



# Teachers in Bluum

The State of Professional  
Development and EdTech



**bluum**<sup>TM</sup>



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## The State of Professional Development and EdTech

### Research Overview

Version 2  
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Bluum conducted a comprehensive analysis of educators' experiences with technology training to help better support their needs in classrooms. We gathered feedback from over 900 educators, including elementary, middle, and high school teachers, as well as administrators, across 10 states. These individuals participated in training programs focused on a variety of education technologies. This report aims to provide insights into their experiences, the effectiveness of the training, and the future needs for instructional technology in schools.

Read on to learn what our respondents believe about the technology in their schools, how they infuse it into their instructional practices, and the barriers they face when working with tech in their classrooms

### Who Was Surveyed

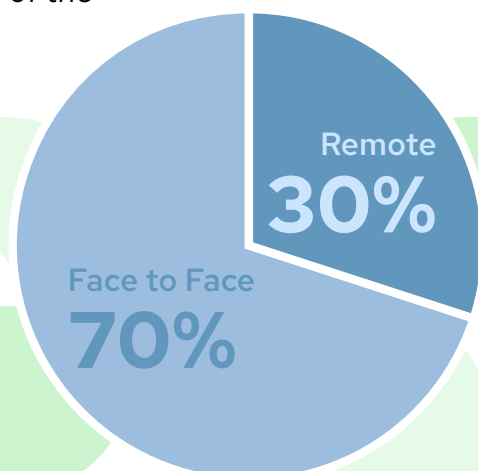
The study included a diverse group of educators:

- 944 participants
- Educators from elementary, middle, and high school levels
- Represented 10 states across the U.S.

### Training Format and Structure

The training sessions were designed to accommodate different learning preferences, and sessions were delivered in both face-to-face and remote formats.

There was a tremendous range of hours spent in training, from 1 to 12 hours in duration, allowing flexibility based on the complexity of the technology and the needs of the participants.





## Training Content

Educators were exposed to a wide array of technologies that are transforming classrooms. Over 15 types of technology were covered, including tools aimed at enhancing instruction, data-driven decision-making, and improving student engagement. Below is a breakdown of the major technologies, ranked in order of most frequently accessed:

### Key Technologies

- Clevertouch/Lynx
- SMART / Lumio
- Newline
- Promethean
- AI in Education
- ClassVR
- Chromebooks
- Google Workspace
- Math Coaching
- LU Interactive Playground
- Data-Driven Instruction
- eGlass and other tech



## Teacher Efficacy

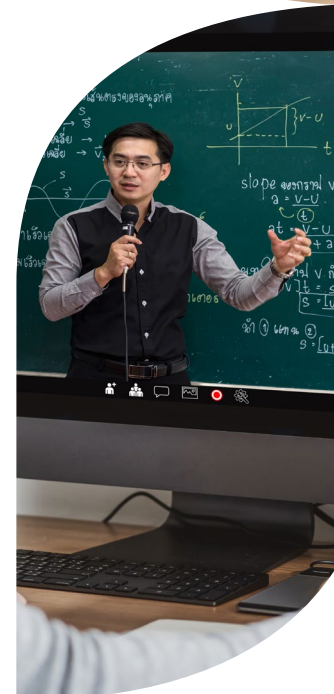
The impact of these training sessions was measured using various metrics, including growth in educator confidence, their ability to integrate technology into lessons, and the overall quality of the training. We focus specifically on teacher perceptions and their confidence in their own abilities based on a strong literature base proving the positive relationship between teacher efficacy and student success.

When teachers believe in their own effectiveness, they create more supportive and dynamic learning environments that invite students to participate actively. These teachers tend to use diverse teaching methods, address individual learning needs, and maintain high expectations for all students, which boosts student confidence and motivation.

**Research shows that students in classrooms with high-efficacy teachers are:**

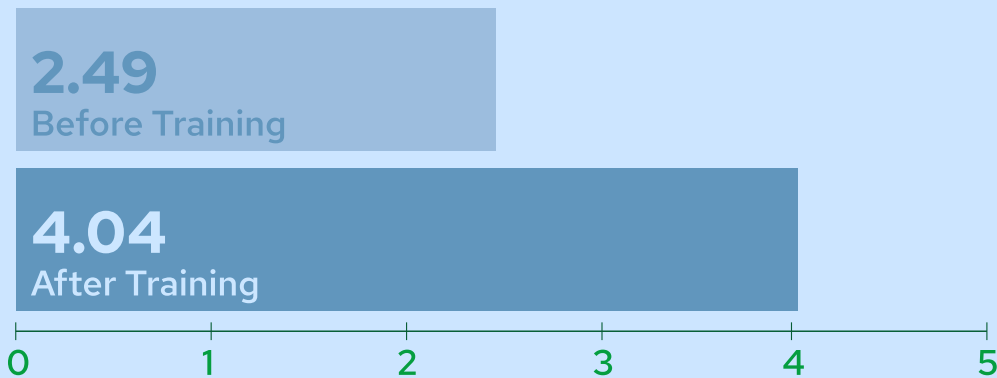
- more likely to feel valued
- stay attentive
- and engage meaningfully with the material

leading to better academic outcomes and a more positive attitude toward learning.





## Teacher's Confidence Level with Tech



Educators reported significant growth in their efficacy and confidence with the technology after completing their training. On average, confidence levels grew by 31%, with an overall increase in their score by 1.55 points (out of 5). This represents a positive shift in how comfortable educators feel integrating technology into their classrooms.

### Time Spent in Training and Growth

Our data indicates a positive relationship between the length of training and the growth measure. The longer an educator spent in training, the more their confidence and proficiency improved.

- Training sessions longer than 5.5 to 6 hours were associated with higher growth scores
- For shorter trainings (1-4 hours), there was more variability in growth scores, suggesting that quick sessions might not be sufficient for deep learning

Despite the difference in training durations, we found no difference in growth based on whether the training was delivered in-person or remotely, indicating that both formats are equally effective. Moreover, growth scores were not influenced by the format of training when it came to other perceptions, beliefs, or motivations.







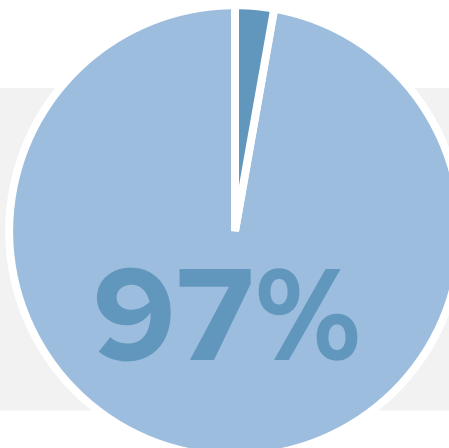
## Student Impacts

The feedback revealed overwhelmingly positive responses regarding the anticipated impact of technology on student engagement and learning outcomes. This response aligns with recent trends indicating that when educators are well-supported in technology adoption, they are more likely to leverage it effectively to engage students and enhance instructional delivery. Specifically, survey participants indicated the following:

- A belief in increased student engagement. A majority of participants (97%) expressed confidence that the technology they learned about will improve student engagement with the curriculum. Teachers believe that interactive and adaptive technologies will capture students' interest, offer new ways to participate in lessons, and ultimately, improve attention and enthusiasm in learning activities.
- A belief in positive impact on learning outcomes. Beyond engagement, 97% of teachers expect that the newly adopted technology will positively influence students' understanding and retention of the material. Specifically, educators noted that their technology enables more personalized learning, supports diverse learning needs, and provides interactive content that facilitates comprehension and retention.
- A positive correlation between PD duration and confidence in these beliefs. Notably, a significant positive correlation emerged between the time educators spent in PD sessions and their confidence in the technology's potential impact. Teachers who participated in longer training sessions reported a stronger belief in technology's benefits for student learning. This correlation suggests that prolonged exposure and in-depth training foster not only a better understanding of the tools but also greater confidence in their classroom applications.



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## Open-Ended Responses

Educators were asked several open-ended questions to gather more detailed and nuanced feedback. The feedback responses highlighted several key areas of interest and needs among educators integrating new technology in their classrooms, including the following:

### Hands-on practice and time to explore

Many educators requested additional time to practice with the technology directly after training sessions, suggesting that practical, in-session exploration time is highly valuable (about 30-35%).

### Refresher courses and continued support

A common theme was the desire for ongoing professional development, with options for refreshers after teachers have had a chance to experiment with the technology in real-world classroom settings (about 25-30%).

### Student engagement and interactive tools

There's a strong interest in training that focuses on tools and techniques to improve student engagement, especially for interactive activities and tailored learning experiences.

### Differentiation and special education support

Educators noted a need for more resources and techniques that support differentiation, including applications for students with special needs, such as assistive technology features like speech-to-text or visual enhancements.

### AI integration and ethical use

With AI becoming a topic of interest, educators are curious about best practices for AI integration, not only for student engagement but also in monitoring academic integrity and teaching responsible AI use (5-10%).



## Conclusion and Next Steps

Customized and well-planned professional development sessions have had a significant impact on educators' abilities to integrate technology into their classrooms. The growth in teacher confidence and perceptions about educational technology demonstrate the value of these trainings, while the feedback gathered highlights areas for further development, which include:

- Expanding training time for more in-depth learning
- Developing resources that provide practical, hands-on strategies for integrating technology into the curriculum
- Emphasizing accessibility to ensure that technology can be adapted to meet the needs of all students

**Bluum's** Professional Development team consists of educators and educational professionals who can meet every learner's needs when it comes to educational technology integration.

These services go far beyond technical product training. We provide hands on learning with everything from basic product use to practical skills and strategies for lesson creation that maximize student engagement to drive learning outcomes.



Click [here](#) to find out more or connect with our Professional Development team of experts.



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