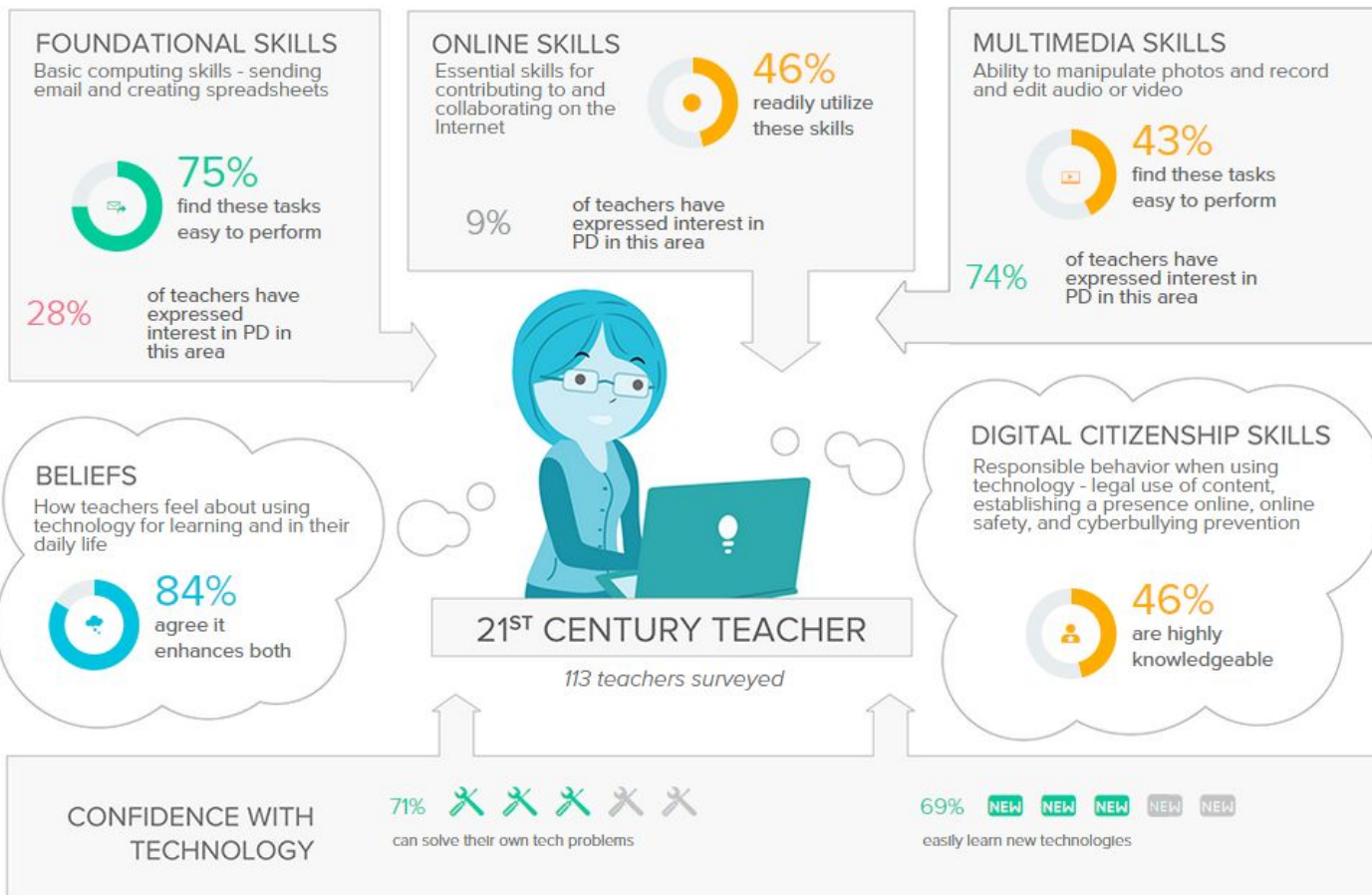


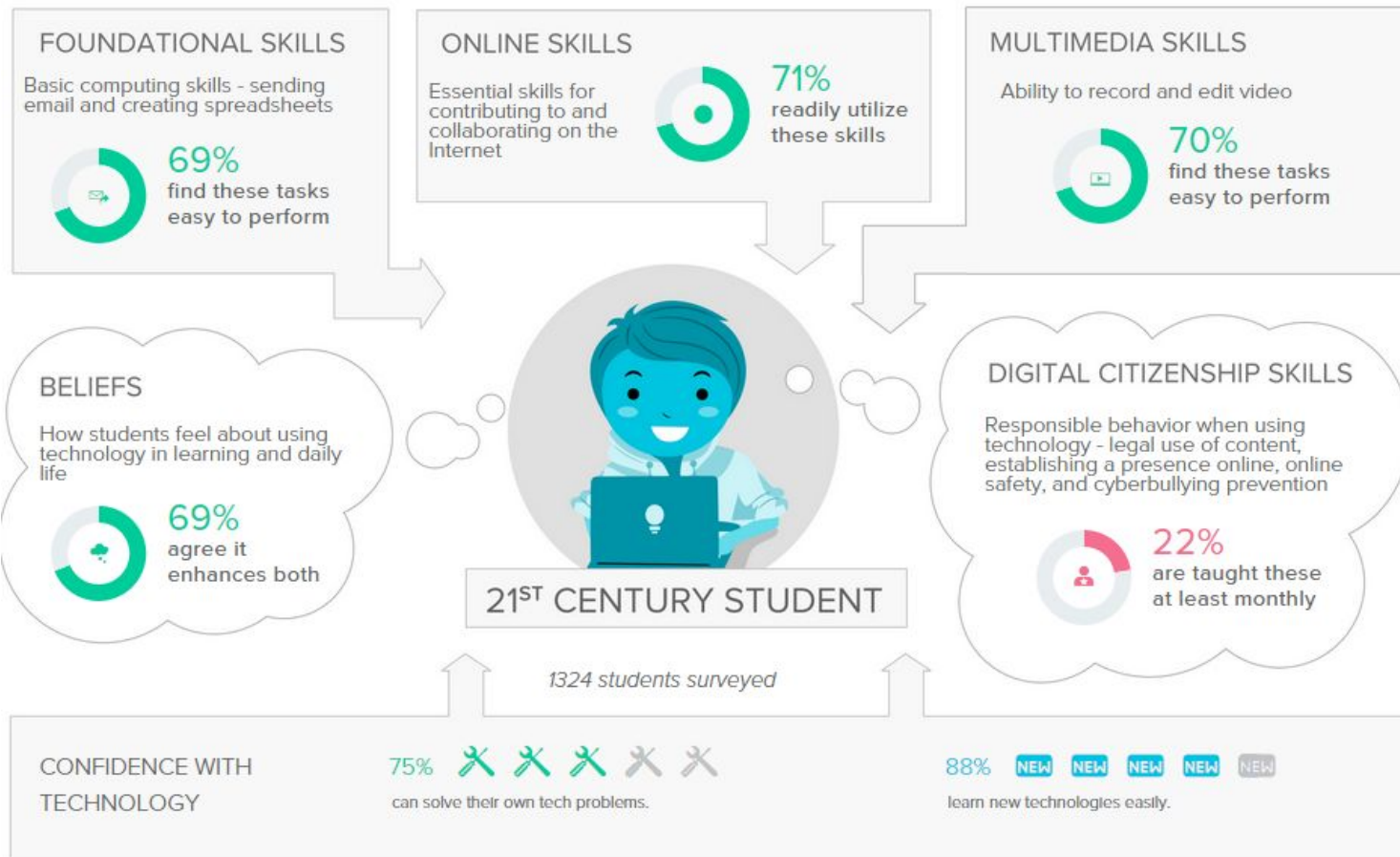
BrightBytes

BrightBytes is an educational research/software company with whom RSD2 has contracted to administer their “Technology and Learning” assessment to evaluate the district’s 1TWO1 computer initiative. Students and teachers will be surveyed twice annually. The first survey was in April, 2015.

BrightBytes Survey - What Our Teachers Said



BrightBytes Survey - What Our Students Said



SAMR



SUBSTITUTION

TECH ACTS AS A DIRECT TOOL SUBSTITUTE, WITH NO FUNCTIONAL CHANGE.

Example: Using iBooks to read, annotate and make notes.

17%

AUGMENTATION

TECH ACTS AS A DIRECT TOOL SUBSTITUTE, WITH FUNCTIONAL IMPROVEMENT.

Example: Using the Speak function and then exporting notes and annotations as the basis for writing.

44%

MODIFICATION

TECH ALLOWS FOR SIGNIFICANT TASK REDESIGN.

Example: Turning the activity into a social writing task where outcomes are shared and open to peer comment and review.

15%

REDEFINITION

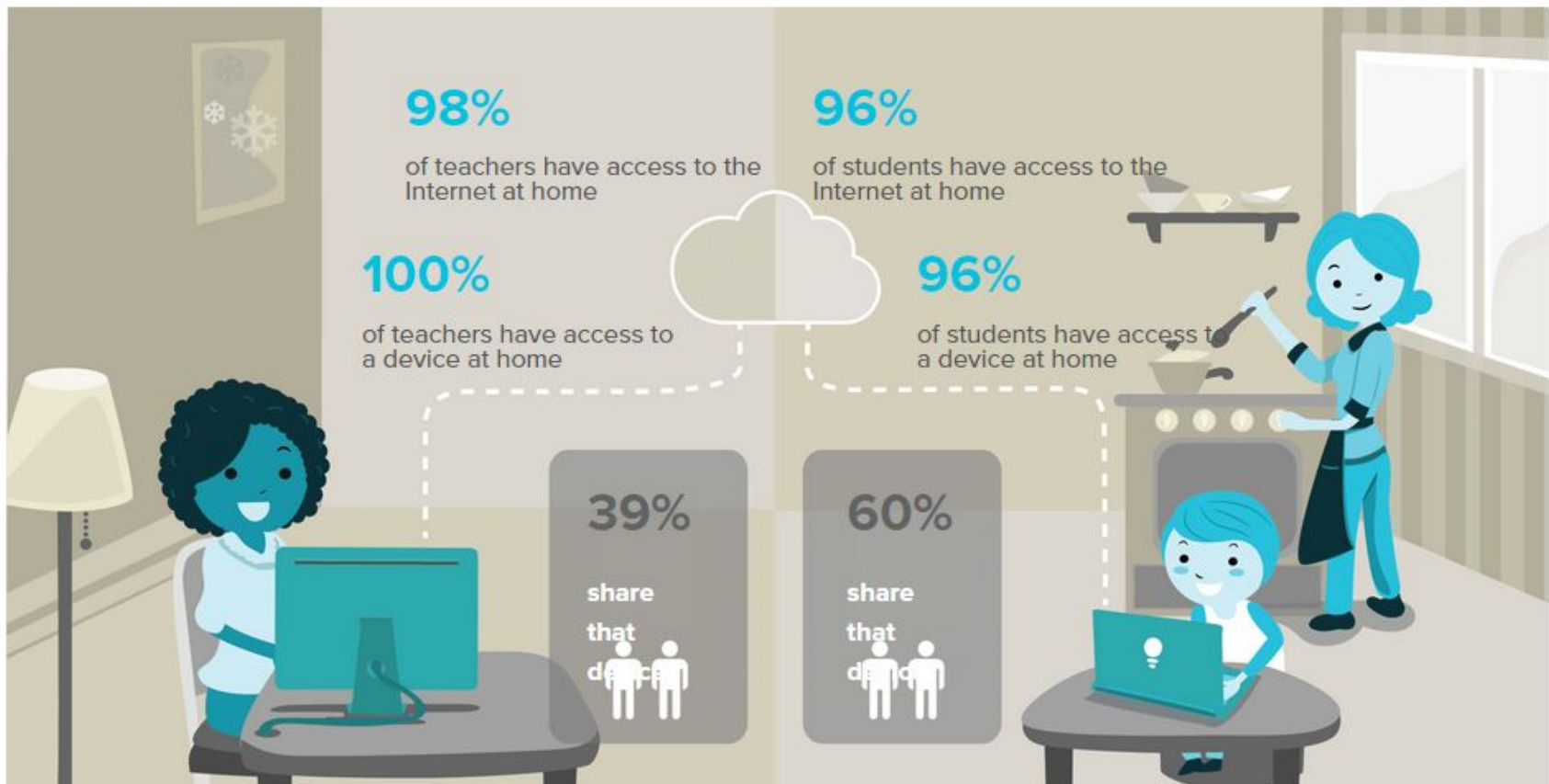
TECH ALLOWS FOR THE CREATION OF NEW TASKS, PREVIOUSLY INCONCEIVABLE.

Example: Writing becomes a multimedia project with hyperlinked choices for the reader and retaining social aspect of task.

10%

PERCENTAGE OF YOUR TEACHERS THAT ARE IN EACH CATEGORY

Home Infrastructure



21st Century Learning

78%

of students are asked to collaborate online with classmates at least monthly



38%

of students are asked to write online at least monthly



69%

of students are asked to identify and solve authentic problems using technology at least monthly



69%

of teachers ask their students to complete online assessments at least monthly



56%


of teachers spend less than 3 hours per year teaching digital citizenship

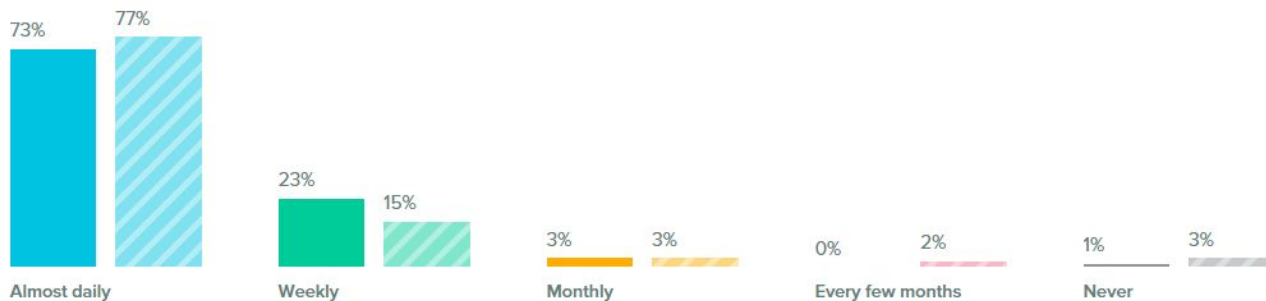


56%

of your teachers who use assistive technology use it with students at least monthly

Frequency of Computer Use in the Classroom

 Teacher-reported frequency of student computer use in the classroom



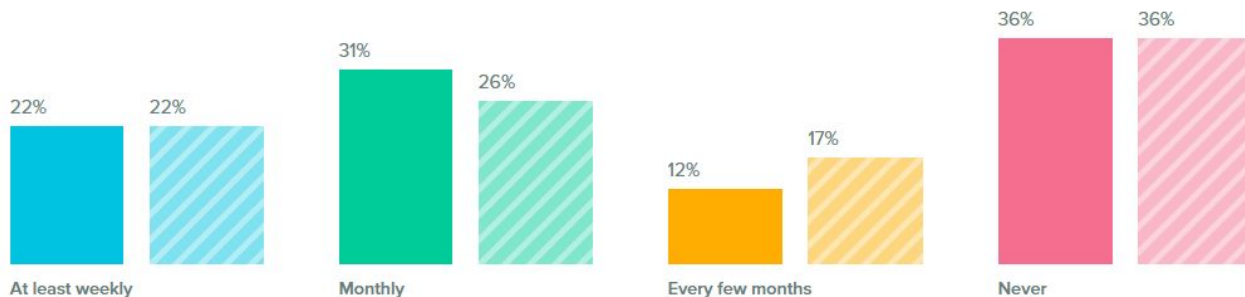
Why This Matters

The problems of the digital divide, wherein wealthier students have more technology and access to high-speed internet than students living in poverty, makes access and use of student computers in the classroom all more important (Barone, 2012).

Teacher Use of the 4Cs: Communication



Teachers ask students to receive feedback from others in the classroom



COMPARE

Current
Solids

District
Stripes

▼

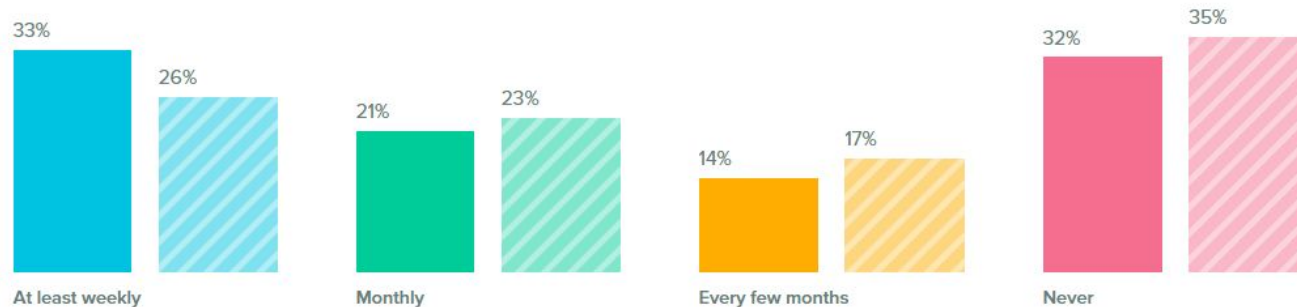
Why This Matters

Students in one study agreed that the “diversity and creativity” offered by working in peer groups far outweighed that which is attainable when working alone (Chao & Lo, 2011).

Teacher Use of the 4Cs: Collaboration



Teachers ask students to collaborate online with classmates



COMPARE



Current
Solids



District
Stripes

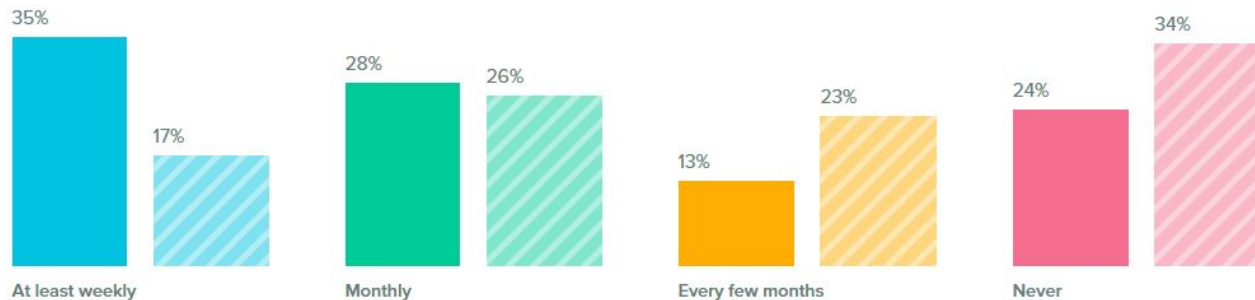


Why This Matters

Opportunities to collaborate digitally foster better teamwork skills (Purcell et al., 2013).

Teacher Use of the 4Cs: Critical Thinking

 Teachers ask students to collect and analyze data



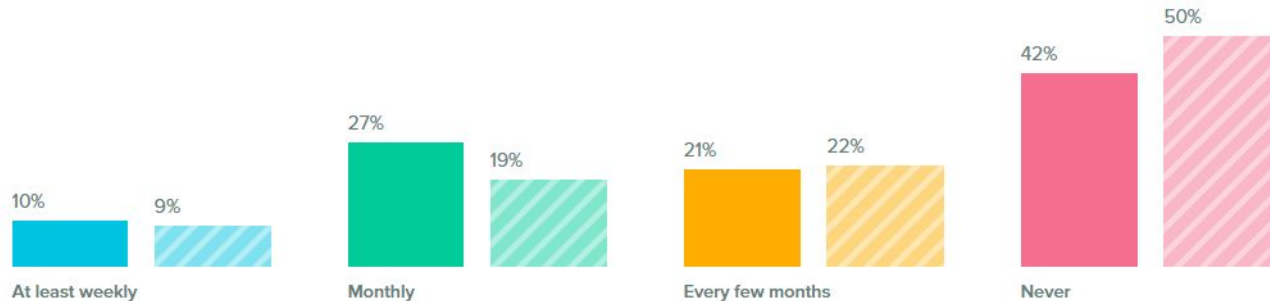
Why This Matters

“Providing opportunities for students to design and implement their own investigations” can be challenging, but it offers student an opportunity to take part in what is done in the world beyond the classroom walls (Dorph et al., 2011).

Teacher Use of the 4Cs: Creativity



Teachers ask students to create and upload art, music, movies, or webcasts



Why This Matters

In an increasingly automated world, skills such as creativity, synthesis, and problem solving will be in great demand in the workplace (Pew Research Center, 2014).