Pear Deck | Logic Model

## Learn more at **peardeck.com/products/pear-deck**

#### Inputs

What do users do with Pear Deck?

#### **Administrators Support Effective Instruction**

- Install Pear Deck tools for effective instruction across all grade levels and subject areas
- Integrate with district-wide systems (LMS, Google, Microsoft platforms)
- · Create a rollout plan to train faculty
- Monitor teacher usage patterns and effectiveness
- Discuss impact and plan future trainings with a Success Manager

#### **Teachers Create Impactful Lessons**

- · Design, assign, and deliver lessons
- · Choose instructor or Student-Paced Mode
- Monitor student participation
- Use real-time formative assessments to adjust instruction
- Prompt critical thinking and empathy through discussion and debate

#### Students Engage with Lessons

- · Connect and actively engage in lessons
- · Respond to interactive prompts and activities
- · Complete student-paced, remote assignments

· Participate and communicate with teachers and peers

#### **Activities**

What makes Pear Deck special?

# Administrators Get Insight into Classroom Instruction

- Access reports on how teachers use Pear Deck to guide and support best practices
- Utilize flexible, instructionally effective templates and lessons
- Receive custom trainings and interventions to help teachers incorporate formative assessments into every lesson
- Maintain ownership over content and wrap existing curriculum in instructional best practices

#### **Teachers** Use Best Practices Daily

- Build new, or adapt existing, lessons with instructionally effective templates
- Build respect and open dialogue between peers with Pear Deck's classroom management features
- Give specific feedback to students that drives metacognition
- Be guided toward and celebrated for using instructionallyeffective teaching tactics

#### **Students Engage & Build Confidence**

- Have time to retrieve and process information for themselves on their own device
- See and discuss anonymous peer responses
- Hear their own ideas being discussed
- Receive specific feedback and correction from their teacher

#### **Outputs**

What does data tell us about the Pear Deck experience?

### Outcomes

What does the research tell us about the potential benefits of Pear Deck?

#### **Improved Equity and Engagement**

- Active learning reduces achievement gaps <sup>1,2</sup>
- Teacher quality overcomes achievement gap between low-income and advantaged students<sup>7</sup>

#### Improved Outcomes and Achievement

- Active learning improves outcomes<sup>1,2</sup>
- Formative assessment impacts achievement<sup>3,4,5</sup>
- Deeper learning improves performance across multiple measures<sup>6</sup>
- Student performance improves across multiple measures when learning is social, emotional, and academic<sup>8</sup>

#### **Improved School Climate and Culture**

- Regular, low stakes retrieval practice reduces anxiety in students\*
- When students feel supported and connected to their teachers and peers, they can develop a growth mindset and social-emotional skills<sup>a</sup>
- Teachers retention improves in school that see student success as collaborative work<sup>7</sup>

## Supports Active Learning

- Average class has 95% engagement 10
- Used across all subject areas and evenly across K-12 grade levels
- Integrations with district-wide tools improve usage and reduce cognitive load for teachers and students

## Improves Instruction

over of teachers think Pear Deck is essential for Remote90% Learning

agree it supports them using formative assessment<sup>11</sup>

agree it supports development of students' critical thinking skills<sup>11</sup>

agree it supports students drawing on prior knowledge<sup>11</sup>

**85**% agree it supports metacognition

83% agree it supports adequate processing time<sup>11</sup>

#### Students are Engaged

95% of teachers think it helps students express their understand<sup>11</sup>

94% think students are more engaged when using Pear Deck<sup>11</sup>

90% think it promotes peer communication<sup>11</sup>

References 1. Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., Wenderoth, M. P., (2014). Active learning increases student performance in science, engineering, and mathematics. B. Alberts (Ed.). PNAS. 111(23) 8410–8415.; 2. Eddy, S. L. (2017). Getting under the hood: how and for whom does increasing course structure work? CBE-Life Sciences Education, 13(3). http://doi.org/10.1187/cbe.14-03-0050; 3. Popham, J. W. (2008). Transformative Assessment. Alexandria, VA, USA: ASCD: 4. Black, P., William, D. (1998). Inside the Black Box: Raising Standards Through Classroom Assessment in Education: Principles, Policy and Practice. 5(1), 7–73; 6. Bitter, C., Loney, E. (2015). Deep Learning: Improving Student outcomes for College, Career, and Civic Life. Education Policy Center at American Institutes for Research. Received from https://eric.ed.gov/?id=ED571850; 7. Haynes, M. (2014). On the Path to Equity: Improving the Effectiveness of Beginning Teachers, Alliance for Excellent Education. Retrieved from https://all4ed.org/reports-factsheets/path-to-equity/; 8.Darling-Hammond, L., Cook-Harvey, C. M., Flook, L., Gardner, M., & Melnick, H. (2019). With the whole child in mind: insights from the Comer school development program. Alexandria, VA: ASCD: 9. Agarawl, P.K., Bain, P.M. (2018). Powerful Teaching: Unleash the Science of Learning. San Francisco: Jossey-Bass; 10. Internal Analysis of Global Pear Deck Usage Data, 2018–19; 11. Pear Deck Efficacy Survey: Results from the University of Iowa Center for Evaluation and Assessment, February 2020