BrightBytes

Jan 1, 2017 to Present

MLTI REPORT: LEARNING-FOCUSED ACCESS

Lincolnville School Department

Access isn't limited to physical devices, but includes infrastructure and services to support the use of technology. Maintaining low barriers to its use both in and out of school remains critical to improve classroom experiences. This report contains 6 data points from BrightBytes' Technology & Learning framework to highlight the level and quality of technology access currently in place. Use this report to identify and improve aspects of the teaching and learning environment that foster a sense of experimentation and encourage higher levels of meaningful technology use.

Key Components of the Maine Learning Technology Framework

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

All learners—both adults and children—have access to the devices, connectivity, apps, programs, and services they need, as they need them, and with minimum barriers to their learning.

Reliable, high quality technology makes possible things, such as connecting with peers from other parts of the world, increased collaboration, and lifelong learning habits (Mediaplanet & Duncan, 2014).

CASE™ Score Legend

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

The perceived quality of internet speed as reported by teachers is

44% Excellent

44% Above Average

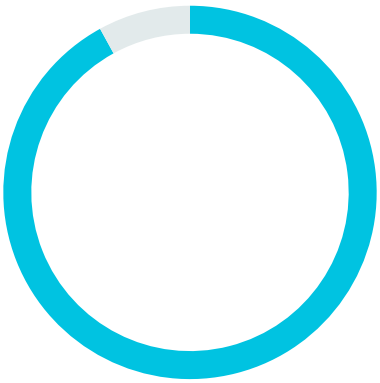
11% Average

0% Below Average

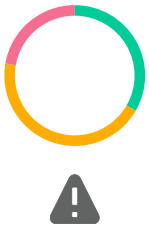
0% Poor

0% N/A

Student Access to Internet and Wireless at Home



Teachers report that school filters prevent access to websites needed for classes

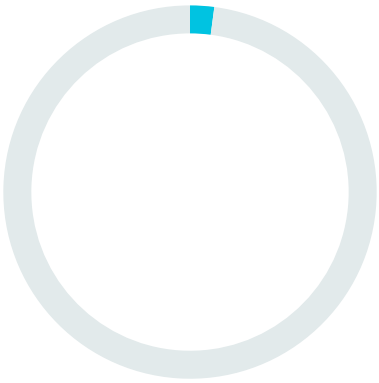


- 0% Never
- 33% Rarely
- 44% Less Than Half Of The Time
- 22% More Than Half Of The Time
- 0% All Of The Time

Teachers report that the quality of support for hardware repair is

- 33% Excellent
- 11% Above Average
- 44% Average
- 0% Below Average
- 0% Poor
- 11% None

Student-reported membership in student groups that provide technology support at school



Students believe the following obstacles prevent their use of technology at school

2% “I Don’t Have The Necessary Skills.”

2% “My Classes Don’t Require The Use Of Technology.”

8% “School Technology Isn’t Good Enough.”

38% “School Rules Limit My Technology Use.”

6% “My School Has Different Computers Or Software Than I’m Used To.”

58% Beginning