Technology & Learning Module

BrightBytes

Deep Experience in K-12 Education

BELOVED BY CUSTOMERS
95% Renewal Rate

THE INDUSTRY STANDARD
1 in 5 US Schools impacting more than 8.1M students

RECOGNIZED FOR EXCELLENCE
20 Awards for User Experience & Design

"The BrightBytes module became the 'GPS device' for our digital transformation. Engaging stakeholders and allowing them to have a voice in the process led to overwhelming support for our 1:1 vision. It helped us measure if we were being successful or making a difference in the way our teachers taught and students learned."

ROSS FRIEBEL
Director, Digital Learning & Teaching Services
Onslow County Schools

"Clarity has given us the ability to use data to drive our district's decision- making. It is invaluable, and allows us to get students absolutely ready for the workforce and their careers."

BECKY NAVARRE
Assistant Superintendent
Fort Worth ISD

Approach: *Research, Analysis & Action*

RESEARCH
DRIVEN BY IMPACT

Educative

ANALYSIS
DATA ANALYSIS &
INTEGRATION ENGINE

Engaging

ACTION
DATA BASED
RECOMMENDATIONS

Actionable

Driving 21st Century Learning in California

BrightBytes is working with
9 county offices of education,
85 school districts, and
11 private schools
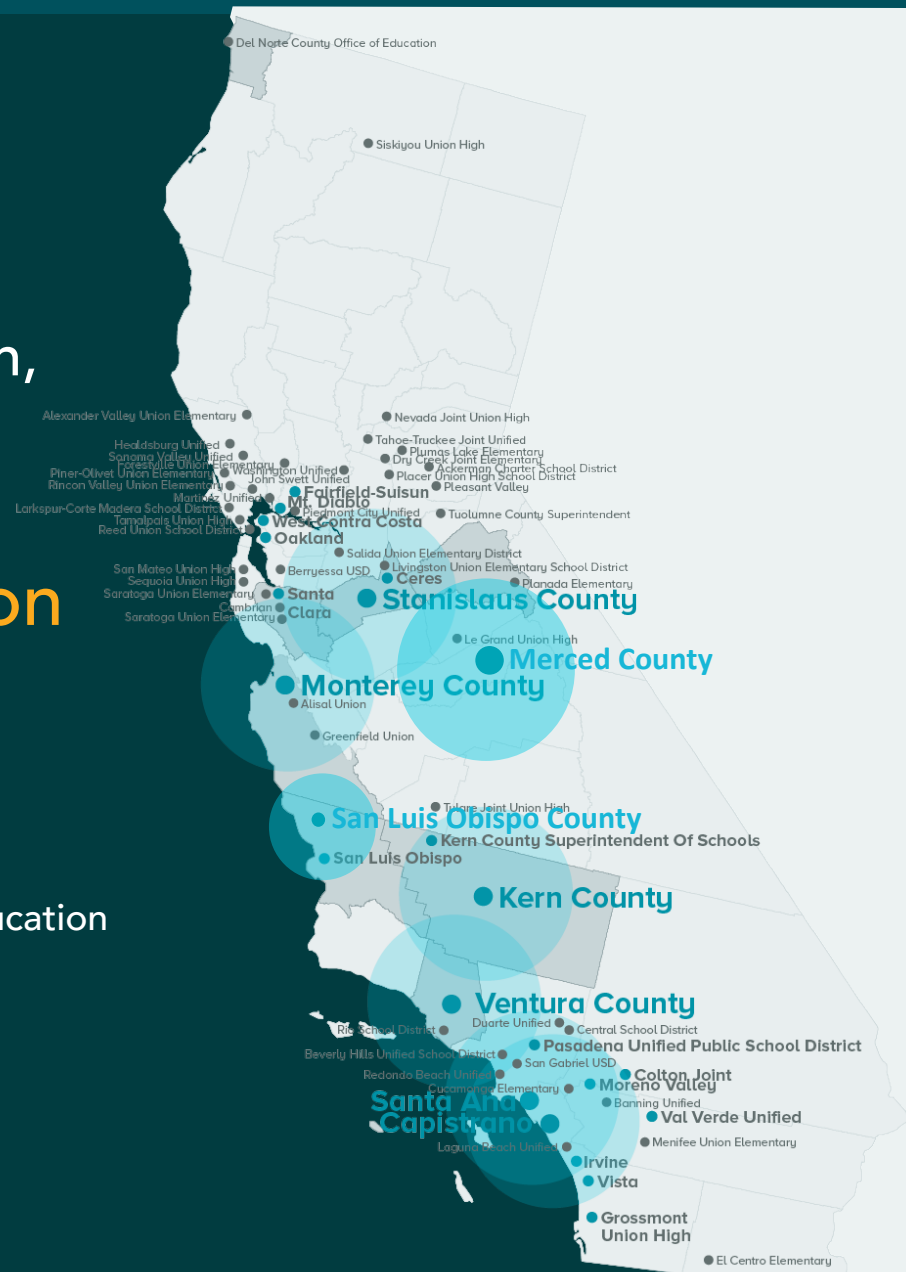
to impact **over one million
students in California.**

- ● County Office of Education
- ● Large School District
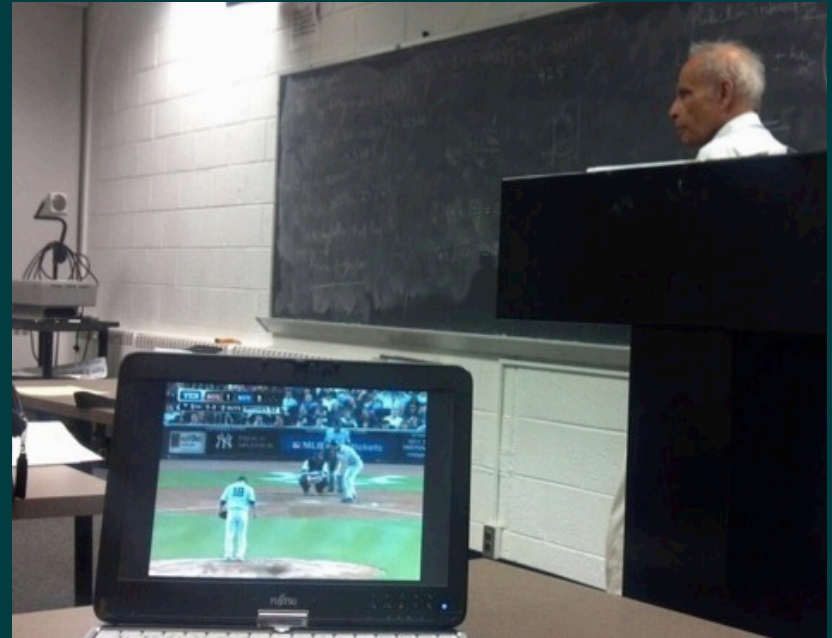- • Small School District

Which 21st Century Classroom Are We Building?

✔ Transforming and redefining teaching and learning through personalization and connectedness

✘ Digitizing "20th Century Practice" and calling it "21st Century Learning"

CASE Research Framework

CLASSROOM
- Use of the 4Cs
- Digital Citizenship
- Assessment
- Assistive Technology

ACCESS
- Access at School
- Access at Home

ENVIRONMENT
- The 3Ps
- Support
- Professional Learning
- Beliefs

SKILLS
- Foundational
- Online
- Multimedia

CLASSROOM

ACCESS

ENVIRONMENT

SKILLS

TECHNOLOGY & LEARNING

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CLASSROOM • ACCESS • SKILLS • ENVIRONMENT

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CLASSROOM • ACCESS • ENVIRONMENT • SKILLS

TECHNOLOGY & LEARNING

Intuitive & Dynamic Dashboards

Technology & Learning

Apple Blossom Community School District
Jul 1, 2014 to Dec 31, 2014

Dashboard | Lenses | Reports | Trends

Map | List | Filter

CASE™ Score Legend | ● Beginning | ● Emerging | ● Proficient | ● Advanced | ● Exemplary | Show More ⊕

CASE™ Score
1035 Proficient

Classroom

Use of the 4Cs

Teachers
Students

Digital Citizenship

Teachers
Students

Assessment

Assistive Technology

Access

Access at School

Teachers
Students

Access at Home

Teachers
Students

Skills

Foundational

Teachers
Students

Online

Teachers
Students

Multimedia

Teachers
Students

Environment

The 3Ps

Support

Professional Learning

Beliefs

Practical Intelligence: Macro & Micro Views

Students are asked to collaborate online with classmates

- 24% — At least weekly
- 29% — Monthly
- 27% — Every few months
- 20% — Never
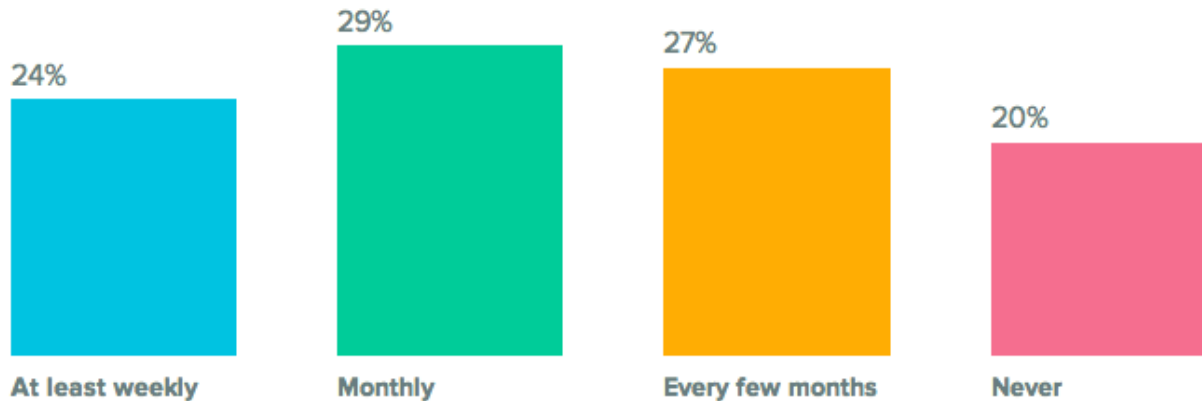
38% of students say they never collaborate online with their teachers

30% of teachers say they infrequently collaborate online with their students
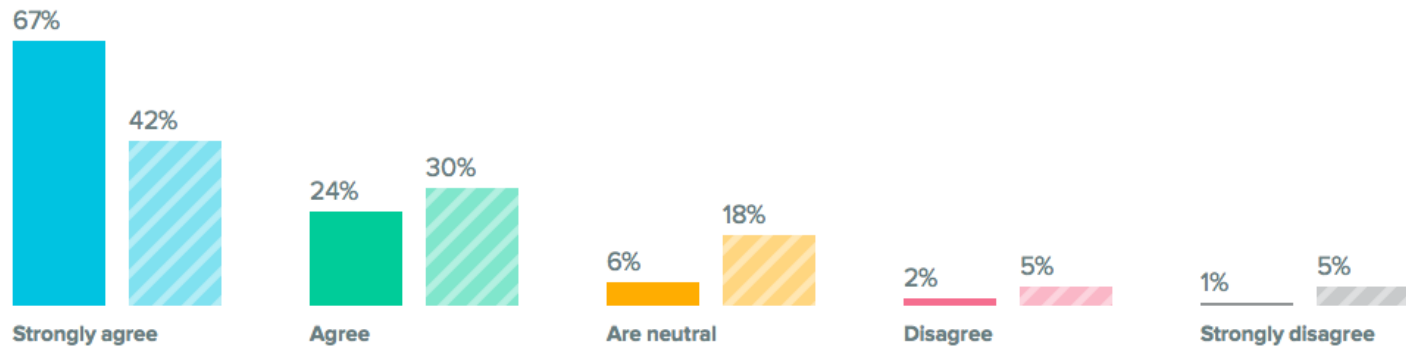
Why This Matters

Students report that when they see their peers being creative in many different ways, they want to be like them (Gresham, 2014).

Citation

360 Feedback & Comparative Data

"Technology use in class can enhance student learning."

67% — Strongly agree
42% — Strongly agree

24% — Agree
30% — Agree

6% — Are neutral
18% — Are neutral

2% — Disagree
5% — Disagree

1% — Strongly disagree
5% — Strongly disagree
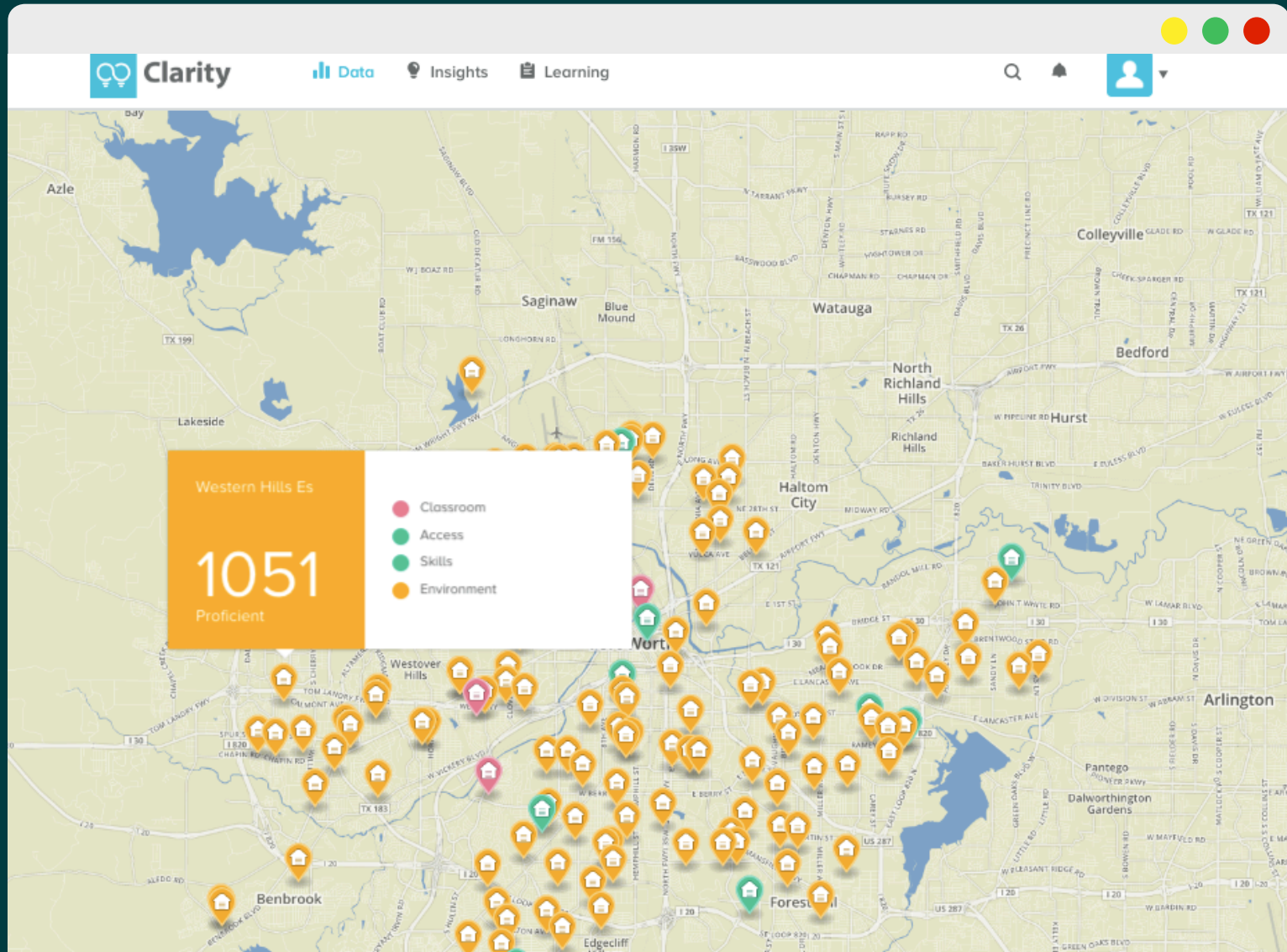
COMPARE

Parents Solids

Students Stripes

School-by-School Analysis at a Glance

Service Agency   Districts   **Schools**

⊕ Expand All

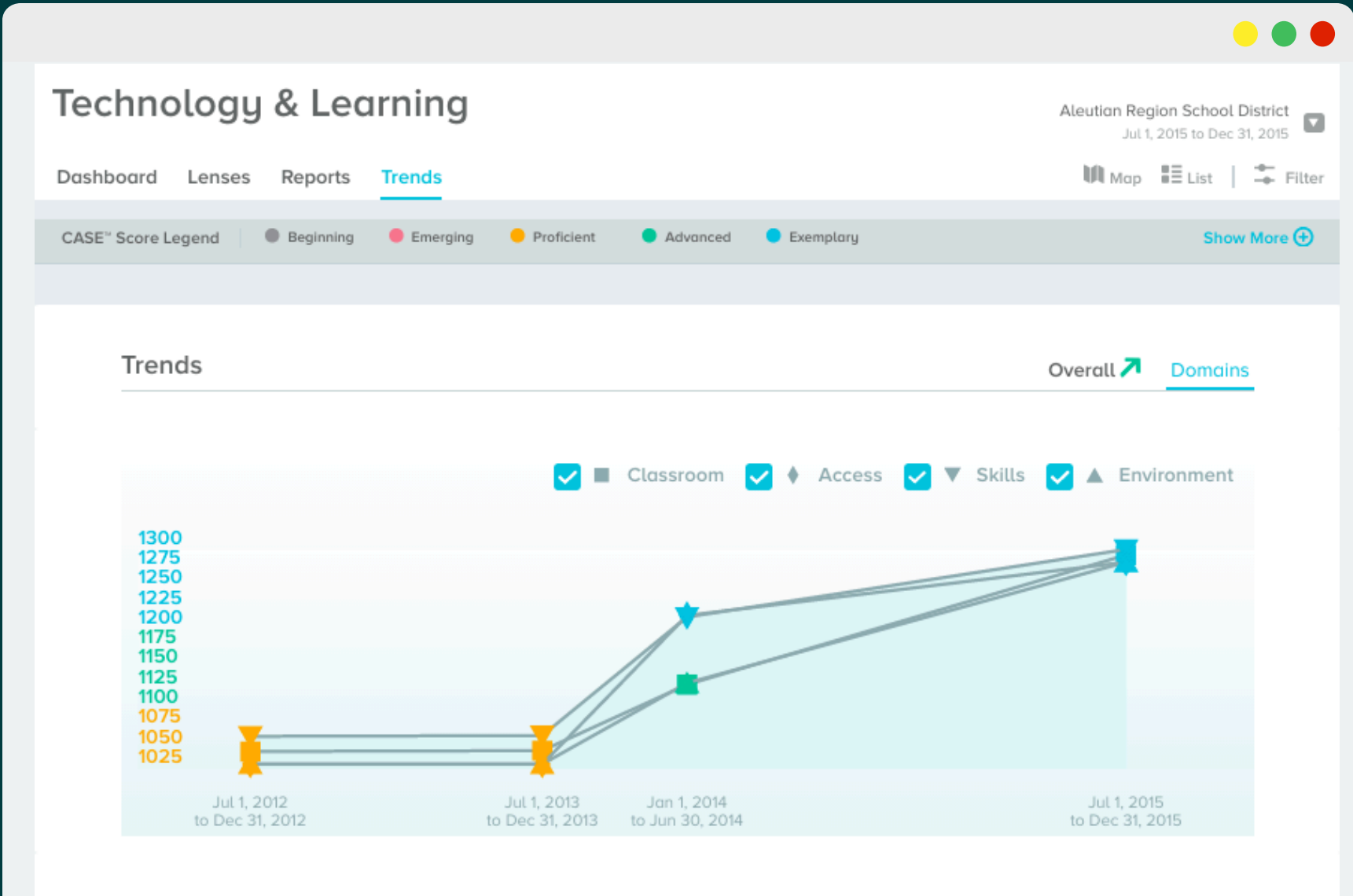| SCHOOLS ▲	DATE RANGE	OVERALL	CLASSROOM	ACCESS	SKILLS	ENVIRONMENT
Apple Blossom East Elementary School Apple Blossom Community School District	Oct 21, 2014 - Oct 23, 2014	1015 ↗	901 ↗	1161 ↘	1139 ↗	1018 ↘
Apple Blossom Elementary School Apple Blossom Community School District	Oct 23, 2014 - Oct 23, 2014	1023 ↘	908 →	1190 ↘	1083 ↘	1063 ↗
Apple Blossom High School Apple Blossom Community School District	Oct 26, 2015 - Jan 15, 2016	1141 ↗	1105 ↗	1131 ↘	1222 ↗	1140 ↗
Apple Blossom Middle School Apple Blossom Community School District	Nov 5, 2015 - Mar 3, 2016	1189 ↗	1187 ↗	1174 ↗	1272 ↗	1134 ↗
Apple Blossom South Elementary School Apple Blossom Community School District	Oct 21, 2014 - Oct 23, 2014	1035 ↗	907 ↘	1087 ↘	1094 ↘	1163 ↗
Apple Blossom West Elementary School Apple Blossom Community School District	Oct 21, 2014 - Oct 23, 2014	1039 ↗	945 ↗	1130 ↘	1165 ↗	1039 ↗

School-by-School Analysis at a Glance

THE 3 PS: POLICIES, PROCEDURES, AND PRACTICES
Teacher Frequency of Technology Discussions

Aleutian Region School District
Jul 1, 2013 to Dec 31, 2013

Filter

Teachers discuss technology use during department or grade-level team meetings

View Insight   Save Chart   Share

Adak School

Nikolski School

Yakov E. Netsvetov School

| COMPARE | Schools Change | Responses | ☑ Always ☑ More than half of the time ☑ Less than half of the time | ☑ Rarely ☑ Never | ▼ |

No Comparison

Compare with the Past

✓ Schools

Alaska

All Technology & Learning

ⓘ DATA HIGHLIGHT   **33%**

almost always discuss technology

Regional Analysis Drives Decision-Making

Monitor Trends & Progress Over Time

Technology & Learning

Aleutian Region School District
Jul 1, 2015 to Dec 31, 2015

Dashboard   Lenses   Reports   **Trends**

Map   List | Filter

CASE™ Score Legend   ● Beginning   ● Emerging   ● Proficient   ● Advanced   ● Exemplary   Show More ⊕

Trends   Overall ↗   **Domains**

☑ ■ Classroom   ☑ ◆ Access   ☑ ▼ Skills   ☑ ▲ Environment

1300
1275
1250
1225
1200
1175
1150
1125
1100
1075
1050
1025

Jul 1, 2012
to Dec 31, 2012

Jul 1, 2013
to Dec 31, 2013

Jan 1, 2014
to Jun 30, 2014

Jul 1, 2015
to Dec 31, 2015

Reports

INFRASTRUCTURE AT HOME REPORT
SAMPLE ESA (SM)

A recent *Pew* report states that 92% of teachers believe that access to technology and the Internet has had a major impact on instruction.

Teachers' and students' access to technology both at home and at school deeply affects the learning environment. Specifically, a recent *Pew* report states that 92% of teachers believe that access to technology and the Internet has had a major impact on instruction.

Students who are able to access technology at home can engage in anytime, anywhere learning. However, gaps in technology access often exist. While almost all teens have access to a digital device at home, the number of people with whom the device is shared is important. Devices shared between multiple people may not always be available for learning. According to *Pew*, although 93% of teens have a computer or have access to one at home, 71% share that access with other family members.

Teachers who are able to access technology at home can better plan transformative instruction. Teachers who have access to computers at home are more likely to use technology frequently and thus have better technology skills. These skills are a prerequisite to the use of digital creativity, digital collaboration, digital communication, and critical thinking in the classroom. According to the 2011 *US Census*, close to 80% of Americans have access to a home computer, and 98% of all American homes are capable of receiving high speed Internet.

Schools and districts should create and support policies that increase access to technology at home for teachers and students. Anytime, anwhere access to technology fosters anytime, anywhere access to connected learning.

98% of teachers have access to the Internet at home

95% of students have access to the Internet at home

96% of teachers have access to a device at home

92% of students have access to a device at home

53% share that device

70% share that device

Sep 18, 2012 - Sep 16, 2013   BrightBytes
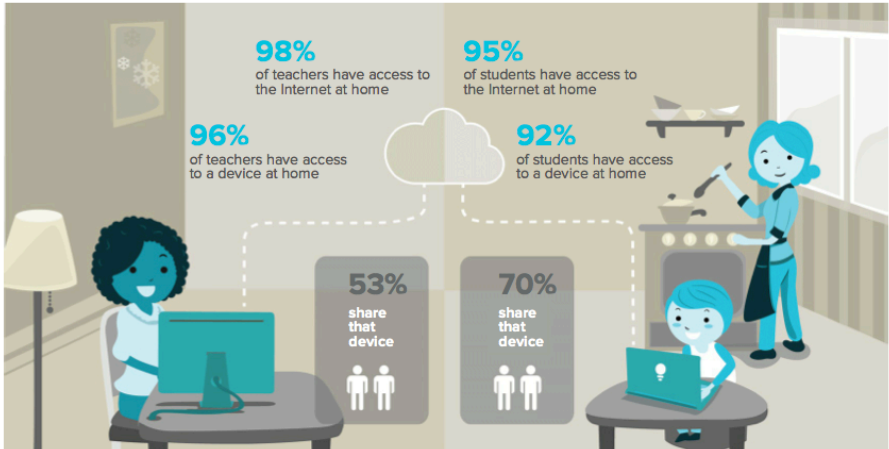
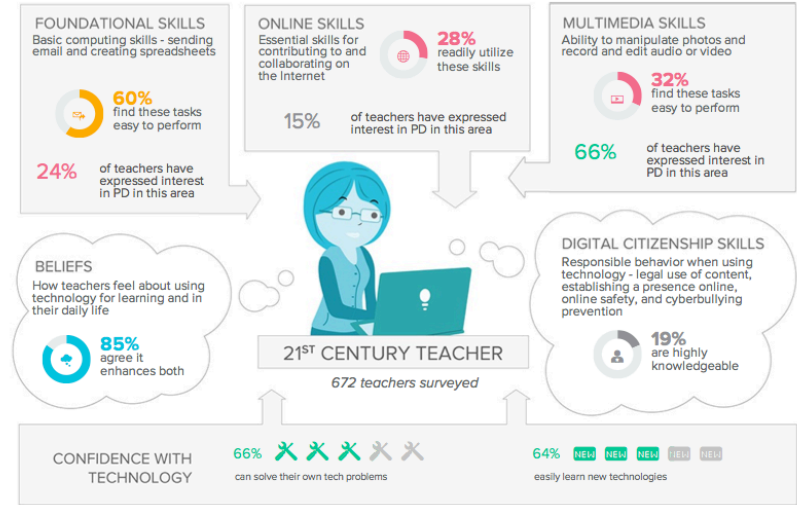## PROFESSIONAL DEVELOPMENT REPORT
SAMPLE ESA (SM)

Progress reports that 14 hours of high quality professional development on a single topic is needed before the classroom is impacted to a statistically significant degree.

Effective professional development for teachers can have an enormous impact on teaching and learning in an organization. However, professional development experiences for teachers must be sustained and of high quality for improved learning outcomes to be realized. Specifically, the *Center for American Progress* reports that 14 hours of high quality professional development on a single topic is needed before the classroom is impacted to a statistically significant degree. However, CASE data collected from hundreds of schools indicates that 82% of teachers report less than 17 hours of school-sponsored professional development around technology in the last 12 months.

Research from the International Society of Technology Education (ISTE) also reveals that high quality professional development is job-embedded, personalized, and designed to promote skill transfer. Professional learning experiences must respond to teachers' interests, needs, and classroom settings. In many cases, these types of learning experiences can extend beyond the traditional school in-service setting to include webinars, Twitter chats, and other virtual experiences.

This type of dynamic instruction helps both teachers and students alike. A *Walden University* study reports that teachers who use technology frequently place the highest emphasis on using technology to promote problem-solving, critical thinking, and communication.

Being aware of teachers' skill profiles and interests with technology can greatly inform the development of a cohesive, integrated professional development plan that will enhance student learning outcomes.

FOUNDATIONAL SKILLS
Basic computing skills - sending email and creating spreadsheets

60% find these tasks easy to perform

24% of teachers have expressed interest in PD in this area

ONLINE SKILLS
Essential skills for contributing to and collaborating on the Internet

28% readily utilize these skills

15% of teachers have expressed interest in PD in this area

MULTIMEDIA SKILLS
Ability to manipulate photos and record and edit audio or video

32% find these tasks easy to perform

66% of teachers have expressed interest in PD in this area

BELIEFS
How teachers feel about using technology for learning and in their daily life

85% agree it enhances both

21ST CENTURY TEACHER
672 teachers surveyed

DIGITAL CITIZENSHIP SKILLS
Responsible behavior when using technology - legal use of content, establishing a presence online, online safety, and cyberbullying prevention

19% are highly knowledgeable

CONFIDENCE WITH TECHNOLOGY

66% can solve their own tech problems

64% easily learn new technologies

Sep 18, 2012 - Sep 16, 2013   BrightBytes

Insights that Drive Action

Insights

Insights are research-based best practices. They are categorized by success indicator and prioritized according to your data.

Explore Insights

FILTER BY STRATEGY
Select a strategy to narrow your results ▼

HIGH PRIORITY SUCCESS INDICATORS

TECHNOLOGY & LEARNING
Professional Learning ›

TECHNOLOGY & LEARNING
Student Digital Citizenship ›

TECHNOLOGY & LEARNING
Assessment ›

TECHNOLOGY & LEARNING
Teacher Use of the 4Cs ›

Top ᐱ

Insights Selected For You ⓘ

TECHNOLOGY & LEARNING
Teacher Online Skills | ⚡ Game Changer

Create Twitter Chats for Teachers ›

TECHNOLOGY & LEARNING
Student Use of the 4Cs | ⚡ Game Changer

Encourage Movie Making in the Classroom ›

Personalized Tips for Effective Interventions

Teacher Use of the 4Cs

- Quick Wins
- Game Changers
- Innovators

Helping Students Become Effective Digital Curators

⬇ Save PDF   ↗ Share via email

When mobile devices replace paper notebooks, students need support to become effective note takers. Teachers need to help students think about note taking as a curation activity—an opportunity to gather information, synthesize it, and then reflect on what they've learned. The following three note-taking skills can foster skills that students will use now and in higher-education

Research-Based Recommendations

TECHNOLOGY & LEARNING
Teacher Use of the 4Cs

- Quick Wins
- ⚡ Game Changers
- Innovators

Give Students a Voice in the Digital Citizenship Conversation

⤓ Save PDF   ⤴ Share via email

The Challenge

If you ask your students, you'll likely find that they know the basics of right from wrong in their online behavior, but they aren't always able to see the long-term consequences of their online activity. As Don Orth writes in **Independent School Magazine**, "we cannot predict what technology will look like in 20, 10, or even 5 years. But we do know that children will always need our guidance

Innovative Leaders Driving Change in Schools

TECHNOLOGY & LEARNING
Teacher Use of the 4Cs

- ⊘ Quick Wins
- ⚡ Game Changers
- 📖 Innovators

Innovators
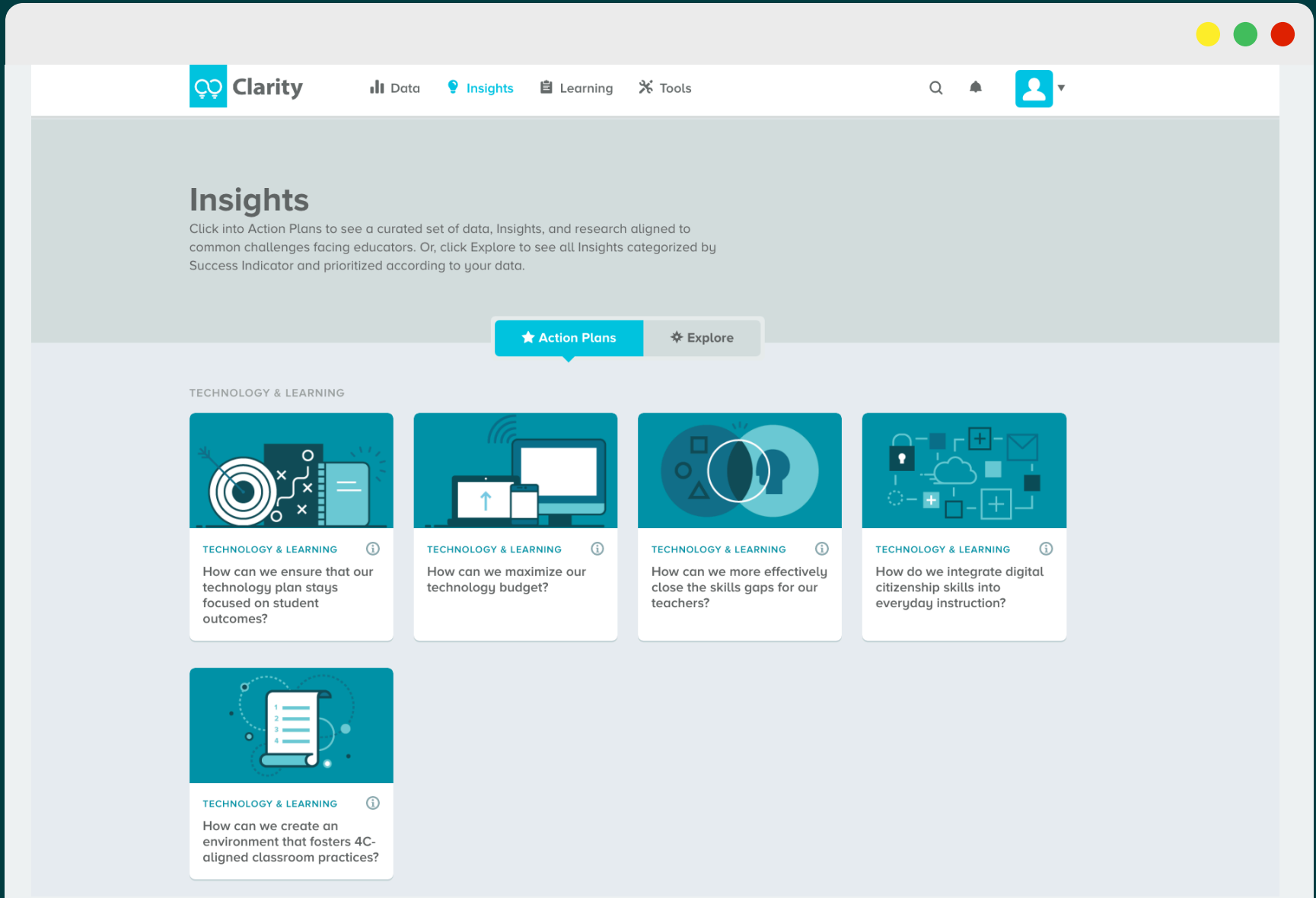
Joan Young
Teacher/Academic Coach
🐦

I have used student blogging, Skype, and Twitter to connect my students to others around the world, including authors and other classes. My students have gained a wider perspective and empathy through this sharing.

Krista Moroder ›

Solve Specific Challenges with Action Plans

Use Research-Based Next Steps to Drive Improvement

Clarity

Data   Insights   Learning   Tools

< All Action Plans

TECHNOLOGY & LEARNING
How can we ensure that our technology plan stays focused on student outcomes?

I Need Help   Share   Bookmark

About

The most effective technology plans root technology acquisition and policy decisions in an organization's goals for student learning. While all organizations will have unique goals, they must approach the task of creating a technology plan by considering their current access, skills, environment, and classroom practices. You can play an important role by leading educators in a discussion about their desired student outcomes and what the Technology & Learning data reveals about their readiness to achieve these goals. To assist in this work, this Action Plan consists of ten interconnected data points drawn from all four domains.

Data
Save PDF

Beliefs

Support

Student Digital Citizenship

Student Use of the 4Cs

Teacher Use of the 4Cs

Action

Insights   Research   Articles

Game Changer   << < 14 of 16 > >>

Create a Culture of Trust Around Internet Use

Save PDF   Share via email

The Challenge

According to one recent study, "49% of teachers of students living in low-income households say their students' use of internet filter has a major impact on their teaching, compared with 24% of those who teach better off students."

What You Can Do

Empowering Innovative Leaders & Driving Change

"The Technology & Learning data has been a game changer for our support of schools."

TISCHANN TURNER
Director of Learning Technology
Metro Nashville Public Schools, TN

"We are using Clarity in New York to help schools plan for effective allocation and use of resources - financial, technical and human. The Technology & Learning module is especially helpful for our districts that are beginning to implement cloud based solutions, BYOD, and 1:1 initiatives. Clarity has provided all of the data we need to make effective decisions for technology planning and resource allocation."

SARAH MARTABONO
LHRIC, NY

"We use the data from the Technology & Learning module to inform discussions with the board, staff, administrators, and the community. If there are any questions about our process or decisions, we can point them right to the data. It's an opportunity to be transparent with everyone, and with that transparency, we see a willingness to participate and improve."

TIM GOREE
Director of Technology
Fairfield-Suisun USD, CA

"The BrightBytes Technology & Learning module has given us great visibility into trends in our district - areas we need to improve, what we're doing well, what's working, and what's not working. The data has been a very helpful light to shine on where things are going and where we are in terms of meeting our technology goals."

STACEY WANG
Director of Personalized Learning
Oakland USD, CA

"The Technology & Learning data we get is just fantastic. It helps see what's working and not working, and districts can see if they are on the mark or not."

DAVID COUCH
CIO & Associate Commissioner
Kentucky Department of Ed, KY

Why a District 1:1 Rollout Is About More Than Devices and Software

EdSurge

By Rick Stout and Ross Friebel Oct 21, 2015

Like many districts, Onslow County Schools in North Carolina a vision for itself: become a 21st-century school district before nationwide work towards making that shift began. We wanted transform the entire way that our district was teaching and _____ a 1:1 rollout.

_____ y Schools was to s

Onslow, NC

News > Policy > School Infrastructure

How Can We Measure Edtech's Return on Investment?

EdSurge

By Stacey Wang Aug 18, 2016

One day at Stanford D.School (Institute of Design at Stanford Oakland team and I were building paper planes as part of a d thinking activity. We thought our goal was to build the "best _____ .School want _____ de of an opaqu _____ we had no ide _____ the target zon Were we even remotely successful?

Oakland, CA

A Data-Driven Transformation in Missouri's Largest District

f 2   ▼ 0   in 31   P 1   34 SHARES

November 23, 2015
By Guest Author

By Ben Hackenwerth

Springfield Public Schools, the largest district in Missouri, has just gone through a year long restructuring process under the leadership of a new superintendent, Dr. John Jungmann. When he arrived at SPS, Dr. Jungmann embarked on a 90-day listening and learning tour to gain an understanding of the district's strengths and opportunities for improvement. A couple of key findings from his listening tour were the need for improved student engagement and technology integration in our classrooms. To better understand how to approach these opportunities, the district launched an envisioning effort, called Imagine SPS, to reimagine teaching and learning in our

GETTING SMART

Springfield, MO

Thank You!

🐦 @BrightBytes

Sarah Skinner

Director of Partnerships

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∞ Bright**Bytes**