

Qualitative Methods Pilot Study: Exploring the Perceptions and Experiences of Educators in Integrating the Edmentum Exact Path Adaptive Learning Platform

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Introduction

The integration of technology in education is on the rise, aiming to improve both educators' teaching methods and students' learning experiences. This trend has gained momentum, mainly due to the accelerated adoption caused by the COVID-19 pandemic. "During the COVID-19 pandemic, the value of information and communications technology (ICT) increased dramatically, affecting educational paradigms and practices" (Clipa, O., Clapona-Simona Delibas, & Măță, L., 2023). With numerous school closures during the pandemic, educators turned to digital technology for teaching and maintaining connections with their students. However, Aivazidi, M., &

Michalakelis, C. (2021) observed that the teachers in both kindergarten and elementary schools avoided developing any explanatory or additional teaching materials for their students. Instead, they preferred to upload educational material they found on the web to their e-class. At the same time, administrators and technology directors were immersed in acquiring knowledge about the application and implementation of new technologies.

The pandemic accelerated the transition to online learning, giving administrators, teachers, and other stakeholders the opportunity to explore a variety of online teaching platforms. The array of online platforms crafted to support and enhance learning is virtually boundless, all with their unique features, methodologies, and educational outcomes. Nevertheless, Adaptive Learning Technology Platforms all share a common factor: these platforms can only succeed if their integration into the curriculum is well-managed. Therefore, "One of the more critical pieces of technology integration is understanding the connection between technology, pedagogy, and content knowledge" (Spencer, A., 2019).

The growing incorporation of adaptive learning technology platforms in educational environments has emerged as a prominent aspect of modern pedagogy. Teachers play a pivotal role in unlocking the potential of adaptive learning technology to elevate student engagement, customize learning experiences, and enhance educational outcomes. "Adaptive learning can be realized by means of artificially intelligent technology. It is also a key aspect that teachers should take into consideration." (Meng, Q., Jia, J., & Zhang, Z., 2020)

The adept use of these platforms hinges significantly on the knowledge and skills of educators, underscoring the critical importance of teacher training in their successful implementation. According to Adan (2023), "Many companies offer continuing training opportunities for employees, focusing on skills that can improve efficiency."

Nevertheless, there is an increasing imperative to delve into the experiences and perceptions of teachers concerning their training in adaptive learning technology. This study aims to explore the challenges and opportunities teachers encounter during their training and how this training impacts their

classroom practices. This research attempts to bridge the gap between technological advancements and effective pedagogy by improving teacher training in adaptive learning technology. By exploring the experiences and perspectives of educators, we can identify areas for improvement and contribute to the development of more effective training programs. The findings from this research are crucial for ensuring that teachers have the requisite skills to navigate the complex landscape of adaptive learning technology, ultimately enhancing the quality of education in the digital age.

Statement of the Problem

It's evident that the landscape of education is evolving, and the role of technology in education is changing the dynamics of the way students learn. The emphasis on self-pacing, independence, technology integration, diversity, and recognizing diverse learning styles aligns with contemporary educational trends. Edmentum Exact Path educational solution aims to address these evolving needs. Edmentum is an educational technology company that offers a

variety of online learning solutions, and Exact Path is one of their products designed to provide personalized learning experiences for students.

Personalized learning is supported by Constructivism theory, which emphasizes the active role of learners in constructing their understanding and knowledge. It suggests learning is a process of building meaning through experiences and reflection.

As the field of adaptive learning continues to evolve, educators unanimously acknowledge the benefits it offers. Students also report a positive experience as the adoption of adaptive learning technology platforms continues. "Student learning is enhanced when learners are encouraged to evaluate their learning (metacognition), and many adaptive systems employ tools that allow the students to monitor their progress, with some systems offering directed metacognitive experiences for the student as he or she moves through the lessons." (Wilschut et al., 2021) . Despite the growing prevalence of adaptive learning technology platforms in schools and their positive benefits, there is a lack of a comprehensive understanding of how teacher training

programs address the integration of these platforms into classroom settings.

While many teachers undergo training on adaptive learning technology, it remains uncertain whether this training adequately equips them to effectively utilize these tools, adapt to diverse classroom contexts, and meet the unique needs of their students. The absence of a well-defined framework for teacher training in adaptive learning technology may result in diverse implementation practices, impeding the realization of the technology's full potential for enhancing student learning outcomes.

There is a necessity to examine the experiences, perspectives, and challenges encountered by educators during their training in adaptive learning technology to identify deficiencies in current programs and potential areas for improvement. Understanding the impact of teachers' training experiences on their attitudes and actions in the classroom is crucial for fostering effective technology integration and, ultimately, enhancing educational outcomes. The research issue arises from the pressing need to synchronize teacher training programs with the requirements of the contemporary academic environment,

where adaptive learning technology is becoming more widespread. This study aims to tackle the challenge of ensuring that teacher training in adaptive learning technology is thorough, pertinent, and influential, empowering educators with the knowledge and skills necessary to excel in today's diverse and technology-enhanced classrooms.

Research Design

This pilot study employed qualitative research methods, an approach dedicated to exploring and comprehending the meaning individuals or groups attribute to social or human problems (Creswell, J.W. & Creswell, J. D, 2018). The research specifically centered on surveying teachers involved in the utilization of the Edmentum Exact Path program, a targeted adaptive learning technology. The survey served as the primary tool for data collection, analysis, and the subsequent compilation of the final report (Creswell, J. W. & Guetterman, T.C, 2019).

In line with a constructivist worldview, this research aligned with the belief that individuals construct reality, and their experiences shape their

understanding of the world. The approach emphasized understanding participants' perspectives and the meaning they attached to their experiences. Data analysis predominantly employed inductive reasoning, seeking to build theories grounded in the participants' unique experiences.

The theoretical framework that guided this study was Social Cognitive Theory, situated within the constructivist worldview. This theory was important in exploring how individuals, in this case, educators, learned through observation, modeling, and interaction. In the context of teacher training and adaptive learning technology, Social Cognitive Theory enabled an exploration of how teachers acquired new knowledge and skills through training and professional development, and how they subsequently applied this learning within their classrooms.

By combining qualitative research methods, a constructivist worldview, and the Social Cognitive Theory framework, this pilot study aimed to analyze the dynamics of educators' experiences and perceptions in integrating the Edmentum Exact Path Adaptive Learning Platform into their instruction. Through

the surveying process and an understanding of the participants' perspectives, the study will provide valuable insights into the challenges and opportunities encountered during teacher training and its impact on classroom practices.

“Survey research is a critical component of measurement and applied social research. It is a broad area that encompasses many procedures that involve asking questions to specific respondents.” (Gaille, 2020). This comprehensive approach not only will enhance the validity of the research but also it will contribute to a deeper understanding of the complex relationship between teacher training, adaptive learning technology, and effective pedagogy.

Purpose

This study aims to explore the challenges and opportunities teachers encounter during their training and how this training impacts their classroom practices. The research will examine the teachers' experiences implementing and utilizing Edmentum Exact Path. Through questionnaires, the researchers will examine teachers' involvement in professional training and development for Edmentum Exact Path, along with their self-perceived efficacy in using the

platform during their lessons. In the end, the researchers will analyze the gathered data to ascertain the impact of the challenges and opportunities faced by teachers during their training on their classroom practices.

Research Questions

- RQ1: How do educators perceive the effectiveness of the training received for Edmentum Exact Path?
- What challenges do teachers face when integrating Edmentum Exact Path into their classroom practices?
- In what ways does teacher training influence educators' attitudes and confidence in using Edmentum Exact Path?
- How do teachers adapt their instructional methods following the training Edmentum Exact Path?
- What components do teachers believe should be included in an effective training program for Edmentum Exact Path or similar adaptive learning technology?

Literature Review

This literature review explores adaptive learning with Edmentum Exact Path, highlighting its adaptive assessments, targeted learning paths, and more importantly, the effectiveness of Edmentum Exact Path teacher training to ensure educators are well-prepared to implement the program successfully.

Adaptive learning has become a cornerstone in contemporary education. Adaptive learning refers to a teaching and learning approach that uses technology and data analysis to tailor educational experiences to the individual needs of each student. The goal of adaptive learning is to provide a personalized learning experience that is more effective and efficient than traditional one-size-fits-all approaches. Edmentum Exact Path is an educational program designed to support academic growth by employing adaptive diagnostic assessments and individualized learning paths. According to WINNERS (2019), Exact Path employs adaptive diagnostic assessments alongside targeted learning paths to ensure academic growth in reading, language arts, and math for K-8 students. The program extends its functionality by integrating

with NWEA MAP Growth and Renaissance Star assessments, using existing school data to improve learning. Its digital curriculum is designed with enhanced support and multiple instructional approaches for diverse learning styles. The essence of adaptive learning lies in adjusting the learning environment to meet each student's needs, leveraging student-generated data integrated into the pace of learning. (edmentum.com)

Adaptive diagnostic assessments adjust their difficulty based on the student's performance, providing a more accurate understanding of their current academic abilities. The individualized learning paths then use this data to offer just-in-time instruction, addressing areas where students may need additional support or challenges. This personalized approach can be beneficial for both struggling students who need extra help and advanced learners who require more challenging material. By focusing on the specific needs of each student, Edmentum Exact Path aims to optimize the learning experience and contribute to overall academic success. Edmentum's Exact Path stands out in the field of adaptive learning platforms for institutions looking to enhance

student learning and improve overall outcomes. Edmentum Exact Path's continuous evolution is evident in WHAT'S NEW (2018), highlighting enhancements that benefit administrators, teachers, and students. These include a new data dashboard, integration of Quantiles, Renaissance Star assessment integration, simplified onboarding, classroom management, curriculum additions, navigation improvements, and more.

The benefits of Edmentum Exact Path for students are clear, yet assessing the effectiveness of Edmentum Exact Path goes beyond student academic achievement. The effectiveness of Edmentum Exact Path includes teachers' training, which typically involves evaluating several vital factors to ensure that educators are well-prepared to implement the program into the curriculum. Teacher training emerges as a critical factor for successful implementation, as emphasized by Capacity Building of Educators (2013). The whole concept of education is deemed valid with adequate attention to teacher development. Teachers require comprehensive sessions on how to effectively use the program, emphasizing the mastery of ICT as a pedagogical tool. Continuous professional

development is crucial, ensuring teachers stay well-informed of technological advancements to transform teaching and learning. Furthermore, “attending professional development courses will increase your expertise in your field and, as a result, build confidence in the work you do.” (Robinson, 2019). Without proper training, the potential benefits of hardware and software remain unrealized. Negrín-Medina et al. (2022) echo this sentiment, pointing out that teachers face new challenges, particularly in changing the objective of the task and reaching students.

Edmentum Exact Path represents a comprehensive, adaptive learning solution, integrating assessments, targeted learning paths, and continuous improvements. While adaptive learning offers numerous benefits, teachers may face several challenges when implementing and utilizing adaptive learning technologies. Some of those challenges can include skill development and integration alignment. The success of such programs hinges on practical teacher training, as highlighted in the literature. Ongoing professional development ensures teachers can effectively power technology, transforming

teaching and learning for enhanced student outcomes in the 21st-century competencies. Aivazidi and Michalakelis (2021) add another layer by noting that teachers in both kindergarten and elementary schools tend to avoid developing additional teaching materials, relying instead on educational material found on the web for their e-class.

Rohaani et al. (2012) investigates teachers' knowledge of technology education in primary schools, concluding that while teachers have resources, they lack the competence to utilize them optimally, affecting students' academic progress. It is essential to consider whether there are ongoing professional development opportunities for teachers to deepen their understanding of Edmentum Exact Path and stay updated on new features or enhancements. Continuous training can help teachers refine their skills and optimize their use of the program. In addition, to evaluate the effectiveness comprehensively, it's essential to gather feedback from teachers and administrators and to use a combination of qualitative and quantitative

measures. This feedback loop can inform adjustments to the training program and ensure continuous improvement in the implementation of Edmentum Exact Path.

Edmentum offers the Pilot Service, which includes implementation Consulting and Professional Learning Services for all new customers, along with training for teachers. (*Edmentum Product Pricing - Educational Software Solutions and Services* , n.d.). Training and professional development for teachers on adaptive learning should encompass various aspects to ensure educators are well-equipped to integrate and leverage these technologies in the classroom effectively. The web-based platform offers a great deal of tools to support teachers with frequently asked questions. Yet a lot, if not all, of the literature available on teachers' training on Edmentum Exact Path comes directly from Edmentum's website, leaving room for bias to promote only the benefits and not address the gaps. Unfortunately, it does not mention how often the teachers should take a refresher course and how much they should spend on the platform trying to learn new skills.

Methodology

This study will explore the perceptions and experiences of educators in Integrating the Edmentum Exact Path Adaptive Learning Platform through qualitative search methods. "Qualitative research is an approach for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem " (Creswell & Creswell, 2018). This research also utilizes a qualitative phenomenological research approach to investigate the experiences and perceptions of educators as they integrate the Edmentum Exact Path Adaptive Learning Platform. "Phenomenological research is a design that culminates in the essence of the experience for several individuals who have all experienced the phenomenon" (Creswell & Creswell, 2018). Using these methods will assist with uncovering the perceptions and experiences of educators in Integrating the Edmentum Exact Path Adaptive Learning Platform.

Sampling Overview:

The participants in this study were drawn from educators in the Edison

Township Public Schools District. These participants have experience with the integration of the Edmentum Exact Path Adaptive Learning Platform. The sampling aimed to capture a diverse range of perspectives, considering educators from various grade levels (kindergarten to fifth) and varying levels of experience (ranging from one year to thirty-one years). The purpose of this sampling strategy was to ensure a comprehensive exploration of the experiences and perceptions of educators with different backgrounds and teaching contexts.

Procedure

Participant Recruitment: Educators from the Edison Township Public School district in Edison, New Jersey were invited to participate voluntarily in a qualitative survey designed on Qualtrics.

Informed Consent: Participants were provided with detailed information about the study, including its purpose and the voluntary nature of their participation. Informed consent was obtained from each participant before they proceeded to the survey.

Qualitative Survey Administration: The Qualtrics survey included a series of open-ended questions designed to elicit in-depth responses from educators. The questions covered various aspects of their experiences with Edmentum Exact Path, including grade levels taught, years of teaching experience, training satisfaction, challenges faced, integration into teaching practices, perceptions of the impact on student learning, alignment with educational beliefs, and institutional support.

Data Collection: Participants responded to open-ended questions, providing detailed insights into their experiences with Edmentum Exact Path. The qualitative nature of the survey allowed for narrative responses, providing a comprehensive understanding of educators' perspectives.

Data Analysis: Responses collected through the Qualtrics survey were analyzed using qualitative research methods. The analysis involved identifying recurring themes, patterns, and unique insights to gain a comprehensive understanding of educators' experiences with Edmentum Exact Path.

Instrument

Qualitative Survey on Qualtrics:

The survey was carefully designed with open-ended questions to capture educators' detailed perspectives on their experiences with Edmentum Exact Path. The questions included:

Demographic Questions:

- What grade level(s) do you teach?
- How many years of teaching experience do you have?

Training Experience:

- How satisfied were you with the training you received for Edmentum Exact Path?
- Can you provide an overview of the content covered in the training for Edmentum Exact Path?
- What did you find most valuable in the training content?
- Were there any challenges or difficulties you encountered during the training for Edmentum Exact Path? If so, please describe.

Integration into Teaching Practices:

- How has the training for Edmentum Exact Path influenced your ability to integrate it into your teaching practices effectively?
- How do you incorporate Edmentum Exact Path into your classroom practices and teaching methods?

Perceptions of Impact:

- What are your perceptions of the impact of Edmentum Exact Path on your students' learning experiences and outcomes?
- Alignment with Educational Beliefs:
- How do your beliefs about education and teaching align with the use of adaptive learning technology like Edmentum Exact Path?

Institutional Support:

- How does your school or district support the integration of adaptive learning technology like Edmentum Exact Path in the classroom?
- Are there any institutional (district/school) policies or practices that have influenced the way you use Edmentum Exact Path in your teaching?

Additional Insights:

- Do you have any additional comments or insights you would like to share regarding your experiences with Edmentum Exact Path or adaptive learning technology in general?

Findings and Data Analysis

In November 2023, a survey was conducted among 26 educators from the Edison,, New Jersey school district as part of a pilot study aimed at exploring their perceptions and experiences regarding the integration of Exact Path, an Adaptive Learning Technology Platform. The survey took place utilizing Qualtrics. There, the participants provided consent (Appendix A) to take the survey and proceed with completing the questionnaire (Appendix B). The questions primarily centered on key aspects such as training methods for educators, the support system in place, the execution of the technology, and the resulting learning outcomes. Several central themes emerged, including the need for comprehensive training, the effectiveness of the technology, and its alignment with integration efforts and educational outcomes.

This report delves into the core themes that emerged from interviews and the subsequent coding process using the Atlas.ti program. "Qualitative software programs facilitate data storage coding, retrieval, comparing, and linking, but human beings do the analysis" (Patton, 2015). The survey responses, while initially imported Atlas.ti as whole documents, were meticulously scanned to uncover prevailing trends and highlights based on each question. These educators taught across various grade levels, from kindergarten to fifth, and their experience levels encompassed the spectrum from one year to thirty-one years.

Findings

Educators' perception of the effectiveness of the training received in adaptive learning technology Edmentum Exact Path.

Participants offered diverse perspectives on the training they received, ranging from having received no training at all to varying levels of satisfaction. Some expressed the need for refresher courses, as the content covered during training had faded from memory over time. Notably, one participant stood out

by mentioning receiving additional training due to being tasked with training colleagues at their school.

Challenges faced during the integration of Edmentum Exact Path into their classroom practices.

The content of the training, which focused on students' learning paths and how to retrieve and analyze data to support students, was identified as the most valuable aspect of the training. While most participants did not encounter significant challenges during training, one participant did express difficulties in navigating the various available resources. Some participants reiterated the importance of ongoing training for reskilling and upskilling, acknowledging that the integration process is continuous and that continued development is essential.

Ways in which the training influences educators' attitudes and confidence in using Edmentum Exact Path

Usage patterns of Exact Path among educators were found to be inconsistent. While some educators rarely or never used it, others incorporated it

into their weekly routines, and some utilized it as a supplementary tool for short periods (e.g., more than 10 minutes). When assessing the impact and benefits of Exact Path, participants were divided. Some believed it effectively supported student development, while others felt that the support they received did not align with classroom work in subjects like reading, writing, and math or with independent work outside of the platform. This divergence in perspectives reflects the ongoing discussion around the role of adaptive learning technology in education, with some educators advocating for its use as a supplementary resource for home-based learning.

Adopting the instructional methods following training on Edmentum Exact Path

While a portion of the educators candidly acknowledged a decrease in platform usage after the training, they expressed a genuine desire to increase its frequency. Those who incorporated Edmentum Exact Path into their instructional methods utilized it daily for additional practice. Students were assigned activities, videos, and refreshers tailored to their individual needs. Some teachers occasionally regarded the platform as suitable for independent study and

small-group instruction. Furthermore, the extracted data played a crucial role in applying intervention strategies.

Components that teachers believe should be included in an effective training program like Edmentum Exact Path.

The participants agreed that continuous training is an important component during and after the integration of the program. Regarding the support provided by the district to facilitate the integration of adaptive learning technology, the majority of participants acknowledged having received support and encouragement. Additionally, certain policies and practices influenced how Edmentum Exact Path was used in their teaching. Notably, some participants mentioned being asked to reduce their usage, which in turn affected the amount of data input and retrieval from Exact Path, thus influencing their understanding of students' performance.

Analysis

Educators' perception of the effectiveness of the training received in adaptive learning technology Edmentum Exact Path.

The survey revealed inconsistencies in the training provided to educators in the Edison, NJ school district concerning Edmentum Exact Path. The perceived effectiveness of the training was generally weak, indicating a significant need for improvement. Only one out of the 26 participants reported receiving additional training, and this was attributed to their role in training others. According to the Centers for Disease Control and Prevention (CDC), "training helps learners gain new knowledge and skill. The most effective training also helps learners apply this information to their workplace, a process known as transfer of learning or simply learning transfer. Training effectiveness refers to how well your training supports learning and learning transfer" (Training Effectiveness, 2023). The goal of training is to enhance a learner's competence, capacity, and performance. It is strongly recommended that the Edison, NJ school district evaluates the effectiveness of its training through assessments to ensure that the learning aligns with the training's objectives and that learners can successfully apply what they have learned.

Challenges faced during the integration of Edmentum Exact Path into their classroom practices.

The participants did not highlight significant challenges encountered during the incorporation of Edmentum Exact Path into their classrooms. It is possible that no major challenges were exposed due to the limited utilization of the platform. However, the importance of continuous training for both reskilling and upskilling remains crucial, recognizing that the integration process is an ongoing effort, and sustained development is imperative. "Upskilling enhances an employee's existing abilities by teaching them new tricks of the trade. Reskilling prepares current workers for different roles" (Hall, 2023). This is emphasized by two key factors: the natural erosion of training knowledge without consistent use and the need for retraining to leverage the full potential of the platform considering technological changes and upgrades. Training throughout the academic year should be provided to encourage educators to use the platform more often and develop better skills.

Ways in which the training influences educators' attitudes and confidence in using Edmentum Exact Path

The participants' attitudes and confidence in using Edmentum Exact Path were divided. While there were claims by some of the participants that they did not receive training at all, the same participants did not use or rarely use the platform. Those participants who received training applied it often, yet there was mixed feeling on whether it aligned with the classroom work. "Employees who are well-trained often have higher motivation and morale because they feel that the company has invested in their ability and development." (Adan, 2023). It can be determined that if educators are properly trained and provide clear guidance on the purpose and expected outcome, they will implement the tools correctly. The tools should align with classroom work in subjects like reading, writing, and math or with independent work outside the platform and the district's overall goals.

Adopting the instructional methods following training on Edmentum Exact Path

The adoption of Edmentum Exact Path after training was not consistent among the participants who completed the training. It can be assumed that Edison School District did not provide clear direction on how often the platform should be used to be effective in enhancing student training. The district should investigate those educators who are not using the platform and seek methods to encourage the usage. Assessments on current knowledge and confidence using the platform should be conducted. In addition to providing data on how the platform enhances student learning and academic achievement.

Components that teachers believe should be included in an effective training program like Edmentum Exact Path.

Many of the participants agree that continuous learning is a key component of effective training. The utilization of Edmentum Exact Path was influenced by specific policies and practices, including instances where certain educators were requested to decrease their usage. Any modifications to usage patterns should be implemented for an entire academic year to ensure the collection of consistent and accurate data. Inconsistencies in usage may result

in unreliable data, thus hindering the understanding of student needs and performance. In addition to the existing encouragement, the school district should prioritize providing formal training at least once a year. This will offer opportunities for both reskilling and upskilling among educators.

Conclusion

Students today have moved beyond the constraints of traditional learning settings; now, they are self-paced, independent, actively involved with technology, diverse, and display a noticeable sense of impatience. Educators also recognize the needs of students and their diverse learning styles. Edmentum Exact Path meets the needs of both students and educators and is supported by the Constructivism Learning Theory. However, the implementation and success of alternative learning platforms like Edmentum Exact Path depend on proper training for the educators who use them as supplemental teaching methods.

The findings through the qualitative survey shed light on the diverse experiences and perceptions of educators in the Edison, New Jersey, school

district as they navigate the integration of Exact Path. The finding uncovered that those educators who received training are more likely to use the platform for supplemental learning and to obtain data and apply necessary interventions. Educators who did not receive training are less likely to use the platform or have not established consistent usage as part of their curriculum. Finally, the importance of ongoing training, the dynamic nature of technology integration, and the need for alignment with educational objectives. Overall, the findings provide valuable insights for educators and educational institutions seeking to leverage adaptive learning technology effectively while recognizing the individualized nature of educational needs and preferences.

When analyzing the data, it's crucial to acknowledge that while the findings were not all positive, there is ample room for improvement and opportunity. One of the recommendations is the necessity for standardized training for all educators with flexible schedules, ensuring inclusivity. This training should be conducted at least once a year, providing opportunities for both reskilling and upskilling. Furthermore, it is recommended to assess the

effectiveness of the training through evaluations to ensure alignment with the training's objectives. This evaluation process aims to confirm that learners can successfully apply what they have learned, fostering a more impactful learning experience.

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Appendix A

Invitation to Participate on a Survey for Pilot Study on Perceptions and Experiences of Educators in Integrating Exact Path (Adaptive Learning Technology Platform)

Dear Participant,

The Department of Educational Technology at New Jersey City University invites you to take part in a research investigation conducted under the guidance of Professor Laura Zieger. Your insights and opinions are invaluable in helping us gather information for our survey, the Perceptions and Experiences of Educators in Integrating the Edmentum Exact Path (Adaptive Learning Technology Platform) into your instruction.

Your participation in this study will contribute to a better understanding of the Integration of the Exact Path Adaptive Learning Technology Platform as well as teacher training and its implications for classroom practice . Your responses will remain confidential and will only be used for this research. Your participation does not imply employment with the state of New Jersey or New Jersey City University. Your participation does not involve physical or psychological risk.

Participation in this study involves completing an online survey, which will take approximately 25 minutes. Your input will greatly assist us in achieving our research goals.

If you have any questions about the survey or the research, please feel free to contact New Jersey City University Institutional Review Board (IRB) - Kelly Resch, IRB Administrator, at kresch@njcu.edu and/or Dr. Meriem Bendaoud, NJCU IRB Chair, at mbendaoud@njcu.edu.

Your time and contribution are highly appreciated, and we sincerely thank you for considering participation in our study.

Sincerely,

Randy Narvaez, Vanessa Mendoza, and Janet George

Appendix B

Qualtrics Qualitative Survey



What grade level(s) do you teach?

How many years of teaching experience do you have?

How satisfied were you with the training you received for Edmentum Exact Path?

Can you provide an overview of the content covered in the training for Edmentum Exact Path?

What did you find most valuable in the training content?

Were there any challenges or difficulties you encountered during the training for Edmentum Exact Path? If so, please describe.

How has the training for Edmentum Exact Path influenced your ability to effectively integrate it into your teaching practices?

How do you incorporate Edmentum Exact Path into your classroom practices and teaching methods?

What are your perceptions of the impact of Edmentum Exact Path on your students' learning experiences and outcomes?

How do your beliefs about education and teaching align with the use of adaptive learning technology like Edmentum Exact Path?

How does your school or district support the integration of adaptive learning technology like Edmentum Exact Path in the classroom?

Are there any institutional (district/ school) policies or practices that have influenced the way you use Edmentum Exact Path in your teaching?

Do you have any additional comments or insights you would like to share regarding your experiences with Edmentum Exact Path or adaptive learning technology in general?



We thank you for your time spent taking this survey.
Your response has been recorded.

Appendix C

Individual Contributions: Randy Narvaez-Ruiz

In our collaborative efforts, I took charge of coordinating and scheduling Google Meets to ensure smooth communication within our group. I actively contributed to the project by initially crafting a draft survey and refining it based on valuable feedback from Vanessa. I assumed responsibility for distributing the survey, reaching out to teachers in the Edison Public School district, and encouraging them to actively participate by sharing their insights.

Furthermore, I played a part in the creation and refinement of the research study paper. From writing to editing, my involvement extended to various sections, aiming to ensure the clarity and coherence of our collective work. This collaborative experience has not only enhanced my organizational and communication skills but has also allowed me to actively contribute to the group's overall success.

Appendix D

Individual Contributions: Vanessa Mendoza

I initiated my collaborative efforts under the guidance of Randy Narvaez-Ruiz to align with our overarching goals. Actively participating in video calls, I voiced my opinion on established ideas and efficiently selected which part of the workload I wanted to complete. My involvement began with setting up the initial survey on

Qualtrics and sharing it with the team, although the survey underwent subsequent changes. I actively monitored responses as participants completed the survey over its two-week duration.

Following the survey phase, I transferred the collected data to Atlas.ti for analysis and provided access to team members. Once coded, I started drafting the findings, seeking feedback from Janet George, who had also taken notes on her findings.

Following the initial outline, I focused on developing the introduction and statement of the problem, while assisting Janet in reviewing the literature. I went back to the original draft of the findings and completed the data analysis, and made recommendations.

Throughout this process, I consistently checked the team's progress and requested their feedback and assistance on the complete parts. The entire process demanded considerable effort, a great deal of consistent communication, and a willingness to embrace diverse ideas.

Appendix E

Individual Contributions: Janet George

My statements will be based on the texts and emails exchanged among us: Randy, Vanessa, and myself. I communicated with the team to meet on their

availability as well as mine. One time, I suggested sending in the link to start one of the meetings. I initiated data analysis upon receiving the responses from participants and shared it with the team on Google Docs.

I proposed closing the survey to ensure accurate data analysis. I informed the team of Dr. Zieger's qualitative research requirement. I reviewed and refined the paper, adding relevant quotes and citations to the introduction and working on the literature review portion. I learned a lot from both Randy and Vanessa. This collaborative experience provided valuable insights into my journey.