



Jan 1, 2017 to Present

MLTI REPORT: LEADERSHIP FOR CHANGE

Maine's educational leaders have invested heavily in the necessary infrastructure and devices to support learning. Now, they must work to create ubiquitous buy-in among all stakeholders. This report includes 6 data points from BrightBytes' Technology & Learning framework to measure the impact that leaders have on the school environment and teacher beliefs. Use this report to identify the areas where education leaders can foster discussions and offer support to positively impact beliefs about technology use.

Key Components of the Maine Learning Technology Framework

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

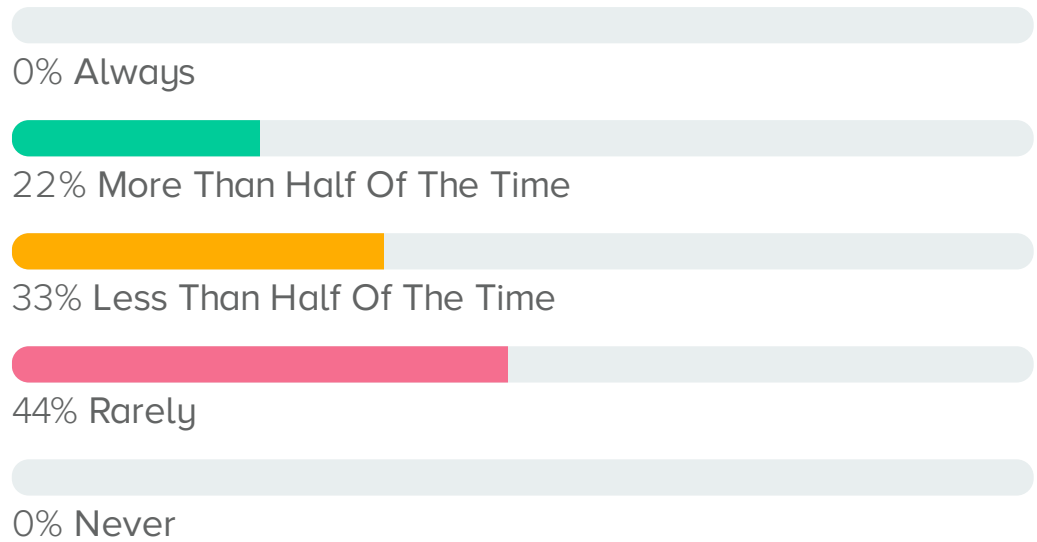
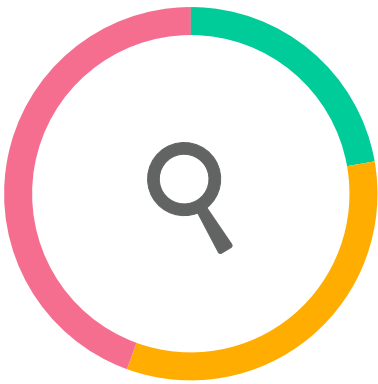
Achieving the Vision for Learning takes a diverse team of school leaders who can both help build buy-in for the Vision and for the role of technology within the Vision, but also help manage the implementation of the development, adjustments, and alignment required of the Vision.

As research shows, change can elicit a multitude of responses from stakeholders, but an effective leader understands how to bring all members of the community on the journey toward successful change (Waters & Cameron, 2014).

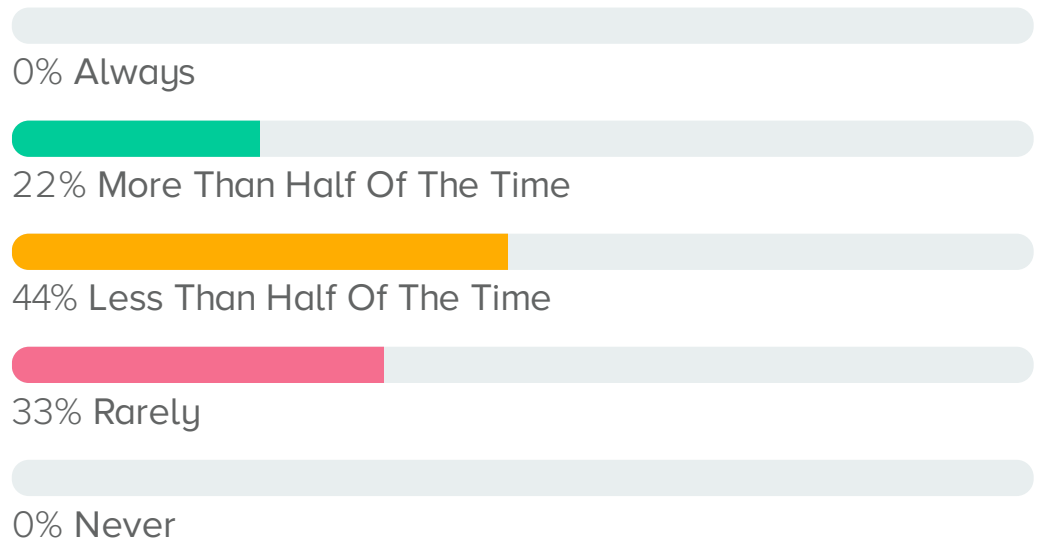
CASE™ Score Legend

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

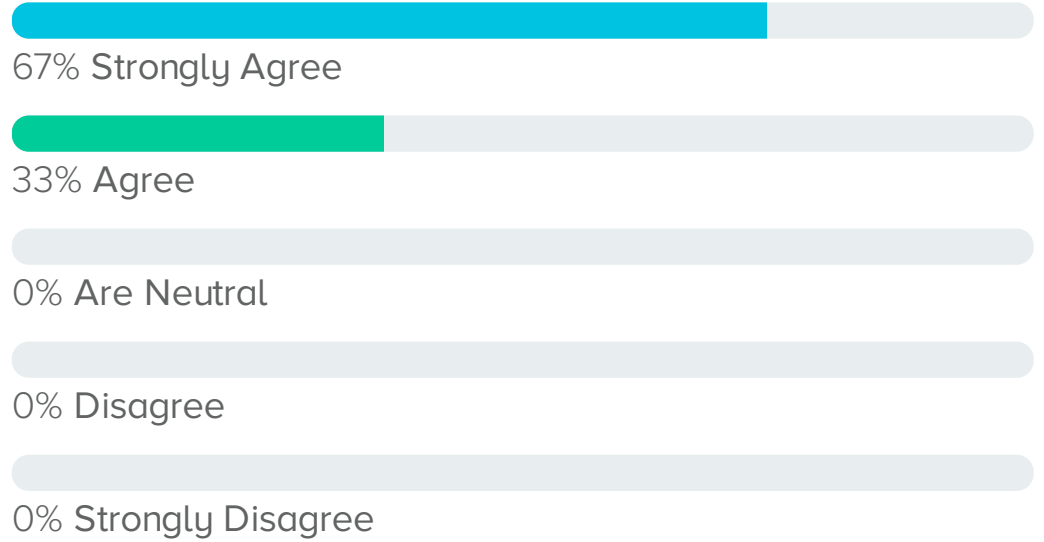
 Teachers discuss technology use during classroom observations or visits




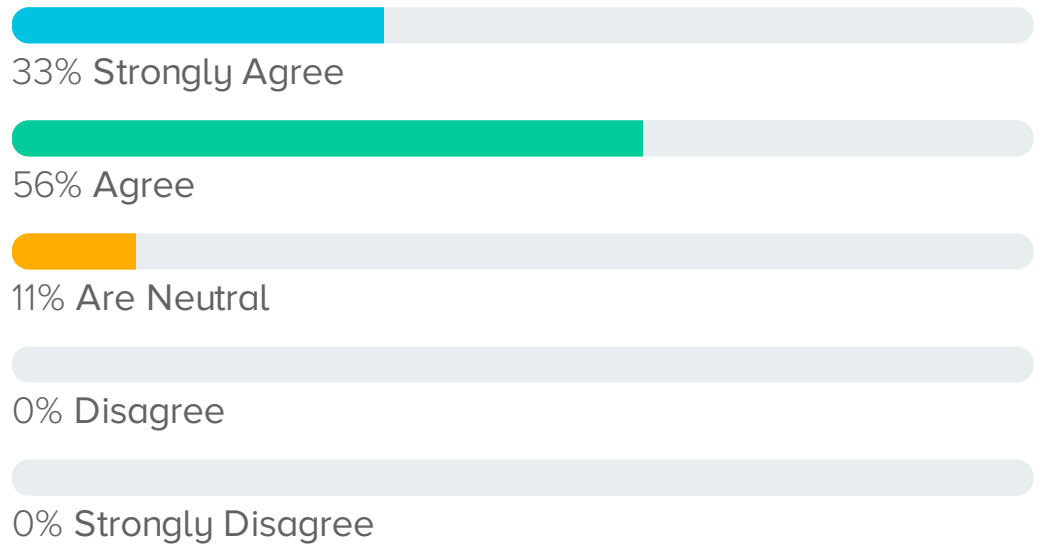
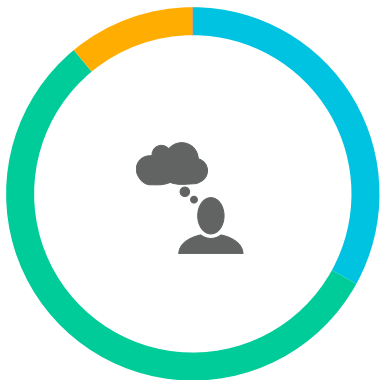
 Teachers discuss technology use during evaluations



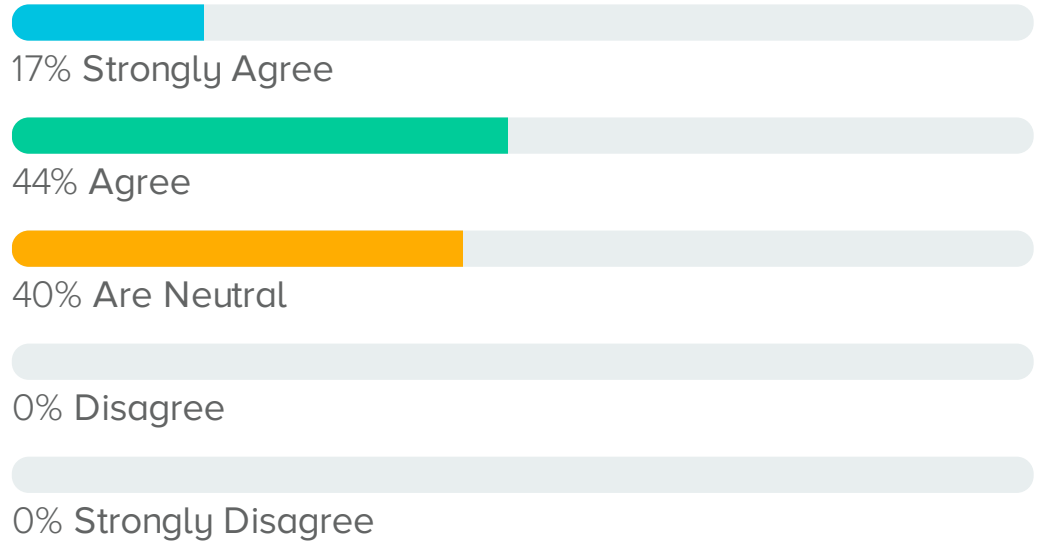
 Teachers believe the school encourages technology use for teaching and learning



 Teachers want to learn more about effective technology use for teaching and learning



 Students believe the school encourages technology use for teaching and learning



 Students believe technology use in class can enhance learning

