



Jan 1, 2017 to Present

MLTI REPORT: PROFESSIONAL LEARNING

Developing a professional learning plan that aligns with the Vision for Learning is a fundamental step to achieving success within the Maine Learning Technology framework. This report includes 4 data points from BrightBytes' Technology & Learning framework to highlight the current delivery and quality of professional learning. Use this report to identify professional development areas that need more attention, ultimately allowing you to create engaging and effective learning opportunities for your educators.


Key Components of the Maine Learning Technology Framework

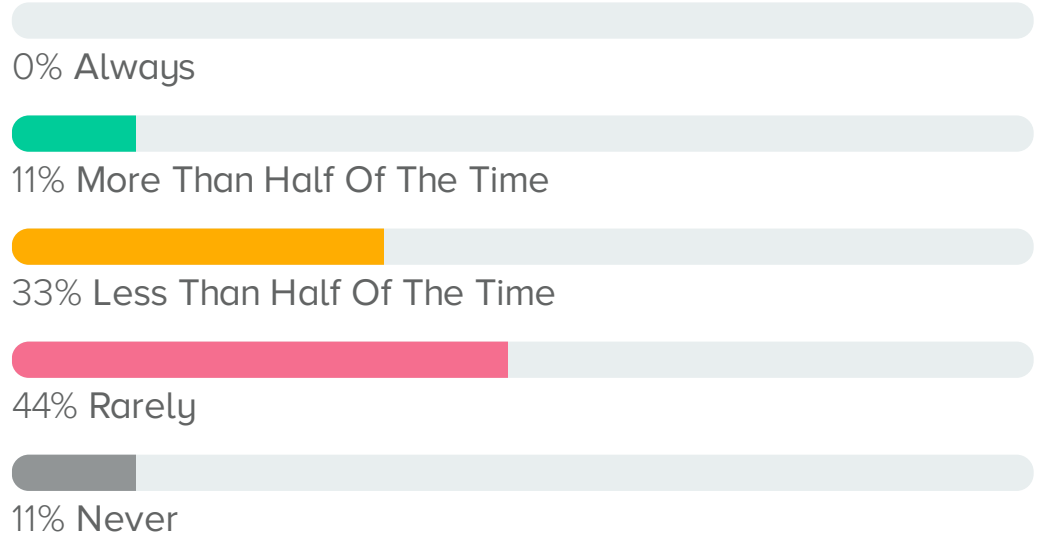
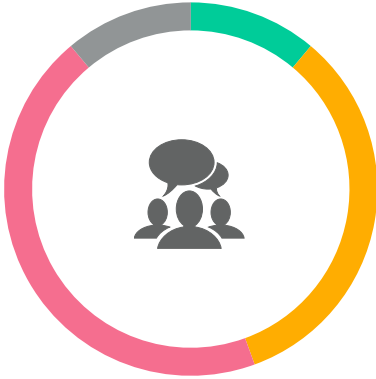
- Student Learning Experiences
- Leadership for Change
- Professional Learning
- Learning-Focused Access


District-provided professional learning opportunities and supports must be designed to effectively encourage and assist teachers to successfully bolster and broaden classroom practices.

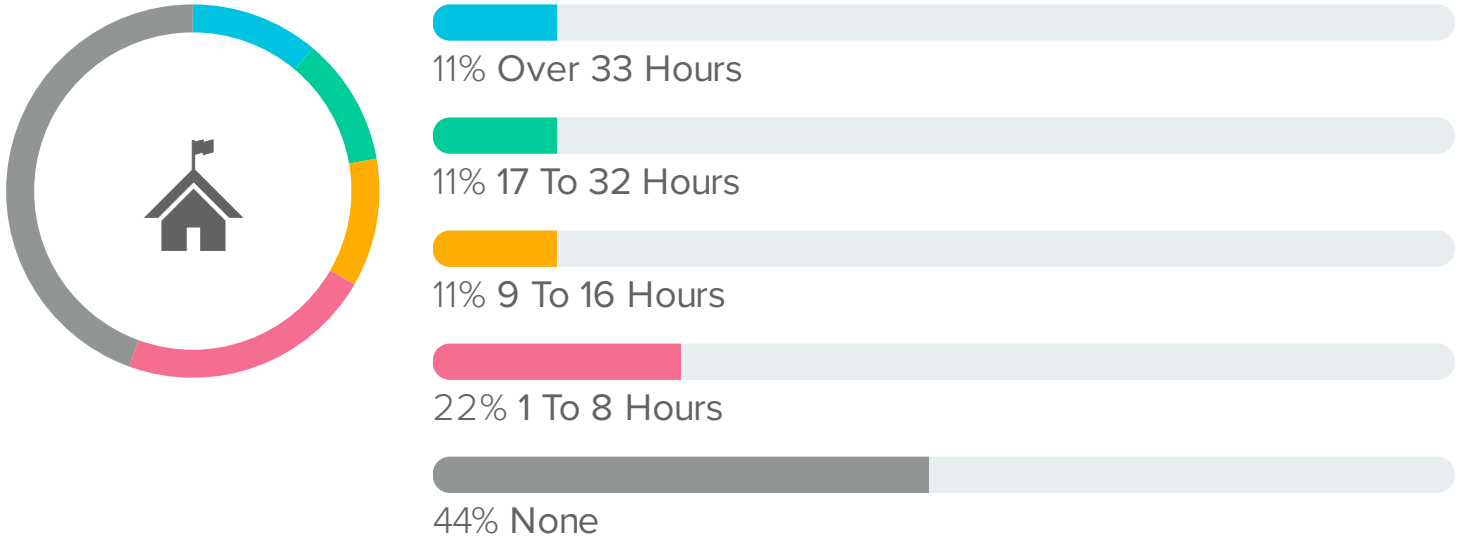
CASE™ Score Legend

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


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

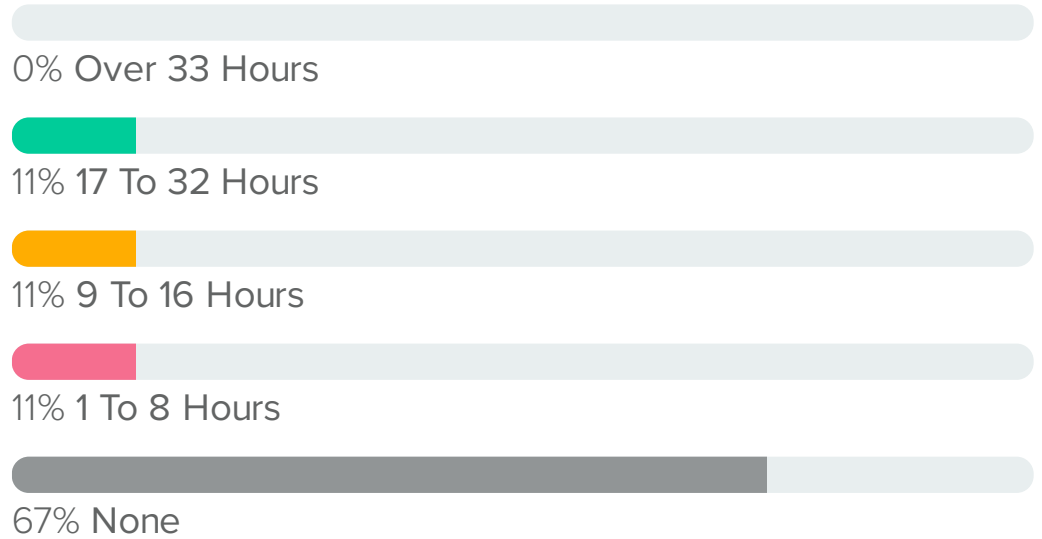



 Teacher-reported time spent per year participating in school-sponsored PD



For both new and veteran teachers, technology-related professional learning develops competencies, influences teacher attitudes about technology in the classroom, and helps teachers find new tools to support student learning (Buabeng-Andoh, 2012).

 Teacher-reported time spent per year participating in non-school-sponsored formal PD



 Teacher-reported time spent per year participating in non-school-sponsored informal PD

