

# Technology Essential Conditions Rubric

<b>Forward-Thinking, Shared Vision</b>			
<b>Key Areas</b>	<b>Beginning</b>	<b>Progressing</b>	<b>Proficient</b>
Vision, planning, policy	<p>Technological vision and planning align with district and state requirements.</p> <p>Technological policies are primarily designed to protect learners and district/school.</p> <p>Technology planning is a stand-alone process with minimal input.</p>	<p>Technology plan is based on a shared vision developed with broad input.</p> <p>Technology planning is somewhat aligned the school's SIP process.</p> <p>Technology policies align with technological vision and plan, and support equitable access for all learners.</p>	<p>Technology planning is integrated into the school's SIP process.</p> <p>Technology vision is forward-thinking, and plan has input from many stakeholders and is regularly reviewed and updated.</p> <p>Policies align with technological vision and plan, support equitable access for all learners, and provide 21st Century learning opportunities.</p>
Technology literacy	Up to 25% of students are in Tier 3 in technology literacy and fluency.	25-75% of students are in Tier 3 in technology literacy and fluency.	At least 75% of students are in Tier 3 in technology literacy and fluency.
Integration standards for teachers	Up to 25% of educators are in Tier 3 in technology integration into the curriculum.	25-75% of educators are in Tier 3 in technology integration into the curriculum.	At least 75% of educators are in Tier 3 in technology integration into the curriculum.
Technology proficiencies for administrators	Education leaders and staff are aware of technology standards, and use technology for productivity or personal use.	25-75% of education leaders and staff meet technology standards, and use technology in their professional responsibilities.	At least 75% of education leaders and staff meet technology standards, and look for possibilities to improve teaching and learning with technology.
Community connections	<p>School has minimal connection with parents and community through technology.</p> <p>School has no or minimal</p>	<p>Basic communication with community utilizing technology occurs.</p> <p>There is some community</p>	School has significant community involvement in technology planning or visioning, and support for technology levies and bonds.

## Forward-Thinking, Shared Vision

Key Areas	Beginning	Progressing	Proficient
	<p>initiatives to increase community technology literacy.</p> <p>There is minimal community involvement in technology planning or visioning.</p>	<p>involvement in technology planning or visioning.</p> <p>School offers a technology literacy program for parents and community (e.g., family tech night, websites, or videos).</p> <p>School partners with business and community to offer job shadowing.</p> <p>Students assist in technology skills training parents and community in real-life skills.</p> <p>Business expertise is brought to the classroom.</p>	<p>School plays an active role the promotion of technology literacy within the local community.</p> <p>School provides outreach programs to promote collaboration between community, business and school.</p> <p>Students participate in a mentoring program with business and community members.</p> <p>Business and community provide financial support and human resources.</p>

## IT Administration & Support Focused on Teaching & Learning

Key Areas	Beginning	Progressing	Proficient
Technology support	<p>Schools have limited technical support.</p> <p>Technical support response time is usually greater than 24 hours.</p> <p>Focus is on technology efficiency and control.</p> <p>Technical support personnel do not understand needs of education.</p>	<p>Each school has part-time or full-time school-based or agency support is capable of trouble shooting basic network and hardware repair including assistive technologies.</p> <p>Most technical support response time is less than 24 hours.</p>	<p>Each school has full-time school-based or agency support with additional staff (including faculty) available to support network and web production.</p> <p>Most technical support response time is less than 8 hours.</p> <p>Technical support personnel understands educational needs and actively supports teaching and learning in partnership with classroom users.</p> <p>Focus is on access and policies to support teaching and learning.</p>
Instructional technology staff	<p>School or agency based instructional technology specialist for each school is not available or is available for an insignificant amount of time.</p>	<p>Each school has a full or part-time instructional technology specialist with significant availability to classroom staff.</p>	<p>Each school has equivalent of a full time instructional technology specialist and additional coaches/mentors with expertise in specialized areas of integration.</p>
Adequate, sustainable funding	<p>District has a line item budget for hardware/software purchases and some professional development.</p> <p>Budget is based upon district, state and federal technology allotments only.</p>	<p>District has a line item budget for maintenance and new purchases of hardware and software with professional development support and opportunities.</p> <p>In addition to allotments, the district seeks grants and other funding sources such as bond funds, business partnerships, donations, foundations, and other local funds designated for technology.</p>	<p>District has a budget for hardware and software to fund technology accessible to all students, professional development, sufficient staffing support, facilities (buildings), and other ongoing costs including investigation of new technologies.</p> <p>District successfully obtains funding from multiple sources, facilitating their ability to meet enhanced technology and instructional technology needs.</p>

## IT Administration & Support Focused on Teaching & Learning

Key Areas	Beginning	Progressing	Proficient
Data systems support teaching and learning	<p>A student information system is not in place or is limited to tracking attendance, lunch and grading.</p> <p>A budget system exists.</p> <p>Data is usually dealt with using various manual and technical means with no centralization or integration.</p>	<p>An assessment system is included in the data management system.</p> <p>Some data is maintained in an enterprise-wide system which is used for selected tasks or reports.</p> <p>Some electronic curriculum and lesson planning capabilities are available.</p>	<p>Data warehouse and analysis systems are in place and are used regularly as part of ongoing evaluation and improvement.</p> <p>These systems are capable of and are being used for all levels of improvement tasks and reporting – school, district and state, as well as lesson planning, curriculum delivery, or classroom-based assessments.</p>

<b>Technology Capacity, Equity &amp; Access</b>			
<b>Key Areas</b>	<b>Beginning</b>	<b>Progressing</b>	<b>Proficient</b>
Students: technology is ubiquitous and accessible	<p>Student access to technology varies by group and from class to class.</p> <p>Adaptive technology is not available to meet the special needs of students with disabilities.</p> <p>Students do not have access to computers before or after school.</p>	<p>Students have access to technology stations in most classrooms or in labs as scheduled by their teachers.</p> <p>Adaptive technology is available in some classrooms or media center.</p> <p>All students have open access to computers before or after school 1-5 hours per week.</p>	<p>Every student has access to technology at any time on an as-needed basis, regardless of their race, gender, socioeconomic status, or scholastic abilities.</p> <p>Adaptive technology is available in all classrooms, as needed.</p> <p>All students have access to computers before or after school over 5 hours per week.</p>
Teachers, administrators, staff: technology is ubiquitous and accessible	Teachers/educational leaders/staff share access to technology for research and productivity use.	Most teachers/educational leaders/staff have adequate access to technology for research, productivity use, and presentations.	All teachers/educational leaders/staff have access to technology at any time on an as-needed basis.
Digital tools/resources support standards-aligned curricula	<p>Teachers have limited access to some instructional equipment (e.g., televisions, VCR's, digital cameras, scanners, handhelds, graphing calculators).</p> <p>Tool-based software is limited to word processing and spreadsheets.</p>	<p>Shared use of instructional equipment is available among groups of teachers.</p> <p>Tool-based software includes productivity, presentation, graphics and concept mapping.</p> <p>Instructional equipment is assigned to each teacher/classroom including at least a computer with projection device, TV, VCR, or DVD.</p>	<p>All classrooms are fully equipped with technological infrastructure to enhance student learning and address multiple learning styles, including software, digital cameras, scanners, handhelds, or other devices specific to content areas.</p> <p>Software and online resources are aligned to GLEs.</p>
Capacity: network, Internet, video	<p>Most rooms are connected to the LAN/WAN, which is a minimum 10/100 hubbed network.</p> <p>Basic filtering software is in</p>	<p>All rooms are connected to the LAN/WAN, which is a minimum 10/100 switched network.</p> <p>Filtering and virus protection software is in use.</p>	<p>Robust WAN with 100 MB/GB or fiber switched network allows the use of resources such as video streaming and desktop conferencing.</p> <p>Infrastructure allows easy access to</p>

## Technology Capacity, Equity & Access

Key Areas	Beginning	Progressing	Proficient
	<p>use.</p> <p>Direct connectivity to the Internet is available at the school and accessible in some rooms.</p> <p>There is adequate distribution of bandwidth to the school to avoid most delays.</p> <p>Two-way video and audio is available in at least one classroom.</p> <p>Video is available in the classroom on magnetic or optical media.</p> <p>Media is available via classroom device such as VCR or DVD player.</p>	<p>There is adequate bandwidth to each classroom over the LAN to avoid most delays.</p> <p>There is capacity to schedule and distribute video over district or cable access network to the classroom.</p> <p>Two-way video and audio is available in more than one classroom.</p> <p>There is some flexibility with access to mobile lab or wireless computers.</p>	<p>network resources for students and teachers including some wireless connectivity and remote access.</p> <p>Filtering, virus protection, and security measures, as well as disaster recovery plan is in place.</p> <p>Network-provided video on demand.</p> <p>Two-way video and audio in every student learning area provides access for all.</p> <p>Robust network allows interconnections with all other K-12 sites and post-secondary institutions.</p>

## Leadership, Professional Development to Improve Teaching & Learning

Key Areas	Beginning	Progressing	Proficient
Leaders promote learning communities	Educational leaders have limited awareness of the benefits and applications of technology in instruction.	Educational leaders expect most teachers to use technology in their instruction of students.  Educational leaders model technology use in daily work including communications, presentations, on-line collaborative projects and management tasks.	Educational leaders plan budget support for training and expect all teachers to use technology in instruction of all students.  Educational leaders maintain an awareness of emerging technologies and participate in job-related professional learning using technology resources.  Educational leaders involve and educate the school community around issues of technology integration.  Educational leaders create learning communities with the instructional staff.
Fund professional development	A budget devoted to technology professional development is inadequately funded or does not exist.  No technology professional development plan is in place or the existing plan lacks defined progression toward district technology goals.	A budget devoted to technology professional development is partially funded.  Technology professional development plan has clearly measurable correlation to district technology goals.  Technology professional development plan provides significant measurable correlation to state and national technology standards.	A budget devoted to technology professional development is fully funded.  Technology professional development plan has clearly measurable correlation to district technology goals, and is evaluated and revised annually to ensure that district technology goals are met.
Professional development:	Trainers present information to teachers at one-time	Majority of instructional staff participate in coaching, modeling of	Learning communities among instructional staff provide continuous coaching,

### Leadership, Professional Development to Improve Teaching & Learning

Key Areas	Beginning	Progressing	Proficient
ubiquitous, accessible, variegated, collegial	<p>workshops and seminars.</p> <p>Teachers are acquainted with basic technology operations (e.g., word processing, email, Internet navigation).</p> <p>Teachers sometimes participate in hands-on instruction and use acquired skills to develop an instructional product as a follow-up activity.</p> <p>Teachers learn to use technology in the classroom for administration, management, or presentation software, or as a research tool.</p>	<p>best practices, scaffolding, and school-based mentoring.</p> <p>Technology Professional Development includes classroom integration and student use of technology in the learning process.</p> <p>Professional development activities sometimes include teachers and students in collaborative learning environments.</p> <p>Teachers learn to use technology with curriculum/students (e.g., integration skills for creating learner-centered technology projects using Internet, applications, multimedia presentations, data collection, making accommodations with assistive technologies).</p>	<p>modeling of best practices, and school-based mentoring.</p> <p>Additional professional development is available any time, at any level, through a variety of delivery systems (e.g., distance learning, on-line course work, state and national conferences, outside consultants).</p> <p>Teachers learn about emerging technologies and their uses with curriculum/students (e.g., creation and communication of new technology-supported, student-centered projects).</p> <p>Integration of technology is aligned with all content areas and grade levels.</p>

### Student-Centered 21st Century Learning Environment

Key Areas	Beginning	Progressing	Proficient
Technology literacy	Refer to the <a href="#">Tiers of Technology Literacy Indicators</a>		
Technology integration	Refer to <a href="#">Tiers of Technology Integration Indicators</a>		