



— District-Wide Summary —
Collection Data from November 2015

BrightBytes Overview

Methacton partnered with BrightBytes, an educational research and analytics company, in order to learn more about students' and teachers' access and use of technology for learning and instruction. The anonymous survey was administered to teachers and students (grades 4th-12th). Their participation was essential in helping to form a more complete and authentic picture of technology use for teaching and learning. Ultimately this data will help our school district choose the right technology for our classrooms and the right professional development for our staff.

The subsequent data is a summary of the survey that was administered in November 2015

CASE Framework

BrightBytes collates the survey data into four categories called the: **CASE** Framework: *C*lassroom, *A*ccess, *S*kills, & *E*nvironment

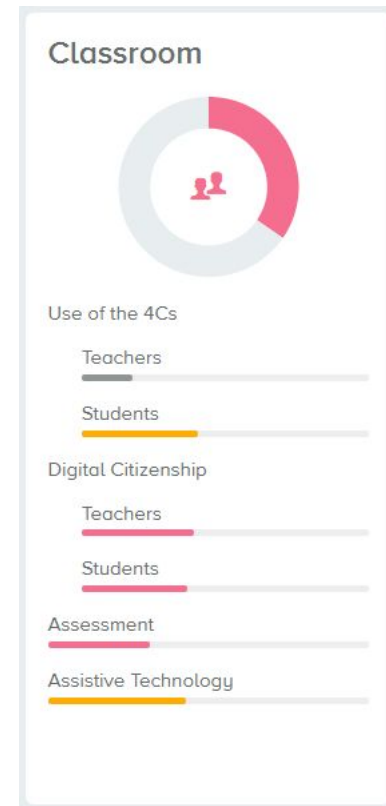
BrightBytes aligns each category on a five-color maturity scale. This maturity scale is used to highlight our technology readiness and use in each of the framework's domains.



Methacton
SCHOOL DISTRICT

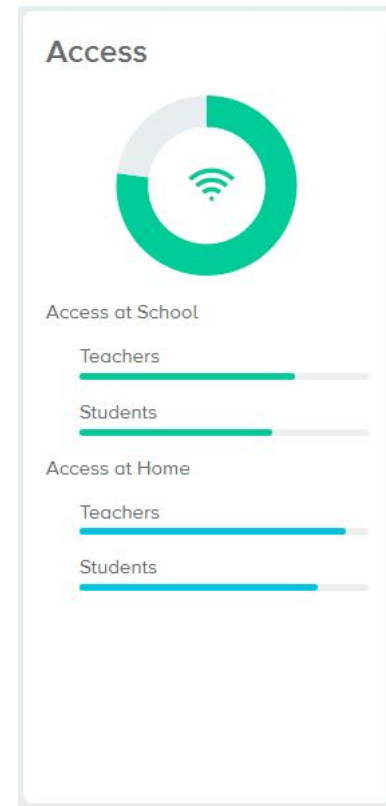
CASE Framework: Classroom

The classroom section displays how teachers and students are using technology in the classroom, including looking for evidence of the 4Cs (Creativity, Communication, Collaboration, Critical thinking), involvement with assistive technology, digital citizenship, and digital assessment.



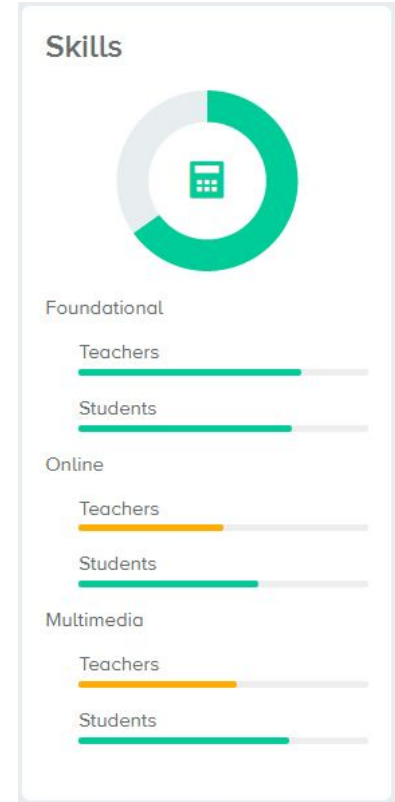
CASE Category: Access

Access at school captures the availability of Internet-connected devices to teachers and students, as well as important peripherals, such as projectors, interactive whiteboards, and digital video cameras both at school and at home.



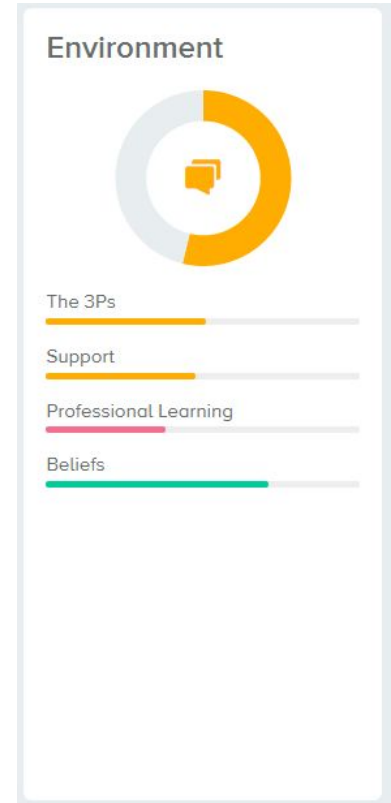
CASE Category: Skills

The Skills section communicates whether teachers and students have foundational skills needed to use technology, the ability to leverage online environments for access to information, and the ability to create presentations, podcasts, videos, and more using multimedia.



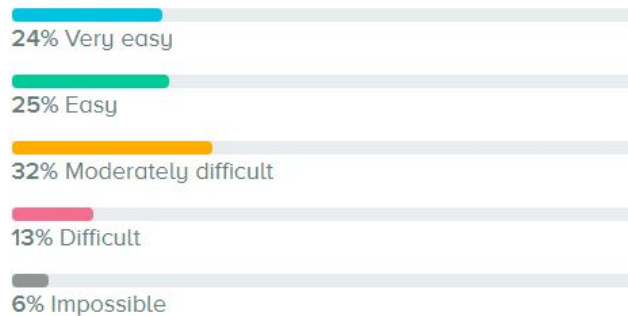
CASE Category: Environment

Environmental factors like the 3Ps (Policies, Procedures, and Practices), technical support, PD opportunities, and community beliefs about technology can turbo-charge a technology program or they can bring it to a screeching halt.



Area of Focus: Foundational Skills

Teacher-reported ease of collaborating using online documents



Why it Matters:

Teachers who have strong online skills are better able to collaborate on documents and use other web-based tools that increase collaboration in the classroom (Purcell et al., 2013).

Area of Focus: Professional Development

Teachers expressed interest in the following educational technology PD topics



1st

66%

Multimedia Skills



2nd

59%

Classroom Management with Technology



3rd

55%

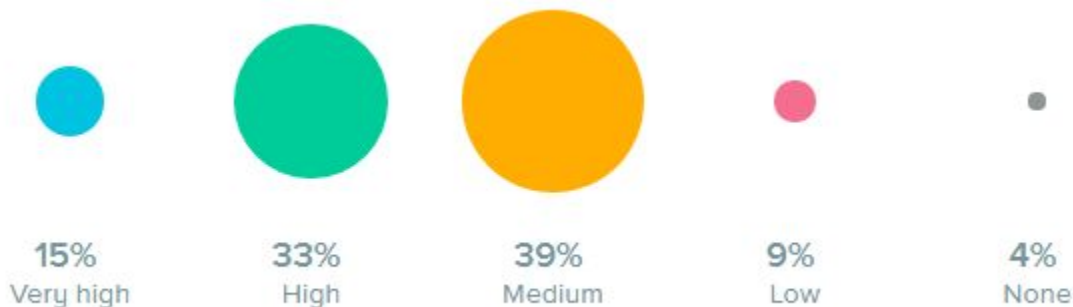
Online Collaboration

Why it Matters:

For both new and experienced teachers, professional development in technology develops competencies, influences teacher attitudes about technology in the classroom, and helps them find new tools to support student learning (Buabeng-Andoh, 2012).

Area of Focus: Digital Citizenship

Teacher knowledge of Digital Citizenship



Why it Matters:

All digital issues (e.g., sexting, cyberbullying, privacy) are ultimately related, and the reality of students' cyber lives means teaching digital citizenship holistically and not just as cyber issues come up (Ohler, 2011).

Area of Focus: Students Supporting Each Other

Student-reported membership in student groups that provide technology support at school (Grades Reported: 4th - 12th)



Belong to a student technology support group

Why it Matters:

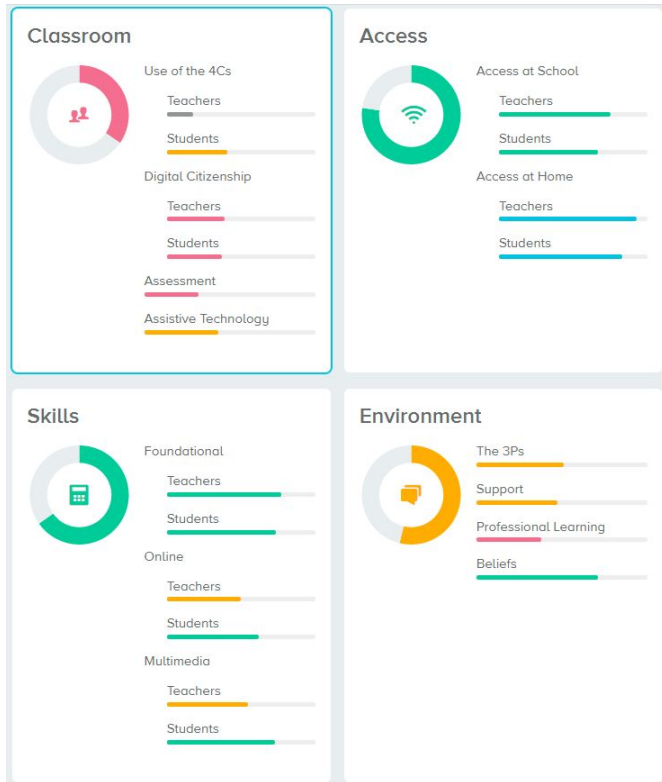
Students who serve as peer technology mentors and resources are seen as competent partners in the school culture (Martinez & Harper, 2008).

iLEARN: *Independent Learning, Environments, And Responsible Networking*

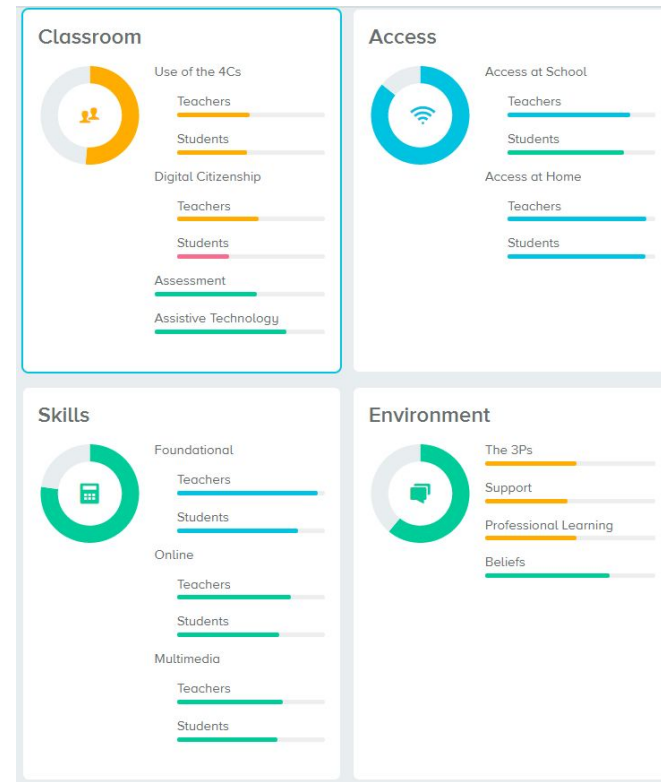
- It is the vision for teaching and learning supported by technology at Methacton High School
- An opportunity to enhance instructional strategies and resources for continued growth of lifelong learners in our educational community
- Supports 21st Century and STEM skills and concepts: Creativity, Communication, Collaboration, Critical thinking, and Digital Citizenship

iLEARN affords students an opportunity to learn in an engaging environment that is reflective of the ever changing digital society that surrounds us.

High School



iLEARN 1:1 Pilot



References

Buabeng-Andoh, C. (2012). Factors influencing teachers' adoption and integration of information and communication technology into teaching: A review of the literature. *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*, 8(1), 136-155

DeMonte, J. (2013). High-quality professional development for teachers: Supporting teacher training to improve student learning. The Center for American Progress. Retrieved from <https://www.americanprogress.org/wp-content/uploads/2013/07/DeMonteLearning4Teachers-1.pdf>

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Ohler, J. (2011). Digital citizenship means character education for the digital age. *Kappa Delta Pi*, 48(1), 25-27.

Purcell, K., Heaps, A., Buchanan, J., & Friedrich, L. (2013). *How teachers are using technology at home and in their classrooms*. Pew Research Center. Retrieved from <http://www.pewinternet.org/2013/02/28/how-teachers-are-using-technology-at-home-and-in-their-classrooms/>