
RBUSD Technology: Telling Our Story, the Next Chapter

RBUSD Board of Education Presentation
June 28, 2016

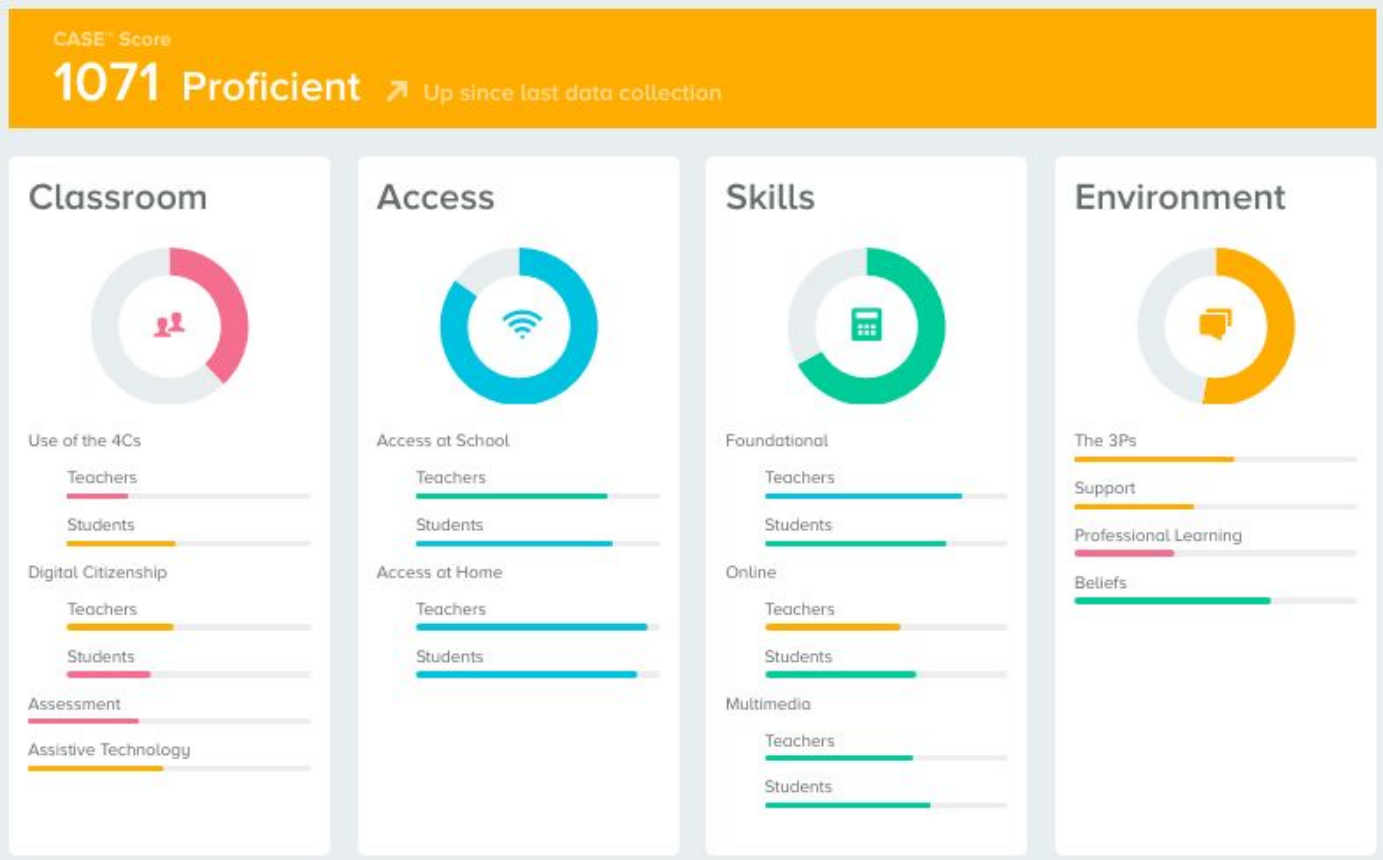
Dr. Annette Alpern, Deputy Superintendent, Educational Services
Mr. Derek Kinsey, Chief Technology Officer

BrightBytes Data Collection

- Two collections completed: May 2015
May 2016
 - May 2016 response counts: 3,841 Students (grades 3 and up)
1,266 Parents
353 Teachers/Administrators
 - Feedback provided: Access
Skills
Classroom instruction
Environment
-

CASE Dashboard (May 2016)

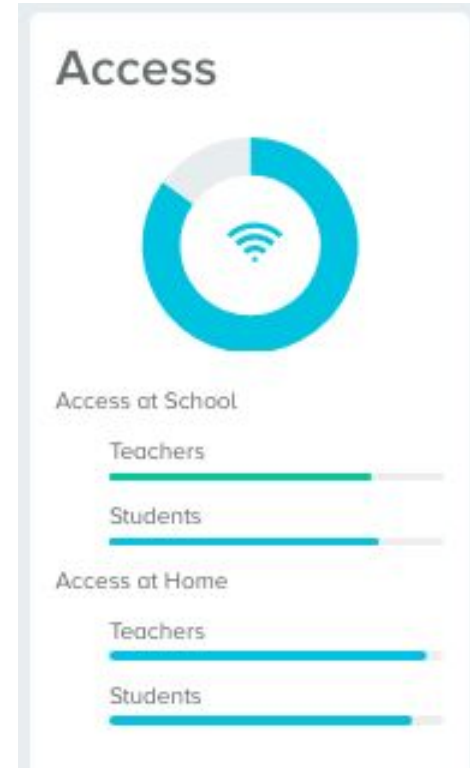
- Exemplary
1200-1300
- Advanced
1100-1199
- Proficient
1000-1099
- Emerging
900-999
- Beginning
800-899



Access

Data Highlights:

- 96% of teachers reported the typical student computer ratio of 1:1
- Teacher and student access at school is advanced or exemplary
- Teacher and student access at home is exemplary



Skills

Data Highlights:

- Teachers' foundational skills were exemplary in 9 of 13 schools
- Teachers' multimedia skills were advanced in 9 of 13 schools
- Teachers' online skills were in the proficient range but improved over the past year
- Students were in the advanced range in all skill areas

Skills



Foundational

Teachers



Students



Online

Teachers



Students



Multimedia

Teachers



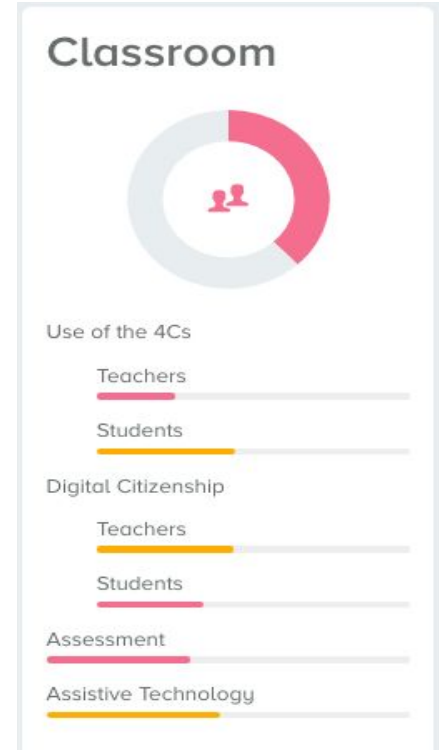
Students



Classroom Instruction

Data Highlights:

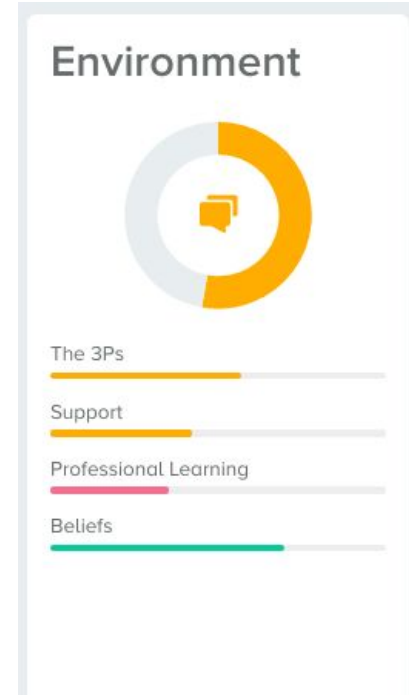
- Teachers' emphasis on the 4 C's (Communication, Collaboration, Creativity and Critical Thinking) remains in the emerging range although nearing proficient range
- Parents have greater comfort with knowledge of, and time spent on, teaching digital citizenship skills to students
- Just under 50% of teachers administer digital or online assessments to the majority of their students



Environment

Data Highlights:

- Beliefs are strong across all groups and all schools that technology has the potential to positively impact learning
- Teachers reported low levels of time participating in school and non-school sponsored professional development, resulting in an emerging score
- Elementary schools reported less support than did secondary schools. The overall range was proficient.
- Policies, Procedures and Practices scored in the proficient range, likely due to a limitation on students' ability to use cell phones for academic endeavors at the majority of our schools



Technology Next Steps

Need to provide students with the ability to:

- Cite online information (elementary)
 - Identify and solve authentic problems
 - Write online regularly
 - Safely share information online
 - Respond to online bullying
 - Give and get feedback from other students and teachers
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Technology Next Steps

Need to provide teachers with:

- Support to administer online assessments more consistently
 - On-site as well as district level support to improve instructional technology integration
 - Differentiated professional development - formal, informal, face-to-face, online
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Questions

Thank you
