

McGraw Hill Studysync TEACHER Pilot Trends

1. Implementation & Usability

Negative Trends:

- ✗ **Navigation Issues** – Many teachers found the **online platform cumbersome**, requiring too many clicks and multiple windows to access lesson materials.
- ✗ **Mismatch Between Digital & Print Materials** – Teachers noted **discrepancies between online and print versions**, making it difficult to align instruction.
- ✗ **Limited Teacher Support** – The **teacher workbooks lacked guidance**, and many felt they had to **supplement with additional materials**.
- ✗ **Canvas & Synergy Integration Issues** – The **platform was not well integrated**, making it difficult to manage grading.

Positive Trends:

- ✓ **Ease of Student Access** – Once students were logged in, they could access materials efficiently.
- ✓ **Blasts Were Engaging** – Teachers found the **Blasts (current event articles)** to be a strong feature, with students highly engaged.

2. Literacy & Reading Materials

Negative Trends:

- ✗ **Heavy Reliance on Digital Content** – The curriculum required students to be online **most of the time**, with **limited paper-based alternatives**.
- ✗ **Limited Differentiation** – While **some scaffolds existed**, they were **not always effective for diverse learners** (ELL, SPED, TAG).
- ✗ **Low Representation in Texts** – Several teachers felt that the **stories didn't reflect diverse student experiences**.
- ✗ **Limited Opportunities for Discussion** – Teachers noted a **lack of meaningful student discussions** and collaborative activities.

Positive Trends:

- ✓ **Some Engaging Readings** – A few teachers liked the variety of texts available, but many felt they lacked depth.
- ✓ **Annotating & Close Reading** – Some teachers appreciated the ability for students to **highlight and take notes** digitally.

3. Writing Components

Negative Trends:

- ✗ **Lack of Writing Scaffolds** – Teachers found that **writing prompts lacked explicit models and examples**.
- ✗ **Revision & Editing Not Supported** – There were **limited opportunities for peer review, editing, and revision**.
- ✗ **Argumentative Writing Weaknesses** – Some teachers felt the **argumentative writing tasks were underdeveloped**, resembling **personal opinion writing rather than structured argumentation**.

Positive Trends:

✓ **Sentence Frames & Stems** – Some found the **sentence stems useful**, though **not extensive enough** for struggling students.

4. Engagement & Accessibility

Negative Trends:

✗ **Overwhelming Screen Time** – Many teachers and students felt **there was too much Chromebook usage**, leading to **fatigue and disengagement**.

✗ **Struggles with Digital Navigation** – The digital layout made it **hard for students to track their assignments**, with **no clear to-do list for grading**.

✗ **Low Interactivity** – The curriculum **lacked collaborative learning experiences**, leaving students to work in **isolation on their screens**.

Positive Trends:

✓ **Some Liked the Digital Features** – A few teachers appreciated tools like **AI-generated writing feedback and digital annotations**.

✓ **Print Materials Supported Note-Taking** – Some teachers found that students preferred using workbooks to **annotate and interact with texts**.

5. Choice Reading & Classroom Libraries

Negative Trends:

✗ **Not Built for Choice Reading** – Many teachers **could not easily integrate independent reading into the curriculum**.

✗ **Short Texts Over Full Novels** – Teachers were **concerned that students wouldn't experience full novels**, as StudySync mostly provides **excerpts and short pieces**.

Positive Trends:

✓ **Some Teachers Kept Their Own Reading Routines** – A few teachers found ways to **incorporate choice reading separately** from the curriculum.

6. Overall Alignment & Additional Feedback

Negative Trends:

✗ **Too Much Supplementing Required** – Many teachers **had to create their own materials** to make the lessons work for their students.

✗ **Poor Adaptation for Struggling Readers & ELLs** – The **Lexile levels were not adjustable**, and scaffolds were **not strong enough for beginning English learners**.

✗ **Too Many Low-Level, Surface-Level Assessments** – Assessments **focused more on form than deeper inquiry**, making them feel **rote and uninspiring**.

Positive Trends:

✔ **Some Teachers Found It Usable with Modifications** – A few teachers suggested **keeping some elements while supplementing with their own materials**.

Final Summary

The Good:

- **Blasts** were **engaging**.
- Some teachers appreciated **digital annotations and AI writing support**.
- Some **print materials** were useful for **note-taking**.

The Concerns:

- **Heavy screen time** left students **disengaged**.
- **Digital platform was hard to navigate** for both students and teachers.
- **Not enough scaffolds** for struggling learners, ELLs, and TAG students.
- **Writing tasks lacked depth** and didn't provide **revision/editing opportunities**.
- **No strong integration with choice reading or full-length novels**.

The Bottom Line:

Most teachers **struggled with implementation** due to **platform difficulties, lack of differentiation, and excessive screen time**. While a few aspects (like Blasts and AI tools) were useful, most felt the curriculum **required too much supplementing** to be effective.