



Partners in Learning School Research Report

Innovative Teaching at [School Name]

[Month, Year]

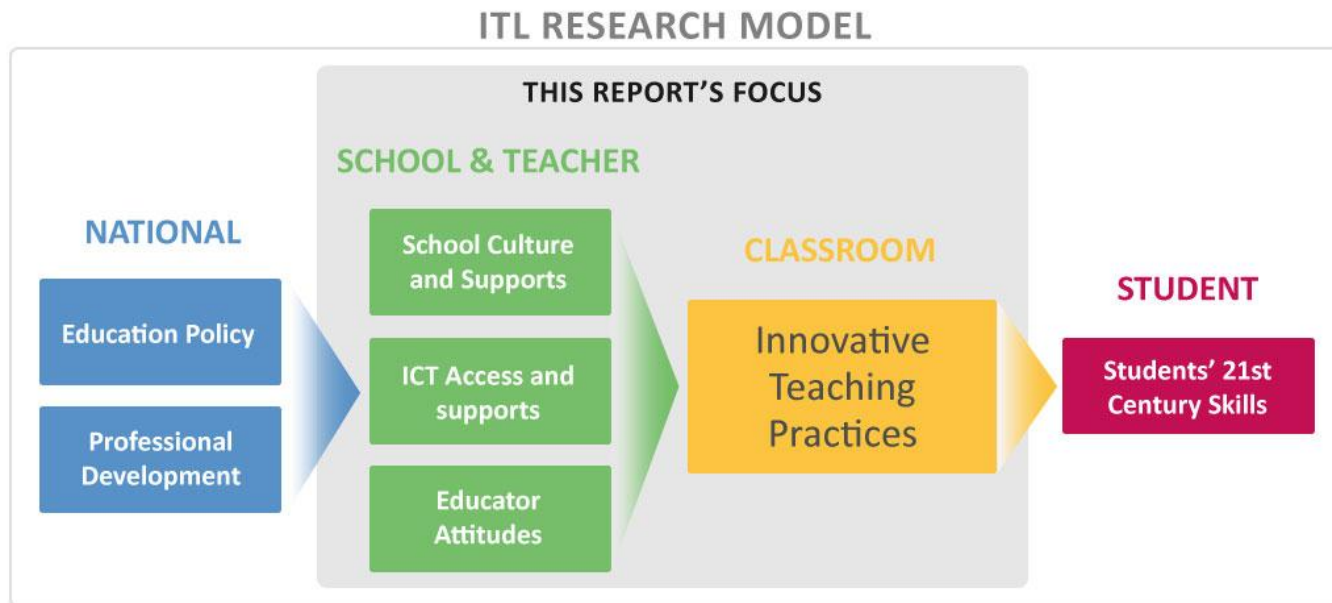


School Research Report

This report presents the results of surveys of school leaders and educators at [School Name]. The surveys measure participants' reports of innovative teaching practices in the school, including the use of technology for learning and school support for innovative practices. The goal of the research is to provide tools for schools to measure and develop innovative teaching and learning, and to ultimately better prepare students for life and work in the 21st century.

This research is based on the school leader and educator surveys developed for a broader multinational study called **Innovative Teaching and Learning (ITL) Research**, which is sponsored by **Microsoft Partners in Learning** and has advisors from UNESCO, OECD and other organizations. For more information, see www.itlresearch.com.

The survey data reported in this document focuses on measuring key elements of the ITL Research Model, including the extent of Innovative Teaching Practices educators use.



**ICT:* Throughout this report information and communication technologies (ICT) refers to a broad set of technology tools and resources such as computers (including laptops), mobile phones, graphing calculators, digital cameras, electronic whiteboards, other computer hardware, computer software (such as presentation software, word processors, and spreadsheets) and the Internet. The words computers, technology, and ICT are used interchangeably.

Introduction and Methodology

Schools around the world are striving to improve students' learning experiences through pedagogical changes and the effective use of technology. Students need skills for life and work in the 21st century that are not well developed through traditional education. Microsoft's Partners in Learning School Research (PILSR) provides tools that any school or system can use to measure innovative teaching practices and make progress on transforming education to meet students' needs. For more information, see www.pilsr.com.

This report is based on surveys of the school leaders and educators at [School Name, Country] that were completed in [Month, Year]. These surveys can be repeated by the school each year to measure progress.

The objectives of this report are to provide a basis for discussion and reflection within the broader school community and to inform strategic planning and professional development decisions. Each school participating in PILSR is invited to join the international community of educators interested in this research at <http://www.partnersinlearningnetwork.com/communities/37053179b8ad48e4b89a2d2b1034e286/Pages/default.aspx> to share ideas, examples and experiences.



Method

- The surveys were conducted online among school leaders and educators in [School Name] in [Month, Year].
- Survey questions were asked in [language].
- Measures of innovative teaching practices are based on educators' reports of their own teaching practices.



Survey Sample

- Access to the surveys was provided to all school leaders and teachers in the school.
- All measures shown in the report are based on the number of survey responses from the school.



Sample Size and Response Rate

- Out of [edu#] educators at [School Name], [eduRes#] responded to the teacher survey, for a response rate of [eduPer#]%.
- Out of [sl#] school leaders at [School Name], [slRes#] responded to the school leader survey, for a response rate of [slPer#]%.
- Response rates below 80% (of the total educator and school leader populations in the school) have low reliability (they may not accurately reflect practices in the school).

What are Innovative Teaching Practices?



Innovative Teaching Practices*

“Innovative Teaching Practices” in this research include more than the use of technology alone. Having technology in schools does not by itself change teaching and learning. For it to be effective in improving student learning, technology use needs to be part of pedagogical shifts that include student centered learning and practicing learning in ways that can take place anytime and anywhere.

Student-
Centered
Pedagogy

Extending
learning
beyond the
classroom

ICT used for
teaching and
learning

“Innovative” Teaching Practices*

Use of the term “innovative” to describe the combination of the three teaching practices described below is intentional. Student centered pedagogy and extending learning beyond the classroom are concepts that have very long histories. The term “innovative” in the context of this research describes combining these practices with technology to solve teaching and learning challenges in new ways. It is the combination of these pedagogical practices *with* technology that has the potential for real innovation.



Student-Centered Pedagogy

Student-centered pedagogy includes practices of teaching and learning that are project-based, collaborative, foster knowledge-building, require self-regulation and assessment, and are both personalized (allowing for student choice and relevance to the individual student) as well as individualized (allowing students to work at their own pace and according to their particular learning needs). Each of these elements has a strong base of prior research, linking them to positive outcomes in terms of developing 21st-century skills among students.



Extending learning beyond the classroom

This teaching practice refers to learning activities that reflect the nature of high-performing work groups in modern organizations. Learning activities extend beyond the traditional boundaries of the classroom, for example, by including individuals from beyond the classroom (for example, parents, experts, community members), by providing opportunities for 24/7 learning (for example, research outside the classroom), fostering cross-subject connections, and promoting global awareness and cultural understanding.



ICT used for teaching and learning

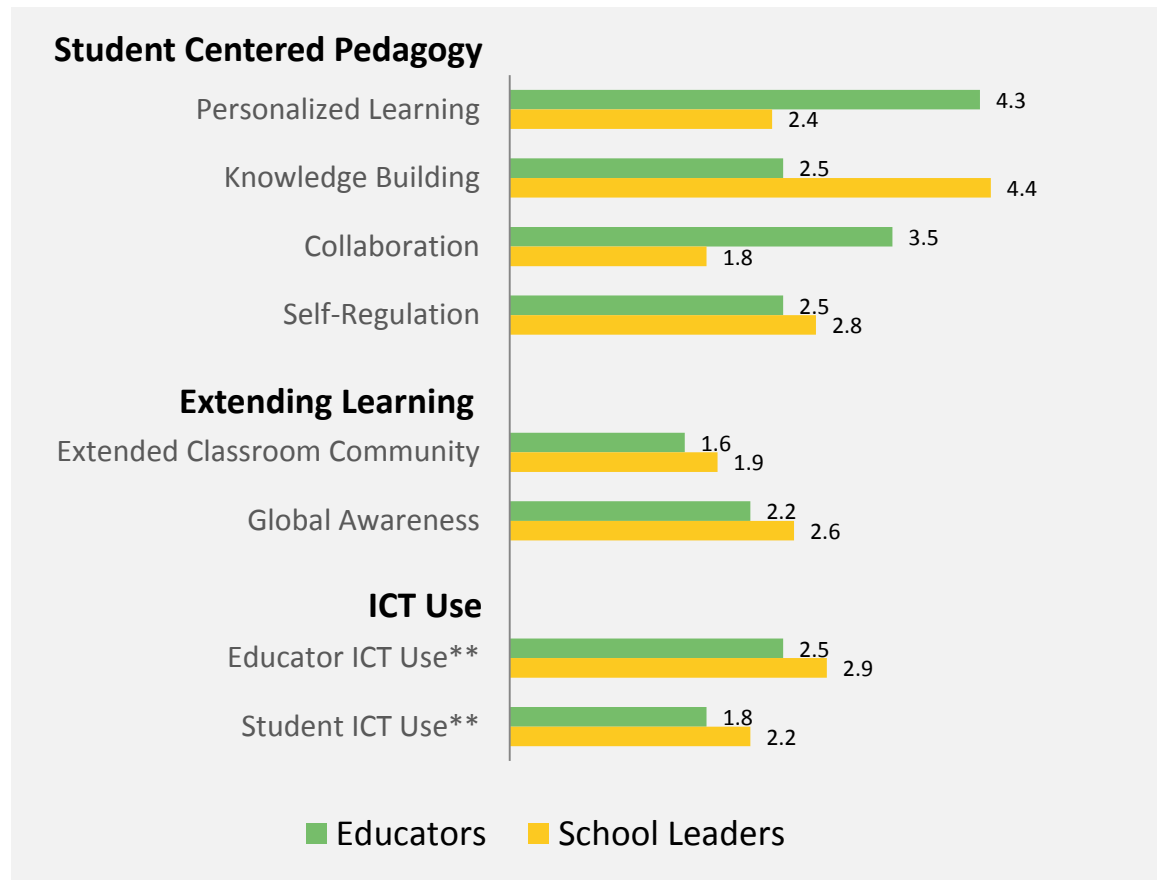
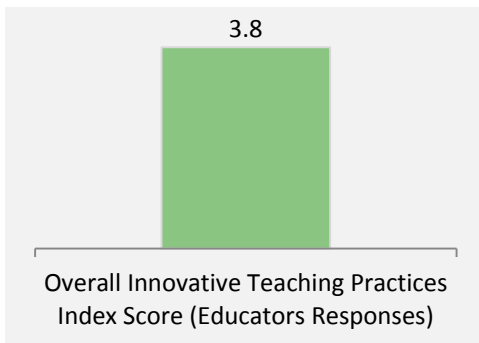
This teaching practice relates to technology use by educators and by students for learning purposes. Because the impact of information and communication technologies (ICT) can vary widely depending on its pedagogical application, this construct includes a focus on **how** ICT is used and not simply whether it is used. For example, the surveys distinguish between basic or rote use of technology and higher-level technology use that takes better advantage of technology for deep student learning.

*Based on definitions from the Innovative Teaching and Learning Research project: www.itlreserach.com.

Innovative Teaching Practices Index*

The chart on the right shows how educators at [School Name] report their use of the different elements of innovative teaching practices, and how school leaders estimate the use of these practices among educators in the school. These practices are described in more detail on the following pages.

Other related research demonstrates that innovative teaching practices are strongly associated with students' development of 21st Century skills (see www.itlresearch.com).



*All items are measured based on educators' reported frequency of a practice on a 5 point scale. Higher scores indicate a higher reported frequency of a practice. All items show averages across all responses from the school for each group (educators and school leaders). Data has been adjusted to account for the number of times a class meets per week.

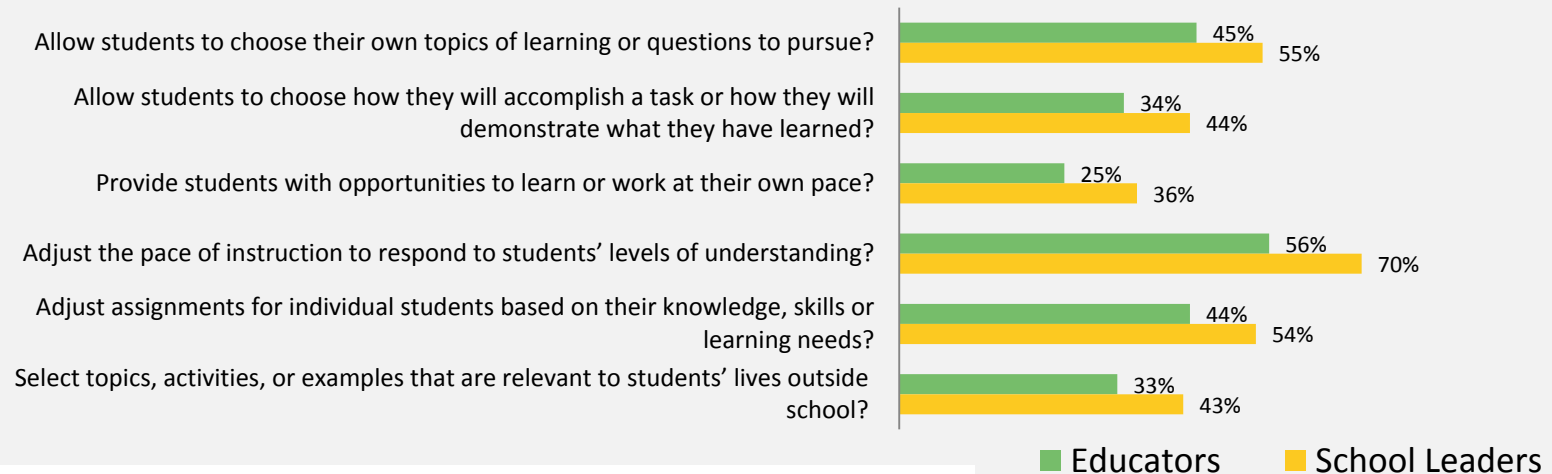
**Student and Teacher ICT Use has been calculated taking the average of basic and high level technology use (see pages 10-11).

Student Centered Pedagogy

These charts show how frequently educators and school leaders report using student centered pedagogical practices.

Personalized Learning

% Educators who practice this at least 1-3 times per month

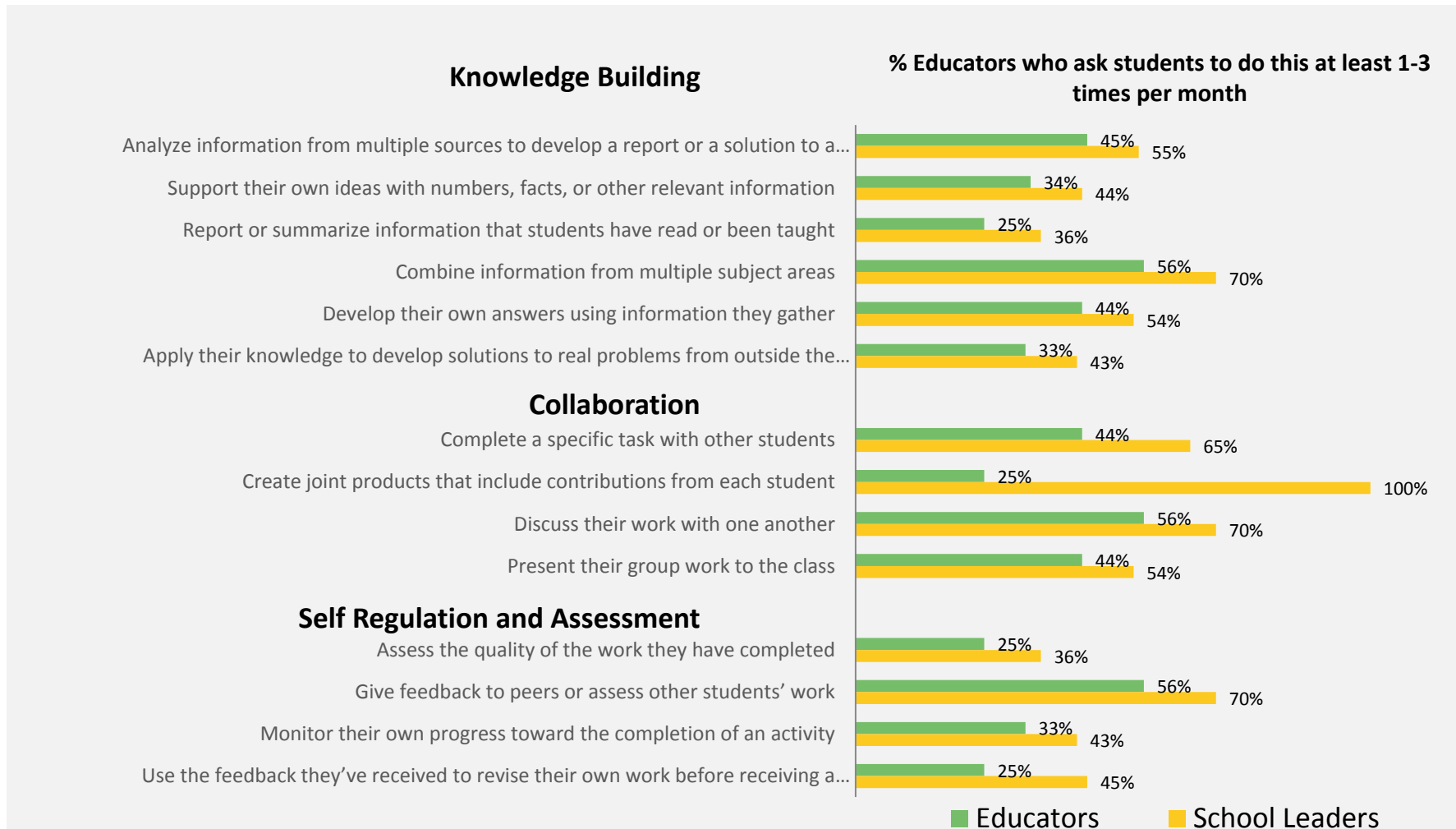


Example Learning Activity: Student-Centered Pedagogy

Student-centered learning requires students to be active, responsible participants in their own learning. An example would be a learning activity where students are asked to organize into three groups, where each group develops a project (collaboration) to design a better school library (knowledge building). The project must include applications of concepts from math, history and human biology (knowledge building). Students choose the particular concepts they will use from these areas and how they will apply them in the design (personalized learning). Finally, students assess each group's work according to specified expectations and modify the project design based on feedback from peers (self regulation).

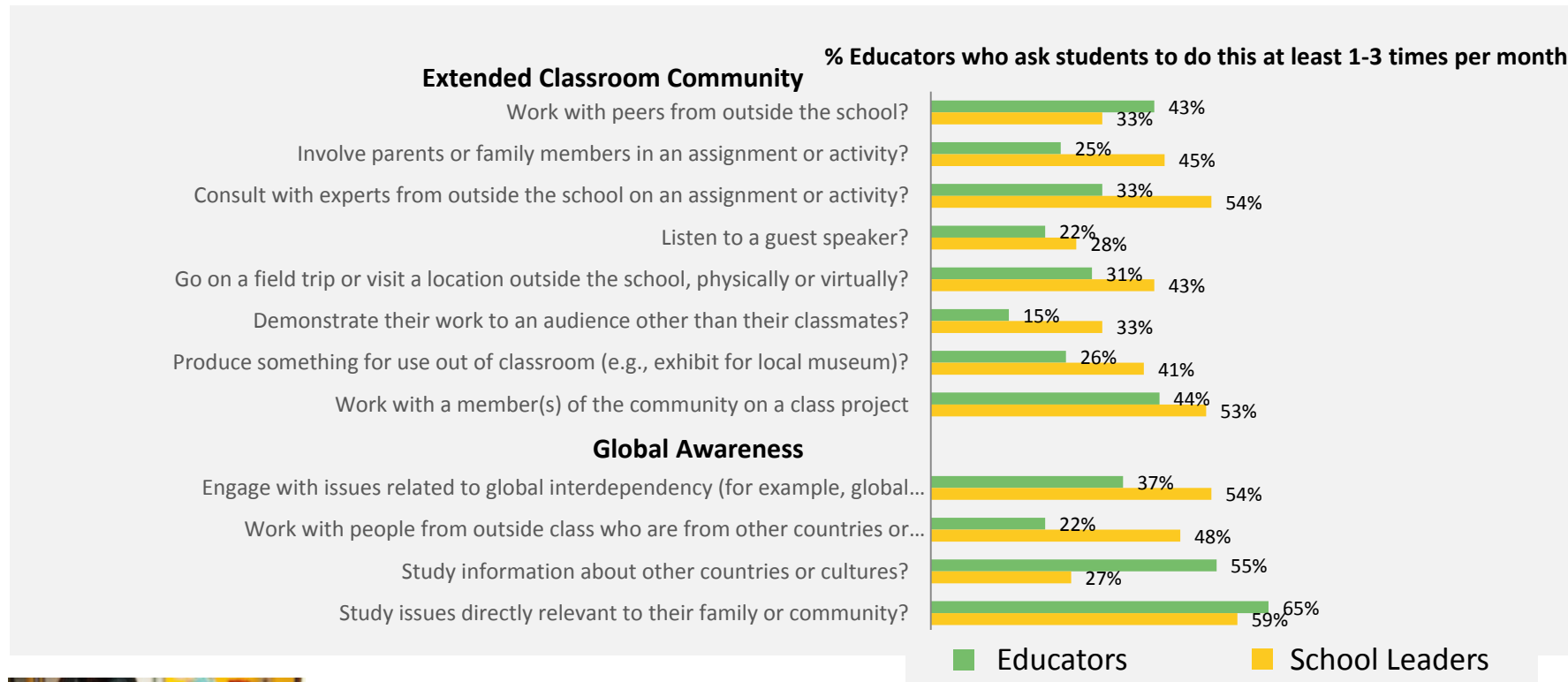
Student Centered Pedagogy

These charts show how frequently educators and school leaders report using student centered pedagogical practices.



Extending Learning Beyond the Classroom

These charts show how educators and school leaders report using practices that extend learning beyond the classroom.

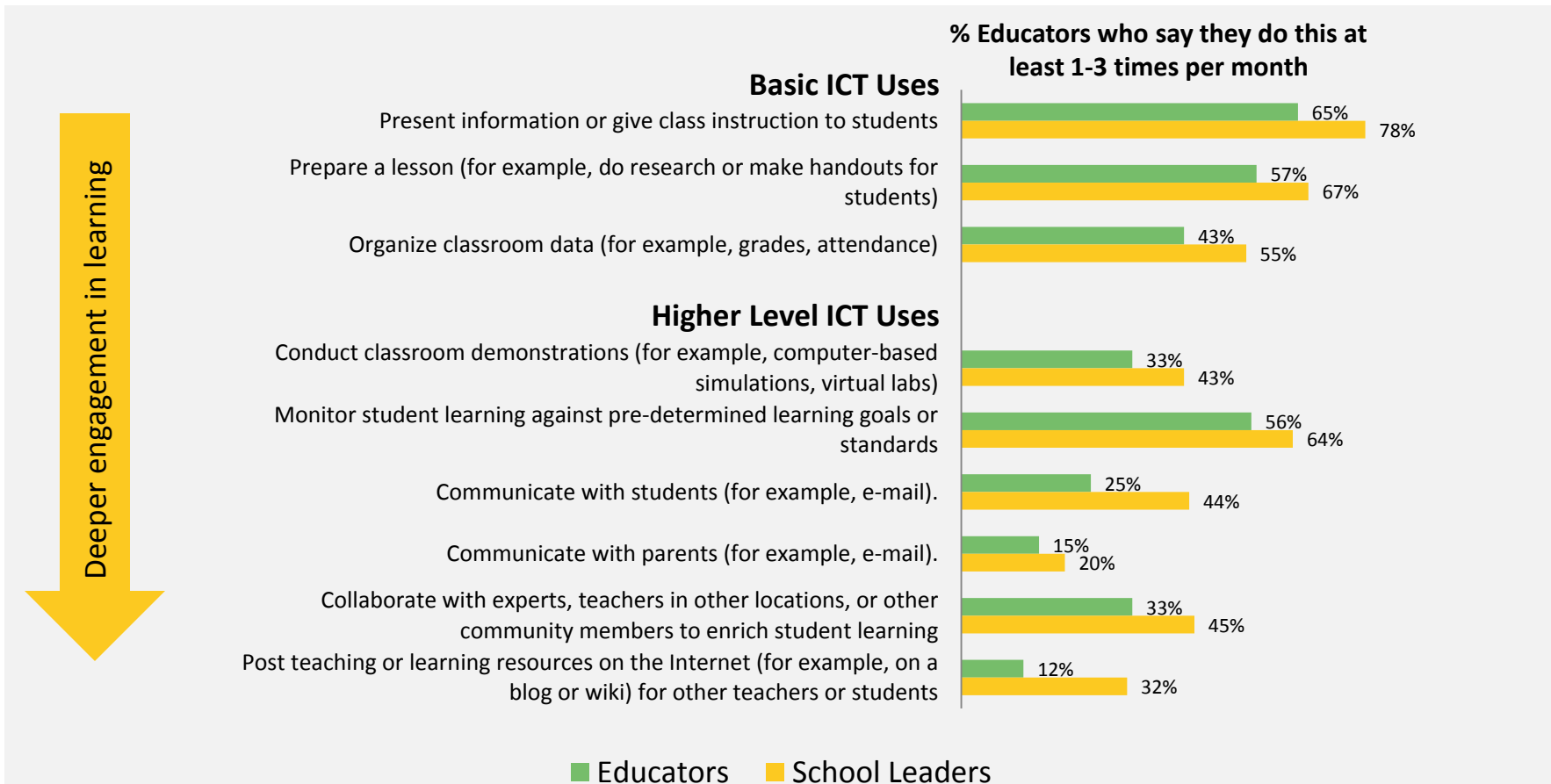


Example of Learning Activity: Extended Learning

Students are asked to create a presentation of their research on how work is changing. Student groups visit parents' workplaces in teams using digital photography and video, generating stories, images and knowledge about the issue. Then the teams investigate labor market trends using data collected from the internet or other sources to make charts that compare what they saw and learned locally with patterns in other countries. Finally, they send the reports to local authorities identifying resources and programs needed to help develop the workforce capacity in their community.

ICT Used for Teaching and Learning by Educators

These charts show how educators and school leaders report on educators' use of technology for learning. Higher-level uses of ICT integrate more deeply with learning objectives and are more strongly associated with innovative teaching methods than basic uses of ICT.

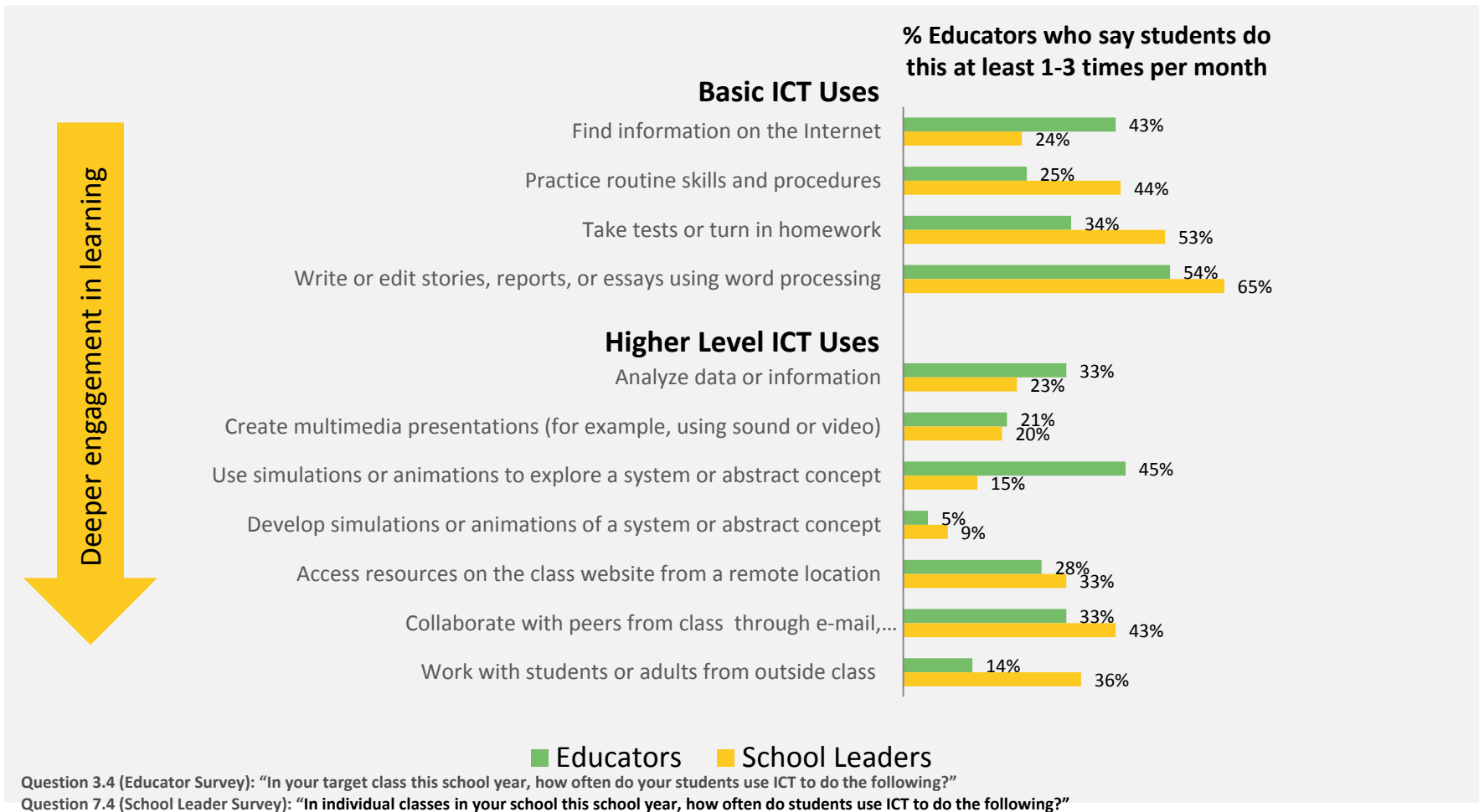


Question 3.5 (Educator Survey): "Now think about your use of ICT both in and outside of the classroom during the past year. How often do you use ICT to do the following?"

Question 7.5 (School Leader Survey): "Now think about teachers' use of ICT both in and outside of the classroom during the past year. How often do teachers use ICT to do the following?"

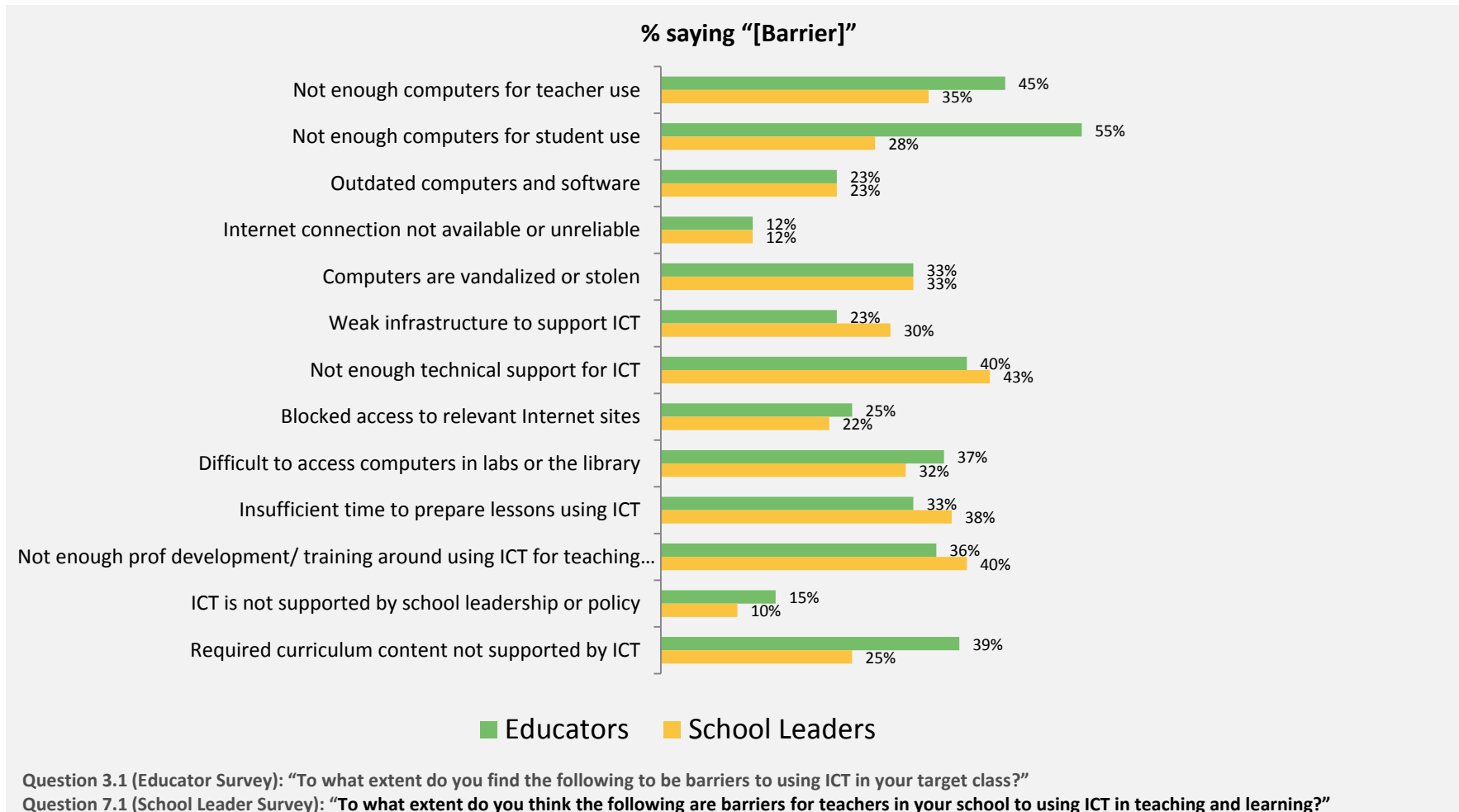
ICT Used for Teaching and Learning by Students

These charts show how educators and school leaders report on students' use of technology for learning. Higher-level uses of ICT integrate more deeply with learning objectives and are more strongly associated with innovative teaching methods than basic uses of ICT.



Barriers to Technology Use

This chart shows percentage of educators and school leaders who say the item is a “[Barrier]” to ICT use in teaching and learning.

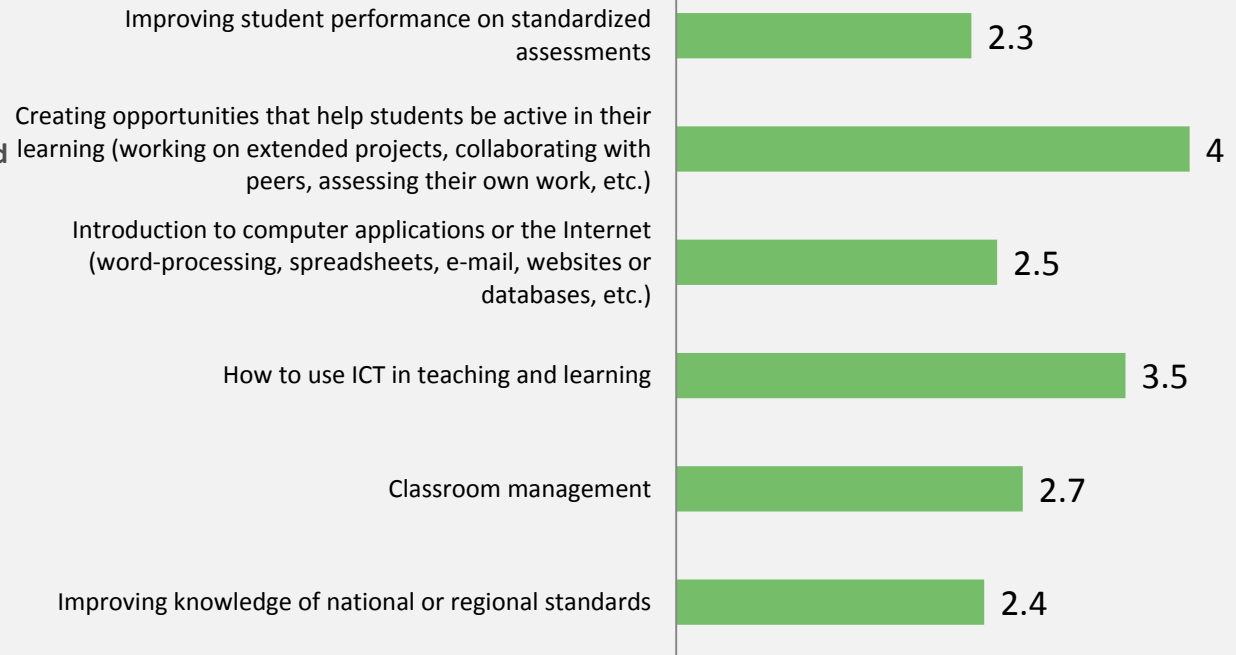


Topics of Professional Development and Levels of Innovative Teaching Practices

Average Innovative Teaching Practices Index Score* by Professional Development Topic

This chart shows the average innovative teaching practices scores of educators from [school name] who participated in these topics of professional development.

Each variable is isolated by controlling for participation in the other topics.



Question 4.1: "In the last two years, did you participate in professional development that covered any of the following topics?" (Educator Survey Only)

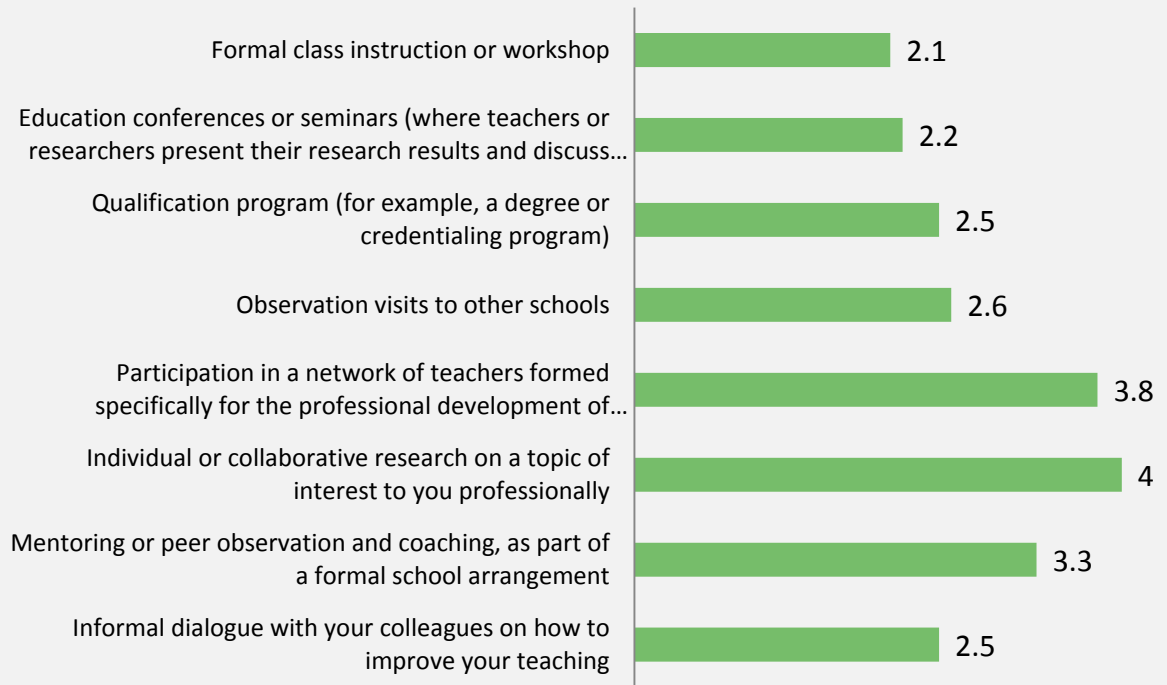
*All items are measured based on educators' reported frequency of innovative practices on a 5 point scale. See page 6 above for further information.

Types of Professional Development and Levels of Innovative Teaching Practices

Average Innovative Teaching Practices Index Score* by Type of Professional Development

This chart shows the average innovative teaching practices scores of educators from [school name] who participated in these types of professional development.

Each variable is isolated by controlling for participation in the other types.



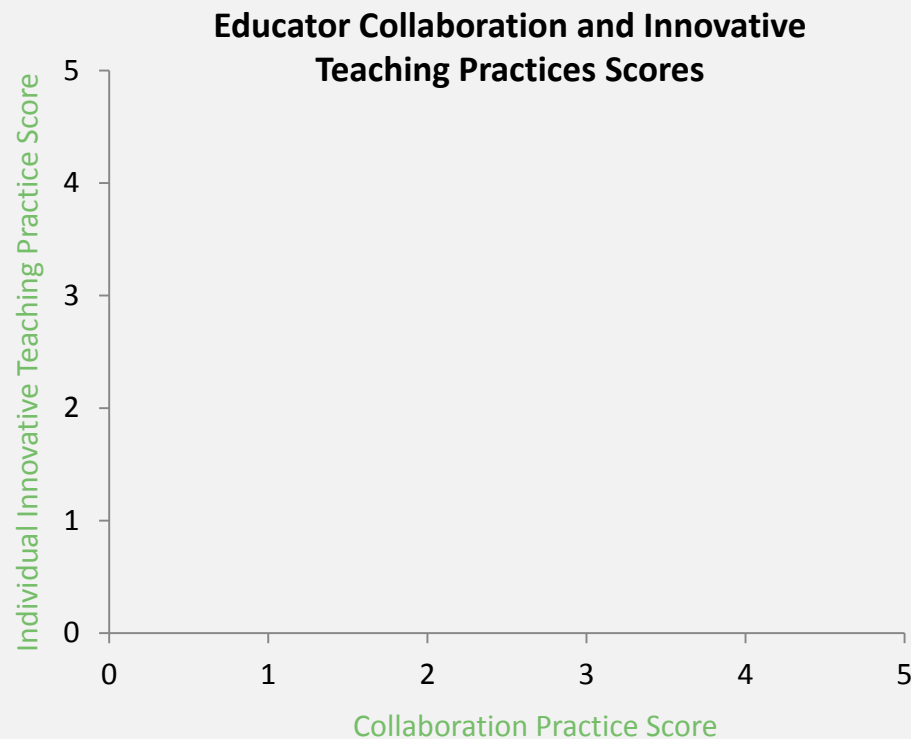
Question 4.2: "In the last two years, did you participate in any of the following types of professional development activities?" (Educator Survey Only)

*All items are measured based on educators' reported frequency of innovative practices on a 5 point scale. See page 6 above for further information.

Collaboration among Educators

This chart shows the relationship between individual educators' level of self-reported collaboration with their educator colleagues in the school and their innovative teaching practice score.

In other related research, the level of collaboration among educators in a school has been shown to be strongly associated with the overall level of innovative teaching practices in that school. (See www.itlresearch.com)



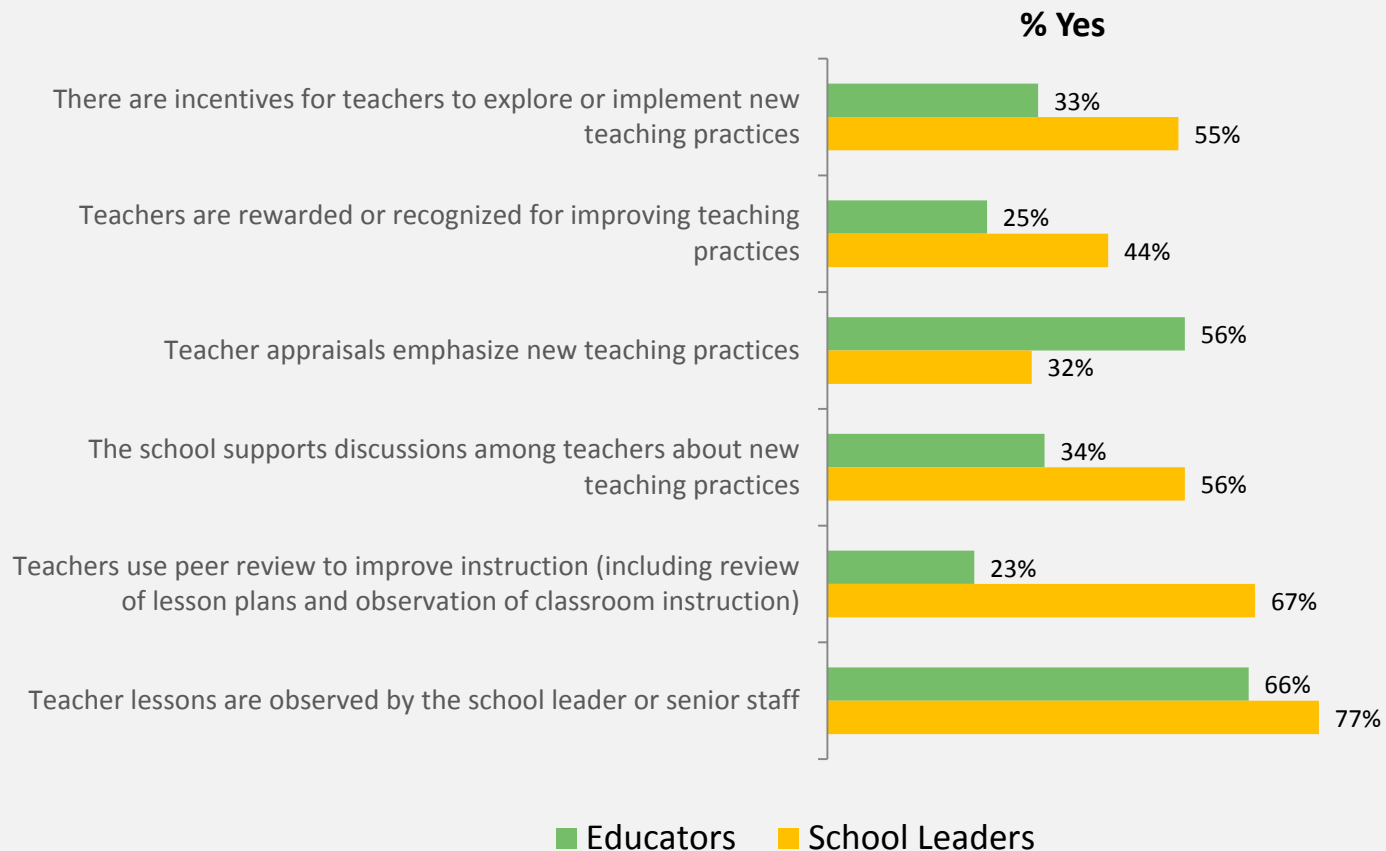
Question 5.1: “How often do you collaborate with colleagues at your school in the following ways?” (Educator Survey Only)

These questions were asked on a 5-point scale; ‘Never’ is coded as 1 and ‘4-5 times per week’ as 5.

Higher scores indicate a higher reported frequency of a practice.

Incentives and Recognition for Innovative Teaching

This chart shows perceptions of support for innovative teaching practices in the school among educators and school leaders.



Question 5.2 (Educator Survey) / 4.2 (School Leader Survey): "What supports are in place at your school to help teachers improve the way they teach?"

To learn more



1

More information and tools for using this report are available at www.pilsr.com under “Training Materials” menu tab.

2

Join local and global communities of educators interested in developing innovative teaching practices at [www.partnersinlearningnetwork.com]

3

Conduct the survey next year at the same time of year to measure your school’s progress.