With this many students it is really difficult to get everyone to focus for a direct instruction lesson.

*This year, I am **making differentiated instruction work** by setting up students on playlists and allowing them to work through stations with some degree of choice while I pull my class in either halves or small groups to do direct instruction.*

”

TAKEAWAY 2:



Rethink Education badged facilitators are making an impact in their school communities by **training their peers** on blended learning best practices.





41%

provide professional
development to other
educators.

“

“We require blended learning cohort participants to host teacher visits to show blended learning in action.

*This has proven to be very beneficial. The feedback from the observing teachers has been powerful. **This is also encouraging teachers to implement the strategies [they] learned.**”*

“

“I am the facilitator for all elective and PE teachers in this county. I've already held trainings for K-12 performing arts and visual arts in this county.”



24%

provide professional development across their school community.

TAKEAWAY 3:



Rethink Education badged facilitators are changing the future of learning in their school communities by **implementing large-scale changes.**





Rethink Education badged facilitators have supported

486% growth

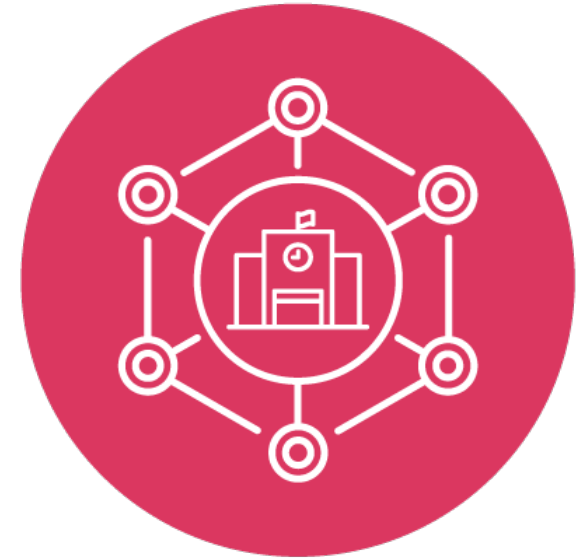
in large-scale blended learning efforts.





60

**participants support
districtwide blended learning
implementations at**



41

districts and charters.

Types of large-scale efforts:

01

Developing districtwide blended learning professional development

02

Integrating blended learning support into professional learning communities

03

Developing curriculum

04

Aligning to strategic plan



“

*One of our district's goals is to provide our **students with a personalized learner experience using a blending learning environment.** Last year, all of the teachers in our district were required to complete a **Blended Learning 101** course to continue our efforts in ensuring that all of our students are in a blended learning environment.*

”



14

participants indicated that they are writing curriculum with blended learning as a key instructional strategy.

“

“Our school's focus this year is creating and effectively implementing learning-focused lesson plans. As we are creating learning focused lesson plans, we are trying to be intentional with including blended learning.”

We are also using various blended learning models to try to work in this targeted instruction in our classes.”

“

[I use blended learning] anywhere and anyway I can. We suffered tremendous cuts. I moved to teaching new levels. We are splitting coverage of other courses due to positions not being filled.

We can solve these issues by using what we learned from Rethink.

”

Summary: 3 Key Takeaways

Rethink Education badged facilitators are:



implementing what they learned, putting their new training into practice to better support students



making an impact in their school communities by **training their peers**



implementing large-scale changes



What's Next



Workstream 1: Continued Educator Support

Supporting all virtual and hybrid educators across the state –

- Virtual/remote academies
 - New remote charter academies
 - Virtual educators within in-person districts
- with networking, professional development and impact evaluation.



Continuing to support Badged Facilitators with:

- Successful implementation of blended learning
- Professional development for other staff



Workstream 2: Blended Learning Content Outreach

K-8 blended learning course content

01

**English
Language
Arts, Math,
Science
and Social
Studies**

02

**Developed
by North
Carolina
teachers**

03

**Aligned to
North
Carolina
standards**

04

**Open
access**

05

**Simplifies
planning
and blended
learning use**



Workstream 2: Blended Learning Content Outreach

Support their use of blended learning content to support special populations of students:

- Gifted
- Exceptional Children (EC)
- Multilingual Learners (MLL)
- Out-of-school or In-school Suspensions
- Alternative Education
- Homebound
- Credit Recovery

Focusing outreach on:

- Beginning teachers
- International teachers
- Teachers who made a lateral move



Workstream 3: Tailored Implementation Support

**Integration
into
strategic
plans**

**District-level
staff and
leadership
support**

**Family
outreach**

Coaching





Contact:

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NC Department of Public Instruction

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Learn More:

<https://www.dpi.nc.gov/districts-schools/districts-schools-support/office-virtual-instruction-services/rethink-education>