BrightBytes

Jan 1, 2017 to Present

MLTI REPORT: STUDENT LEARNING EXPERIENCES

Lincolnville School Department

Each component of the Maine Learning Technology framework addresses a different aspect of healthy technology integration. This report focuses on classroom factors by highlighting 16 data points from BrightBytes' Technology & Learning framework that show the intersection of student and teacher perceptions concerning classroom practice. Alignment, or divergence, of these perceptions is an important metric in setting goals and improving learning experiences across the organization. Use this report to better understand how to identify and bridge perceptual differences.

Key Components of the Maine Learning Technology Framework

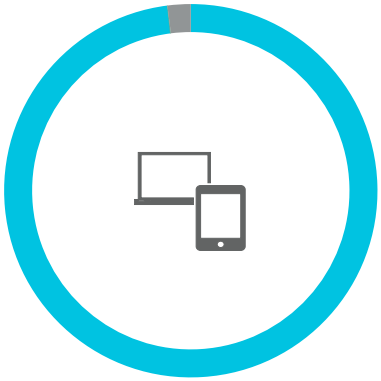
- Student Learning Experiences
- Leadership for Change
- Professional Learning
- Learning-Focused Access

At the center of the framework is a focus on creating good learning experiences for students, recognizing that the quality of the pedagogy and learning experiences drive student learning and achievement.

CASE™ Score Legend

- Beginning 800 - 899
- Emerging 900 - 999
- Proficient 1000 - 1099
- Advanced 1100 - 1199
- Exemplary 1200 - 1300

Student-reported frequency of computer use in the classroom



98% Almost Daily

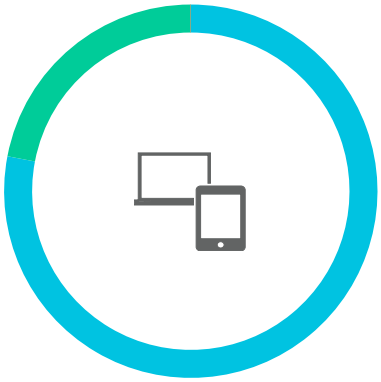
0% Weekly

0% Monthly

0% Every Few Months

2% Never

Teacher-reported frequency of student computer use in the classroom



78% Almost Daily

22% Weekly

0% Monthly

0% Every Few Months

0% Never

Students are asked to collect and analyze data

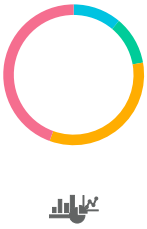
31% At Least Weekly

50% Monthly

13% Every Few Months

6% Never

Teachers ask students to collect and analyze data



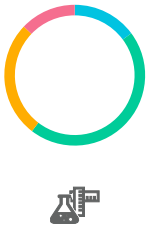
11% At Least Weekly

11% Monthly

33% Every Few Months

44% Never

Students are asked to conduct experiments or perform measurements



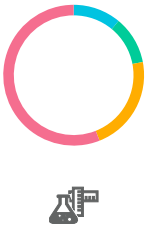
15% At Least Weekly

46% Monthly

27% Every Few Months

13% Never

Teachers ask students to conduct experiments or perform measurements



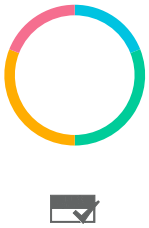
11% At Least Weekly

11% Monthly

22% Every Few Months

56% Never

Students are asked to identify and solve authentic problems



19% At Least Weekly

31% Monthly

31% Every Few Months

19% Never

Teachers ask students to identify and solve authentic problems

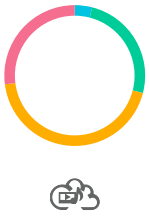
11% At Least Weekly

11% Monthly

44% Every Few Months

33% Never

Students are asked to create and upload art, music, movies, or webcasts



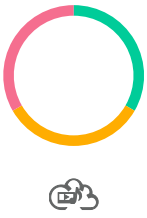
4% At Least Weekly

25% Monthly

44% Every Few Months

27% Never

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



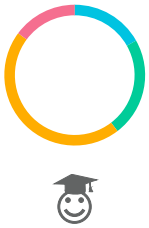
0% At Least Weekly

33% Monthly

33% Every Few Months

33% Never

Students think learning is more engaging when using technology



17% Strongly Agree

23% Agree

46% Are Neutral

15% Disagree

0% Strongly Disagree

Teachers think learning is more engaging when using technology

33% Strongly Agree

56% Agree

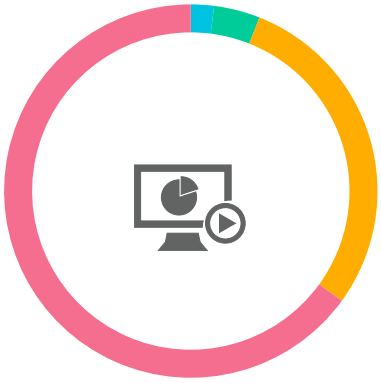
0% Are Neutral

11% Disagree

0% Strongly Disagree

Maine's early and wide adoption of technology through MLTI in 2002 is a testament to the commitment that the state and its educators have to building experiences that not only prepare students for the schoolwork of today but the college and career responsibilities of tomorrow.

Students are asked to create animations, demonstrations, models, or simulations



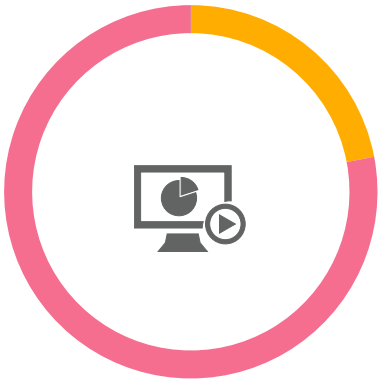
2% At Least Weekly

4% Monthly

29% Every Few Months

65% Never

Teachers ask students to create animations, demonstrations, models, or simulations



0% At Least Weekly

0% Monthly

22% Every Few Months

78% Never

Teachers report that the quality of support for problems disrupting instruction is

44% Excellent

33% Above Average

11% Average

0% Below Average

0% Poor

11% None

Teachers believe that computers and technology enhance daily life

33% Strongly Agree

67% Agree

0% Are Neutral

0% Disagree

0% Strongly Disagree