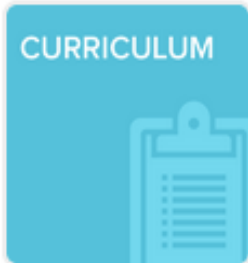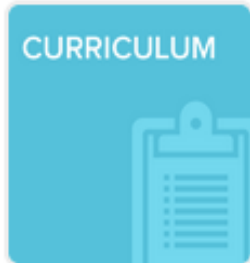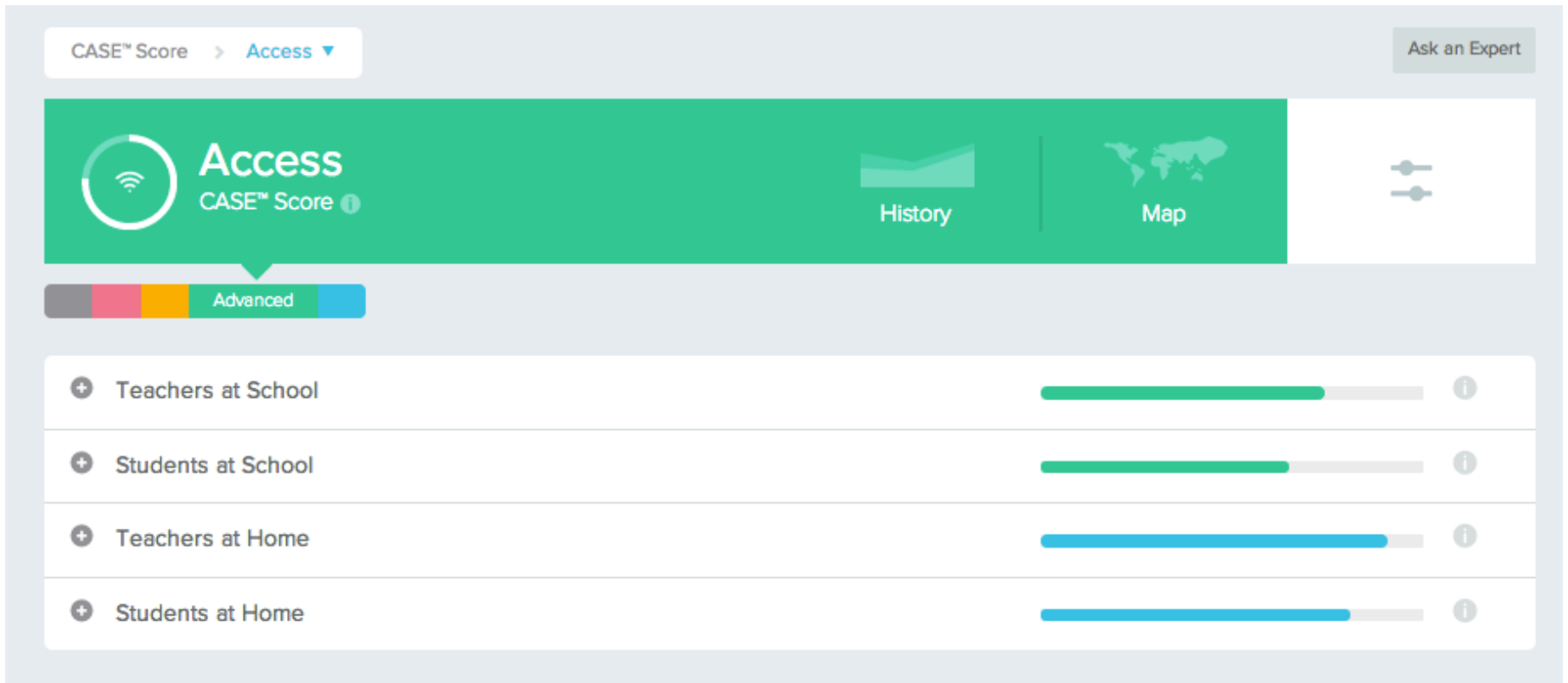# Bright Bytes Survey

CASE is a research-based framework developed over a decade by educational researchers, K-12 practitioners, and higher-ed statisticians. CASE stands for **Classroom, Access**, **Skills**, and **Environment**. Taken together, these four areas encompass all of the factors that determine the effectiveness of technology in improving student achievement. Your score in each area falls into one of five categories: **Beginning**, **Emerging**, **Proficient**, **Advanced**, or **Exemplary**. These categories represent your school's maturity and readiness related to technology use and its impact on student outcomes within each area.

Bright Bytes Survey

CURRICULUM

PROFESSIONAL DEVELOPMENT

INFRASTRUCTURE AT HOME

INFRASTRUCTURE AT SCHOOL

21ST CENTURY LEARNING

TECHNOLOGY SUPPORT

1,942 Students
250+ Teachers &
Administrators

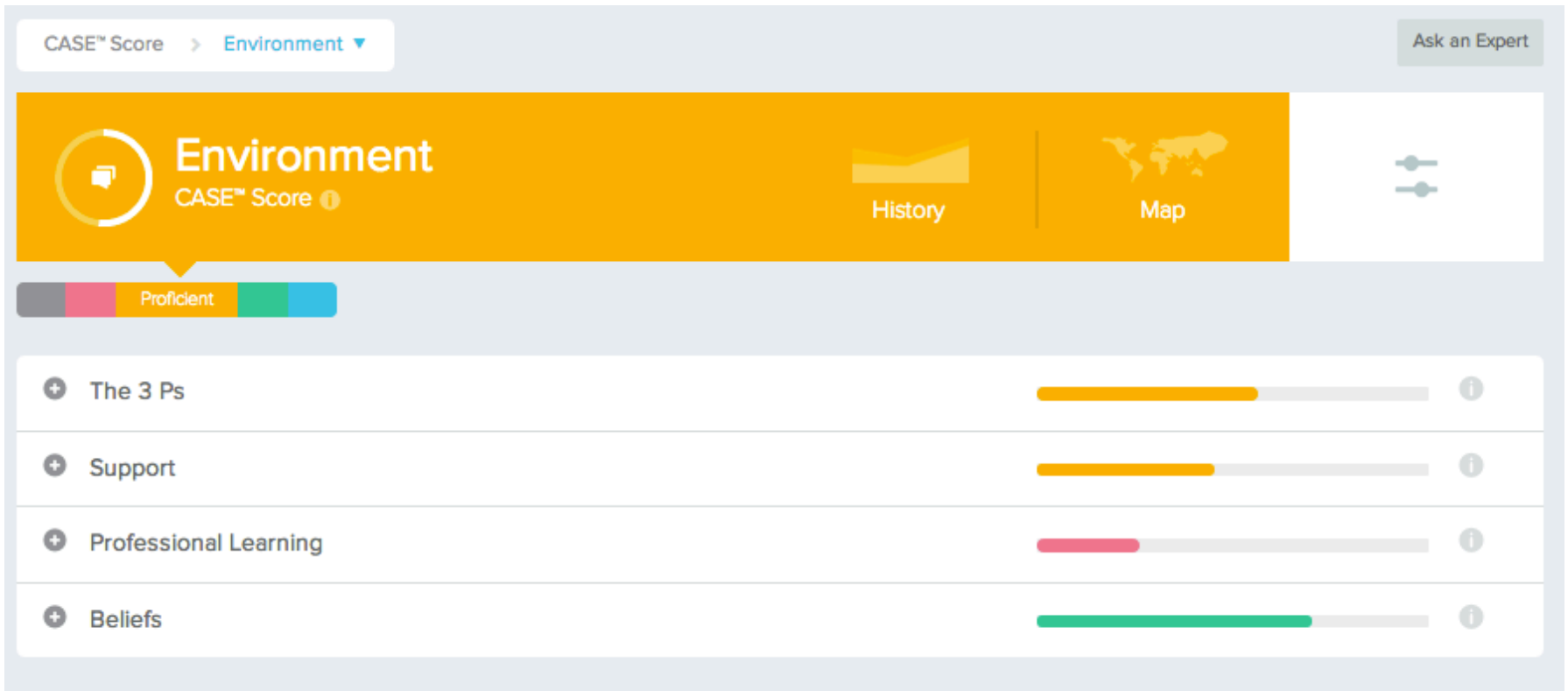**Access** at school captures the availability of Internet-connected devices to teachers and students, as well as important peripherals, such as projectors, interactive whiteboards, and digital video cameras both at school and at home.

CASE™ Score > Access ▼

Ask an Expert

Access
CASE™ Score ⓘ

History

Map

Advanced

➕ Teachers at School ⓘ

➕ Students at School ⓘ

➕ Teachers at Home ⓘ
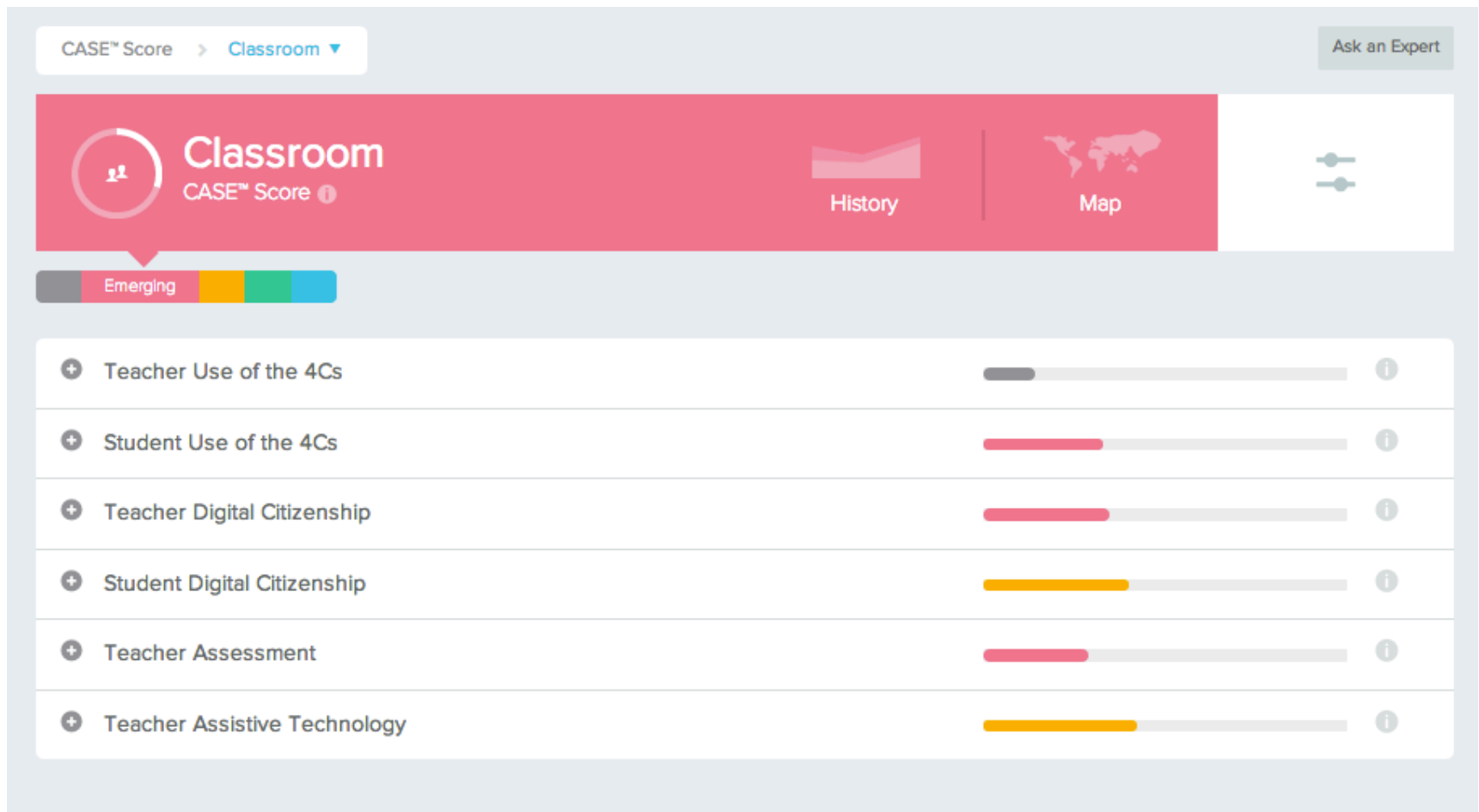
➕ Students at Home ⓘ

The **Skills** section communicates whether teachers and students have foundational skills needed to use technology, the ability to leverage online environments for access to information, and the ability to create presentations, podcasts, videos, and more using multimedia.
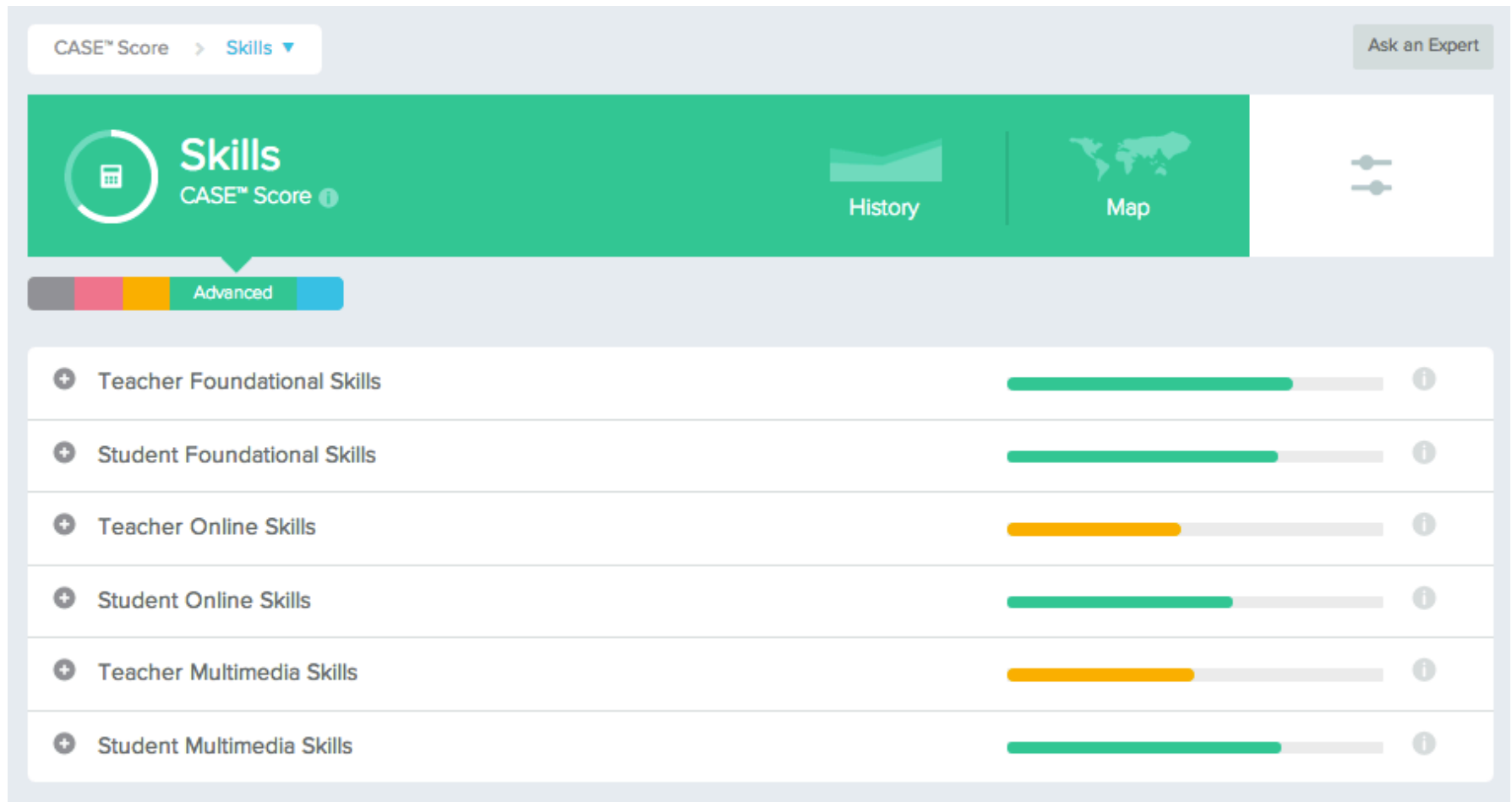
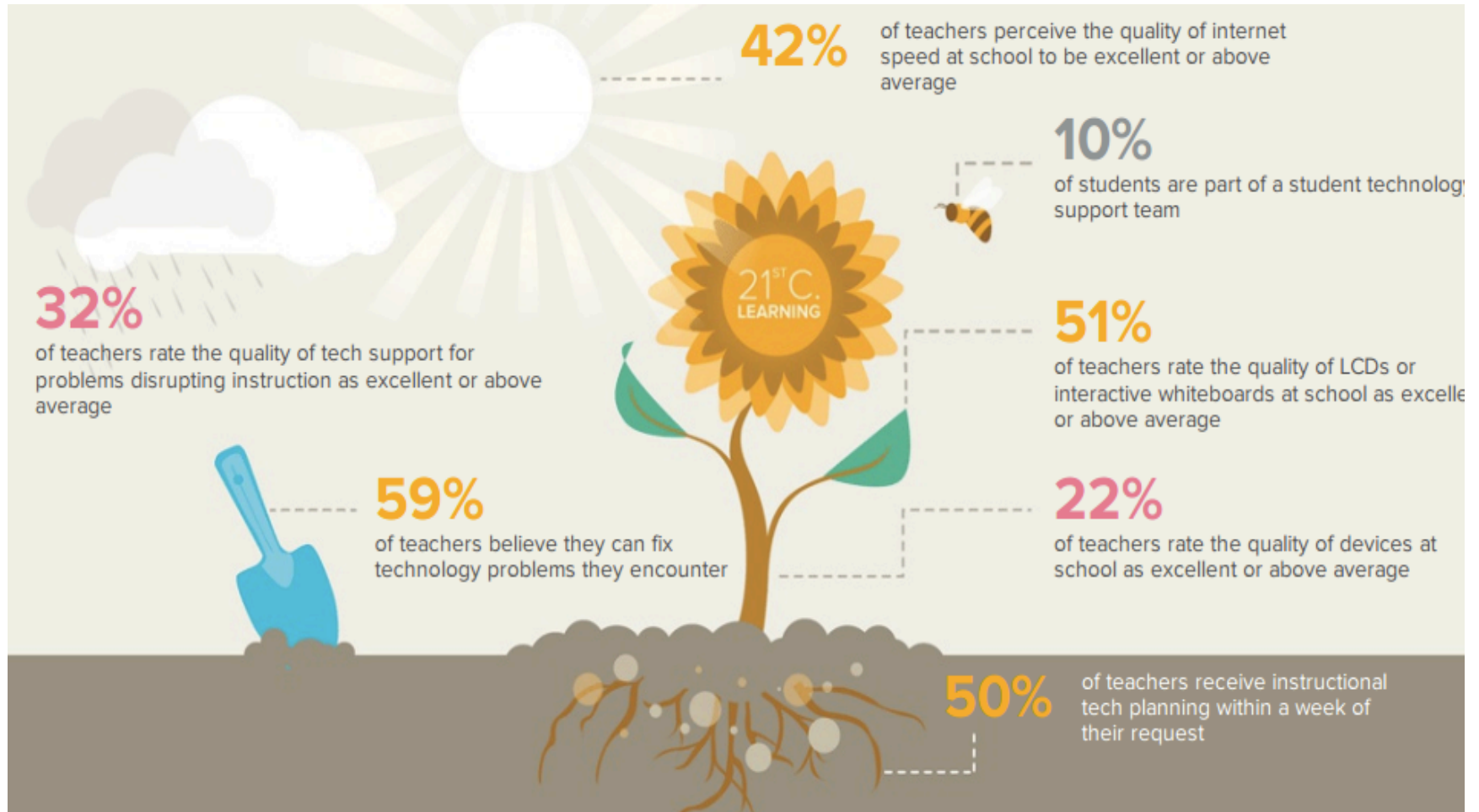**Environmental** factors like the 3Ps, technical support, PD opportunities, and community beliefs about technology can turbo-charge a technology program or they can bring it to a screeching halt.

CASE™ Score > Environment ▼

Ask an Expert

Environment
CASE™ Score ⓘ

History   Map

Proficient

⊕ The 3 Ps		ⓘ
⊕ Support		ⓘ
⊕ Professional Learning		ⓘ
⊕ Beliefs		ⓘ

The **classroom** section displays how teachers and students are using technology in the classroom, including looking for evidence of the 4Cs, involvement with assistive technology, digital citizenship, and digital assessment.

CASE™ Score > Classroom ▼

Ask an Expert

Classroom
CASE™ Score ⓘ

History | Map

Emerging

⊕ Teacher Use of the 4Cs	ⓘ
⊕ Student Use of the 4Cs	ⓘ
⊕ Teacher Digital Citizenship	ⓘ
⊕ Student Digital Citizenship	ⓘ
⊕ Teacher Assessment	ⓘ
⊕ Teacher Assistive Technology	ⓘ

Technology Support

42% of teachers perceive the quality of internet speed at school to be excellent or above average

10% of students are part of a student technology support team

32% of teachers rate the quality of tech support for problems disrupting instruction as excellent or above average

21ST C. LEARNING

51% of teachers rate the quality of LCDs or interactive whiteboards at school as excelle or above average

59% of teachers believe they can fix technology problems they encounter

22% of teachers rate the quality of devices at school as excellent or above average

50% of teachers receive instructional tech planning within a week of their request

Curriculum

FOUNDATIONAL SKILLS

Basic computing skills - sending email and creating spreadsheets

29% find these tasks easy to perform

ONLINE SKILLS

Essential skills for contributing to and collaborating on the Internet

37% readily utilize these skills

MULTIMEDIA SKILLS

Ability to record and edit video

76% find these tasks easy to perform

BELIEFS

How students feel about using technology in learning and daily life

78% agree it enhances both

21ST CENTURY STUDENT

1942 students surveyed

DIGITAL CITIZENSHIP SKILLS

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

28% are highly knowledgeable

CONFIDENCE WITH TECHNOLOGY

52% can solve their own tech problems.

92% NEW NEW NEW NEW NEW learn new technologies easily.

Professional Development

FOUNDATIONAL SKILLS
Basic computing skills - sending email and creating spreadsheets

58% find these tasks easy to perform

20% of teachers have expressed interest in PD in this area

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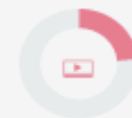Essential skills for contributing to and collaborating on the Internet

27% readily utilize these skills

17% of teachers have expressed interest in PD in this area

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

24% find these tasks easy to perform

69% 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
296 teachers surveyed

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

14% are highly knowledgeable

CONFIDENCE WITH TECHNOLOGY

59% can solve their own tech problems

70% easily learn new technologies

NEW NEW NEW NEW NEW

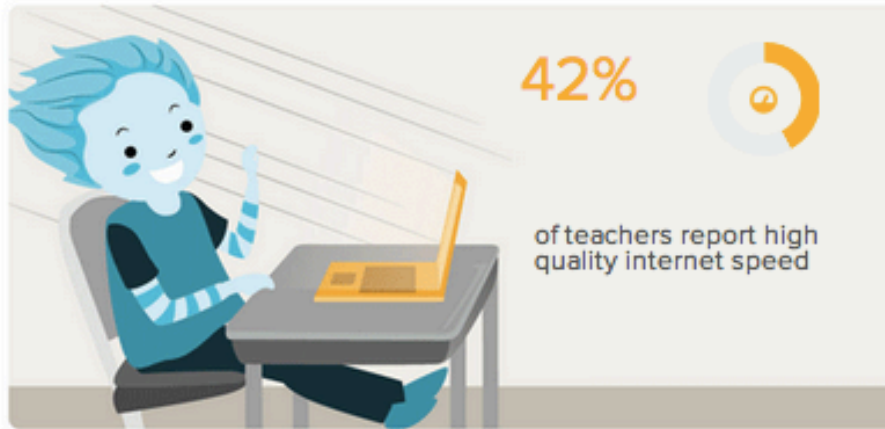# Infrastructure at School

79% of teachers can get devices for their students when needed more than half the time
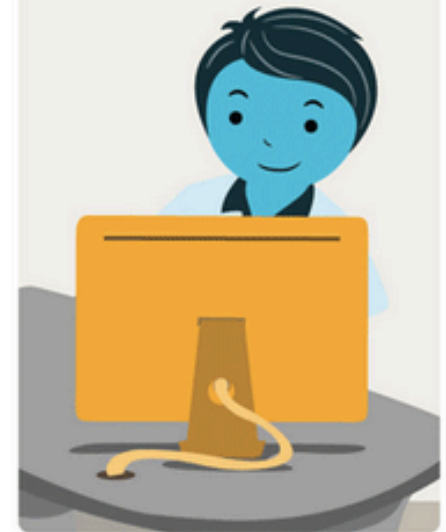
42% of teachers report high quality internet speed

97% of teachers have access to a computer for their own use all the time at school

57% of teachers report a typical student to computer ratio of 2:1 or 1:1
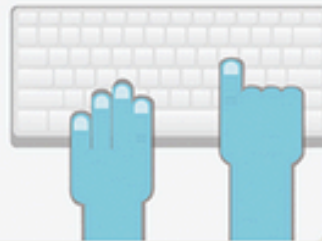
Clarity

21st Century Learning

39% of students are asked to collaborate online with classmates at least monthly

19% of students are asked to write online at least monthly

39% of students are asked to identify and solve authentic problems using technology at least monthly

27% of teachers ask their students to complete online assessments at least monthly

82% of teachers spend less than 3 hours per year teaching digital citizenship

60% of your teachers who use assistive technology use it with students at least monthly

Supervisory Report

MY PROFESSIONAL PORTFOLIO

33% of teachers feel recognized for using technology in their teaching more than half the time

57% of teachers report that technology is part of classroom observations or visits more than half the time

32% of teachers report that technology is a topic at department or grade-level meetings more than half the time

22% of teachers believe that school internet filters get in the way of learning more than half the time