

EDTECH ASSESSMENT TOOL: CONNECTING STRONG CAPABILITIES WITH HIGH OUTCOMES

SMART

Around the globe, nearly 1,500 educators have taken the EdTech Assessment Tool survey since 2018. They've rated their capabilities against U.S. and international standards and best practices, including those outlined by ISTE, UNESCO, CASEL and OECD. They've received detailed recommendations on how to improve their work in custom profile reports. Here are just a few of the confirmed long-running relationships between technology readiness and education outcomes.

Good Tech Capabilities and High Education Outcomes Go Together

One relationship is clear and has gotten stronger over time: schools that rate their technology capability development high also report the best teaching and learning results. Educators who report the highest level of overall capabilities were **ten times more likely** to observe high outcomes.

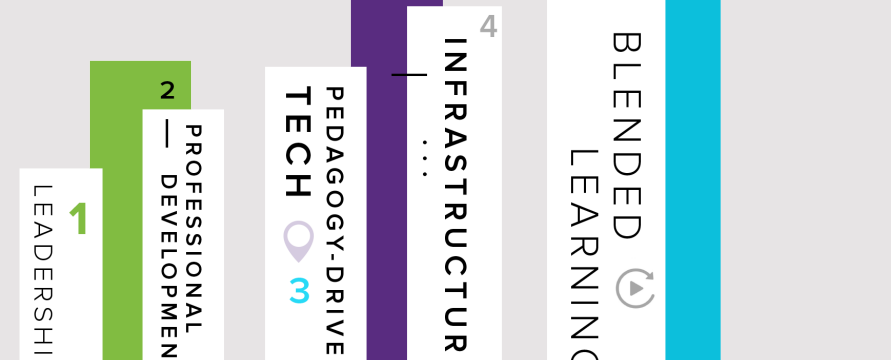
The evidence-based capabilities span **five key areas**, or "pillars"—the original four pillars of leadership, integration, infrastructure and professional development covered here—plus the recently added fifth pillar of blended learning.

Schools assessed themselves on development of each capability by selecting one of four stages, ranging from "not at all" to "completely," for elements that support a capability.

10X ↑
MORE LIKELY TO OBSERVE HIGH OUTCOMES.



CAPABILITIES SPAN 5 KEY PILLARS



22
Edtech Capabilities

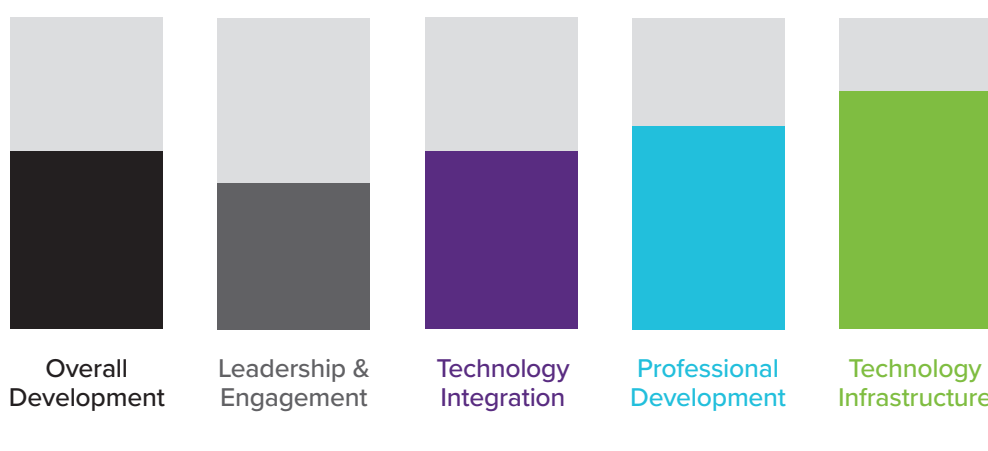
What's an education technology "capability?" It's an action schools take to prepare or implement learning technologies, and includes:



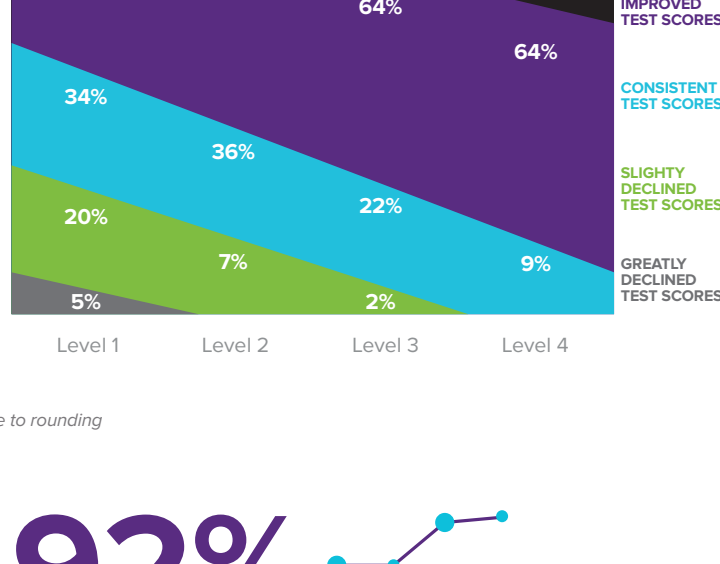
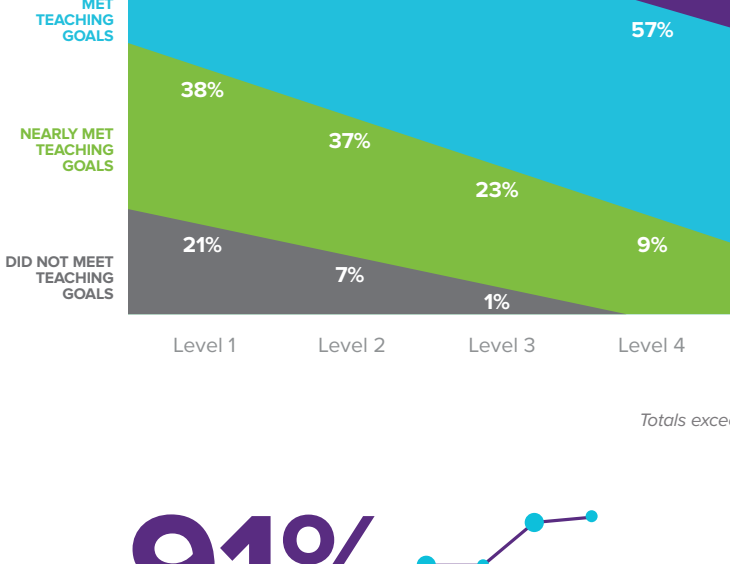
- Leadership vision and stakeholder alignment
- Strategic planning
- Technology change management
- Evaluation of technology and implementation effectiveness
- Teacher participation in technology planning
- Student participation in technology planning
- Parent and wider community engagement
- Acceptable technology use policies
- Embedding technology in teaching and learning
- Use of digital content and applications
- Assessment of student progress

- Support for social and emotional learning
- Development of teacher and staff mindset
- Professional development planning
- Focus of professional learning
- Training offerings and options
- Evaluation of professional development effectiveness
- Opportunities for collaborative professional development
- Network infrastructure
- Design of learning spaces
- Technical support
- Compatibility of learning technologies

Technology infrastructure development leads the four original pillars—and exceeds overall tech development



Overall, technology infrastructure and management—including network infrastructure, compatibility of learning technologies, technical support and design of learning spaces—was the best-developed of the original education technology capability pillars among schools taking the assessment. Infrastructure is foundational for any good edtech implementation.



Totals exceed 100% due to rounding

91% Higher levels of capability development were tied to meeting teaching goals

Ninety-one percent of educators reporting the highest level of overall tech capability development said their school met or exceeded its teaching and learning goals in the previous year.

92% Higher levels of capability development were tied to improved student test scores

Ninety-two percent of educators reporting the highest level of overall tech capability development said their school had slightly or greatly improved average student test scores in the previous year.

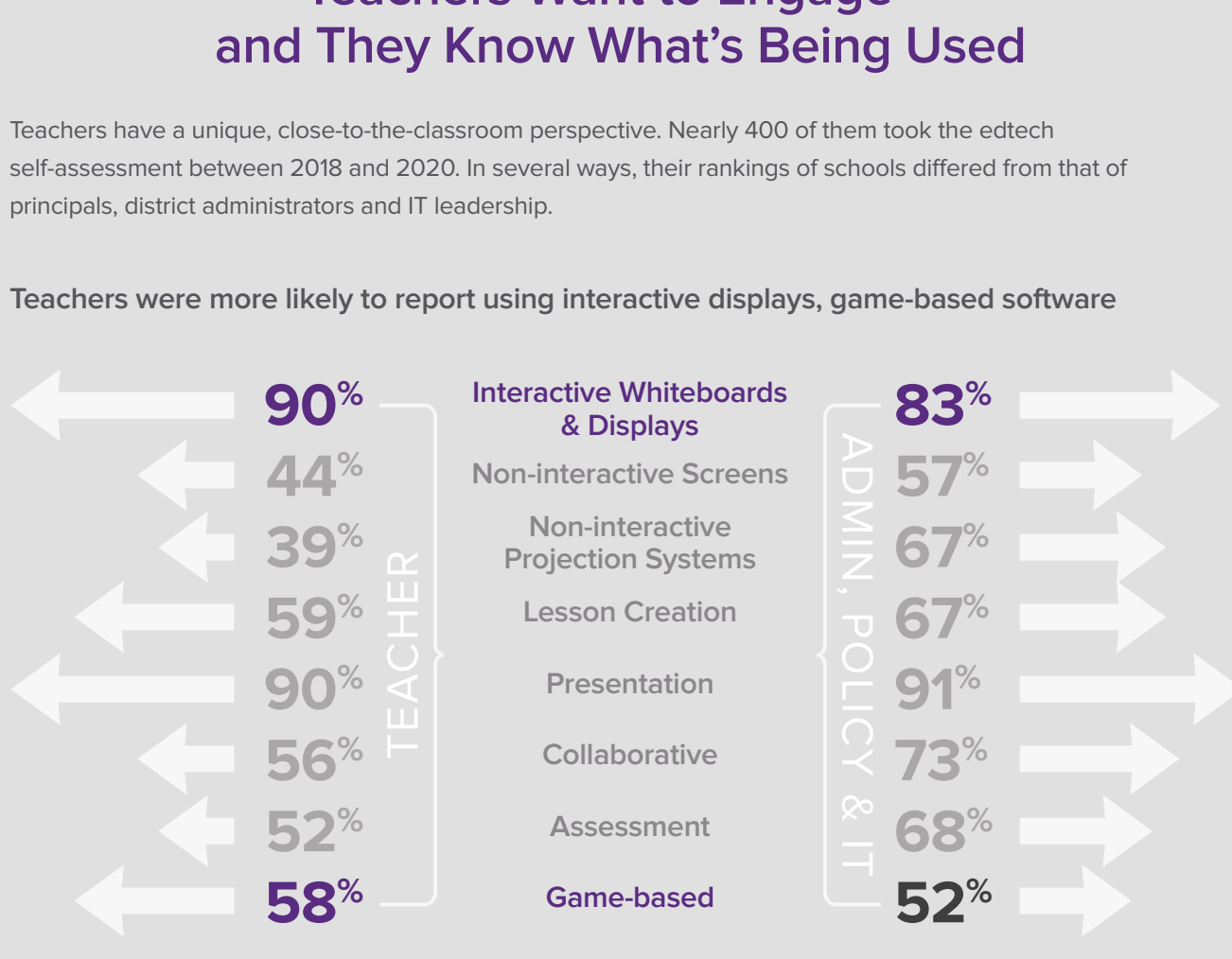
Overall higher capability development was strongly related to all good education outcomes



Teachers Want to Engage—and They Know What's Being Used

Teachers have a unique, close-to-the-classroom perspective. Nearly 400 of them took the edtech self-assessment between 2018 and 2020. In several ways, their rankings of schools differed from that of principals, district administrators and IT leadership.

Teachers were more likely to report using interactive displays, game-based software

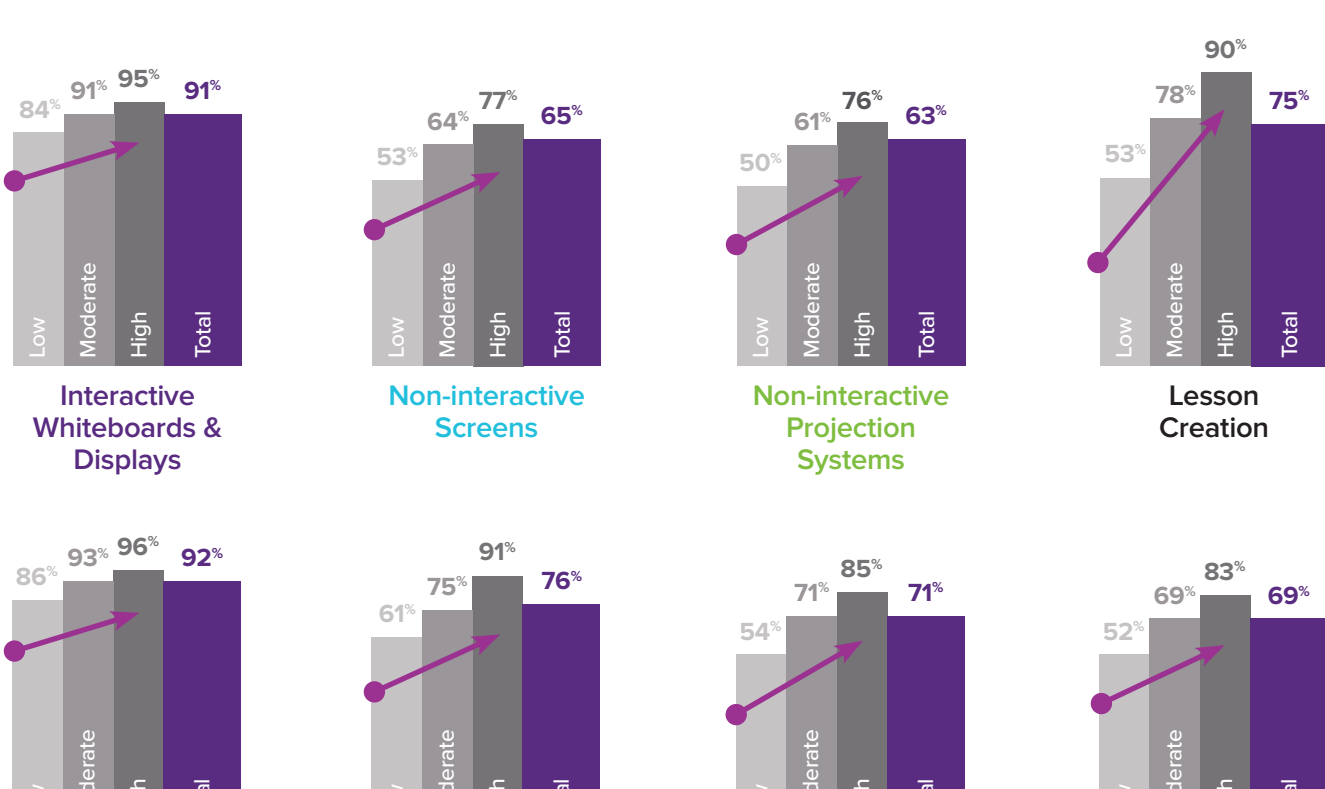


Teachers were more likely to report their schools used interactive displays and game-based software (+ 7%) and game-based software (+ 6%). Teachers also identified the level of software apparently purchased at some point but not in use, which could be up to one-quarter of it overall.

The More Tech in Use, The Better the Tie to Outcomes

Teachers aren't the only ones making good use of education technology. At least half of the educators reported their schools had various types of front-of-classroom hardware: interactive whiteboards and displays, non-interactive screens and non-interactive projection systems. Teaching support software tools were also reported in use by at least half of those surveyed, including lesson creation, presentation, collaborative, assessment and game-based software.

Higher percentages of technologies used are tied to high self-reported outcomes

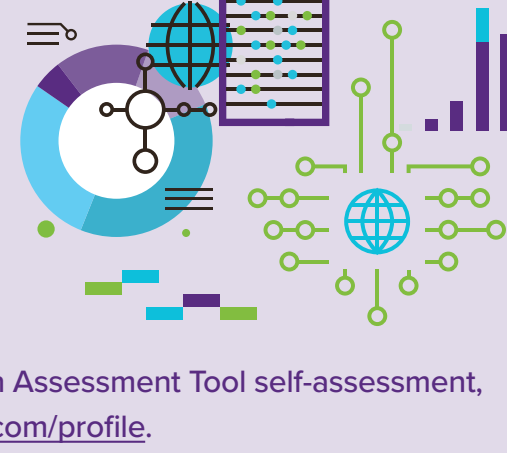


Schools reported a strong relationship between the technology in use, their overall level of capability development and overall positive outcomes. Educators who said their schools had high capabilities also had the highest use of the listed types of hardware and software. The steeper the slope of the purple arrow—led by lesson creation, assessment and game-based software—the greater the impact of the technology on outcomes.

TAKE ACTION

Improve Your School or District's Technology Readiness

Evaluate your stage of edtech development—including how to prioritize work and investment for better learning outcomes in an era of in-person, remote online and blended learning—with the EdTech Assessment Tool self-assessment, and receive a free custom profile, at www.smarttech.com/profile.



Get more details about the newest pillar, blended learning. Download the free report, "Remotely Ready: Global Insights into Effective Teaching and Learning in a Pandemic," at www.smarttech.com/remotelyready.