



Implementation of Technology

A Developer's Guide to the Assessment of Progress

District/School _____ Date _____ Completed by _____

Directions: Highlight the portions of the rubric which best describe the current status of your school or district.

COMPONENTS	Stage One: INITIAL	Stage Two: ESTABLISHED	Stage Three: REFINING	Stage Four: FULLY ACCOMPLISHED
<p>1. Planning:</p> <ul style="list-style-type: none"> • Plan Development • Public Awareness • Looking to the Future - Long-Term Planning 	<p>-No technology plan exists.</p> <p style="text-align: center;">-or-</p> <p>-A technology plan was previously developed, but without staff/community input.</p>	<p>-A technology plan has been or is being developed with authentic and widespread staff, student, and community input.</p> <p>-Initial strategies are planned for population/use projections at least two years in the future.</p>	<p>-A technology plan has been developed with authentic and widespread staff and community input.</p> <p>-Significant efforts are underway to build greater staff, student, and community awareness and understanding of the plan.</p> <p>-Initial strategies are in place for population/use projections at least two years in the future.</p>	<p>-Staff, students, and community are well informed about and involved in implementing and evaluating components of the technology plan.</p> <p>-Data regarding population/use projections for at least two years in the future is available and is utilized routinely</p>
<p>2. Funding:</p> <ul style="list-style-type: none"> • District Budget • Partnerships • Funding from Outside Sources 	<p>-Technology funding is sporadic and mostly derives from one-time-only sources.</p> <p>-No partnerships exist.</p> <p>-No funding has been sought from outside sources.</p>	<p>-Funds for integrating technology into the school program are limited and budgeted on a year-to-year basis.</p> <p>-Partnerships do not exist or are in initial phase of development.</p> <p>-Funding from outside sources has been considered.</p>	<p>-Technology funding is supported by regular, categorical, and special programs budgets.</p> <p>-Partnerships are being developed or enhanced.</p> <p>-Some funding from outside sources exists.</p>	<p>-Permanent line items exist in regular, categorical, and/or special programs budgets.</p> <p>-Partnerships are well-established and may be expanding.</p> <p>-Funding from outside sources is consistent and may be expanding.</p>
<p>3. Evaluation of Effectiveness:</p> <ul style="list-style-type: none"> • Assessment of Needs • Monitoring of Teacher/Student Use • Evaluation of Progress • Reporting of Progress 	<p>-No needs assessment is conducted.</p> <p>-Use of technology is not monitored.</p> <p>-Evaluation and reporting strategies are not in place.</p>	<p>-Needs assessment is superficial, incomplete, and inconsistent.</p> <p>-Monitoring of use is sporadic.</p> <p>-Evaluation is in place, but does not provide useful and timely information.</p> <p>-Reporting of progress occurs regularly, but is not shared or valued.</p>	<p>-Needs assessment is consistent and covers most of the important elements.</p> <p>-Monitoring of use is routine.</p> <p>-Evaluation is in place, providing useful and timely information</p> <p>-Reporting of progress occurs regularly, is shared with many constituents, and is not regularly used to inform key decisions.</p>	<p>-Needs assessment is frequent, consistent, and covers all of the important elements. Results are returned quickly to participants.</p> <p>-Monitoring of use is routine.</p> <p>-Evaluation is in place, providing useful and timely information that aids in routine decision-making.</p> <p>-Reporting of progress occurs frequently, is shared with most or all constituents, and is used routinely to guide most decisions.</p>



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<p>4. Access/ Configuration:</p> <ul style="list-style-type: none"> • By Students • By Teachers • By Administration 	<p>-Appropriate technology tools (equipment, applications, & supplies) are absent or in limited supply.</p> <p>-Access points are very limited in number and type (labs, distributed labs, productivity centers, work stations).</p>	<p>-Acquisition of appropriate technology tools is planned or in progress.</p> <p>-Access points are limited in number and type (labs, distributed labs, productivity centers, work stations).</p>	<p>Appropriate technology tools are readily accessible to meet student and staff needs in a majority of classrooms and work locations.</p> <p>-A variety of access points are in place (labs, distributed labs, productivity centers, work stations).</p>	<p>-Appropriate technology tools are readily to accessible to meet most, if not all, student and staff needs.</p> <p>-A wide variety of access points are in place (labs, distributed labs, productivity centers, work stations) and can be systematically modified to accommodate changes in user patterns.</p>
<p>5. Curriculum:</p> <ul style="list-style-type: none"> • Lesson Planning • Levels, Frequency, and Range of Use • Teacher Research 	<p>-Technology use as a routine part of classroom curriculum is rare and usually limited to a few staff members.</p> <p>-Technology use is limited to one or two areas of curriculum.</p> <p>-Technology use in the curriculum is limited to one or two grade levels.</p> <p>-Technology use by teachers for research and curriculum development is rare.</p> <p>-</p>	<p>-Technology use as a routine part of classroom curriculum occurs at a number of school sites, involving several staff members at each site.</p> <p>-Technology use is common for several areas of curriculum.</p> <p>-Technology use in the curriculum is common at multiple grade levels.</p> <p>-Technology use by teachers for research and curriculum development occurs in some instances.</p>	<p>-Technology use as a routine part of classroom curriculum occurs at all school sites, involving most staff members in most departments.</p> <p>-Technology use is common for most areas of curriculum.</p> <p>-Technology use in the curriculum is common at all or almost all grade levels.</p> <p>-Technology use by teachers for research and curriculum development occurs regularly.</p>	<p>-Technology use as a routine part of classroom curriculum is an expectation at all school sites for all staff.</p> <p>-Technology use is common for all or almost all areas of curriculum.</p> <p>-Technology use in the curriculum is common at all grade levels.</p> <p>-Technology use by teachers for research and curriculum development is an expectation and is encouraged routinely.</p>
<p>6. Instruction:</p> <ul style="list-style-type: none"> • Conditions of Use • Levels, Frequency, and Range of Use 	<p>-Technology use in direct or small group instruction is rare.</p> <p>-Technology is used primarily as a reward for finished work.</p> <p>-Students use technology primarily to practice skills already mastered.</p>	<p>-Technology is used primarily for direct instruction to the entire classroom.</p> <p>-Students use of technology is focused on the development and practice of specific skills.</p>	<p>-Technology is used regularly both for direct of entire classroom and for small group instruction.</p> <p>-Many students use technology for purposes beyond simple development and practice of skills.</p>	<p>-Technology is used in a wide variety of instructional settings, including whole group, small group, and individualized instruction.</p> <p>-Typical use by students is well beyond skill building and practice.</p>



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<p>7. Information Literacy:</p> <ul style="list-style-type: none"> • Standards • Curriculum • Instruction • Resources • Access 	<p>-Information Literacy is not included in the student learning standards or outcomes.</p> <p>-Information Literacy is not part of the curriculum</p> <p>-Information Literacy skills are taught in only a limited number of classrooms, based on teacher interest..</p> <p>-Resources are not available or are not specifically targeted..</p>	<p>-Information Literacy is included as a separate part of student learning standards or outcome statements and as a separate part of the system's official curriculum.</p> <p>-Information Literacy skills are taught by some teachers.</p> <p>-Resources lack depth and are not available to all students.</p> <p>-Some students may use their Information Literacy skills to perform meaningful work.</p>	<p>-Information Literacy is included as an integral part of all appropriate student learning standards or outcome statements and integrated into all of the system's core curriculum documents.</p> <p>-Information Literacy skills are taught by many teachers.</p> <p>-Resources are varied and comprehensive.</p> <p>-Most students have at least some access to learning opportunities, although there may be some special groups of who have limited or narrow access, such as students in special education or other categorical programs.</p>	<p>-Information Literacy is included as an integral part of all appropriate student learning standards or outcome statements and integrated into all of the system's core curriculum documents.</p> <p>-All teachers integrate Information Literacy skills into all aspects of their instruction.</p> <p>-Resources are comprehensive, providing depth and diversity, to meet the needs of all teachers and learners.</p> <p>-All students routinely have access to a wide variety of opportunities to learn and strengthen their Information Literacy skills and to apply these skills in a meaningful, authentic manner.</p>



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<p>8. Staff Development:</p> <ul style="list-style-type: none"> • Frequency • Participants • Planning and Assessment of Effectiveness • Support Systems • Incentives • Staff Evaluation 	<ul style="list-style-type: none"> -Technology training occurs infrequently. -Technology training is targeted for a limited number or type of participant. -Technology training occurs only because something new has been introduced to the system and is not based on a needs assessment. -No system of support or incentive is in place. -Technology skills are not a part of staff evaluation. 	<ul style="list-style-type: none"> -Technology training occurs regularly for certain types of participants (lead teachers, mentors, computer teachers). -Technology training for other types of participants is inconsistent. -Technology training is planned and scheduled based in part on some sort of needs assessment. -Training occurs as a series of isolated offerings, focused on specific skills or resources. -Effectiveness (quality and impact) of training is not monitored. -Support for learners is available when requested. -Some incentive systems are in place. -Some staff evaluations may include growth in and use of technology skills. 	<ul style="list-style-type: none"> -Technology training occurs regularly for all types of participants, but participation is not an expectation/requirement for all. -Technology training for other types of participants may be inconsistent. -Technology training is planned and scheduled based specifically on an assessment of needs. -Training is a designed as a sequence that includes both skill building and situation-based utilization, with opportunities for observation, coaching, and systematic refinement. -Effectiveness (quality and impact) of training is monitored routinely. -Technology learning is a specific component of many staff evaluation documents. -Ongoing support for learners is readily available. -A variety of incentive systems are in place. -Technology skills are frequently a component in staff evaluation. 	<ul style="list-style-type: none"> -All education staff (teachers, aides, administrators, clerical staff) are required to participate regularly in technology coursework designed specifically for particular work settings. -Staff and budget are allocated for coaching and other types of one-on-one support for learners. -Staff and budget are allocated for the specific purpose of monitoring the quality of training and of evaluating the actual impact of training. -Utilization of training is monitored and is an important part of staff evaluation,



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<p>9. Technology Support:</p> <ul style="list-style-type: none"> • Availability of Support • Levels of Accessibility • Staffing Patterns • Budget 	-No technology support is available.	-Sporadic technology support is available. -Technology support is provided through the efforts of volunteers or part-time staff.. -If a user group exists, no financial support is available specifically for this group.	-Technology support is provided by one or two of the following: ---a school-level position with some specific duties to support technology ---a district-level person who has responsibility for technology coordination, along with other duties. ---an organization of technical assistance personnel. ---a user group that meets occasionally to provide site support, with a small budget to sustain its efforts.	-Technology support is provided by two or more of the following: ---a school-level position with primary responsibility to support technology ---a district-level person whose primary responsibility is to support and coordinate technology. ---an organization of technical assistance personnel. ---a technology user group composed of representatives from each school that meets regularly to provide site support and to serve as a communication link between schools and district, with a substantial budget to support its work.
<p>10. Policies and Procedures</p> <ul style="list-style-type: none"> • Copyright and Ethics • Telecom Use • Standards for WWW Design and Content 	-No technology policies and procedures are in place regarding: copyright, ethics, appropriate use of telecommunication services, and WWW page design and content.b	-Technology policies and procedures are in the process of being developed.	-Technology policies and procedures are in place, but are inconsistently implemented. -Consistent efforts are being made to implement the policies and procedures and to educate staff, students, and parents about them.	-Staff, students, and parents are informed about, and are implementing, technology policies and procedures. -Software audits are conducted annually to ensure copyright compliance.
<p>11. Networking:</p> <ul style="list-style-type: none"> • Location • Distribution • Support 	-No network or Internet access exists. -No network support exists.	-Some networking and/or Internet access is provided. -Volunteers or part-time employees provide network support and maintenance on an as-needed basis.	-Networking and Internet access exist in some classrooms and libraries. -Designated school staff supports and maintains networks, with assistance from district personnel..	-Networking and Internet access exist in all classrooms and all other instructional spaces. Networks are supported and maintained by a districtwide system of site and central support.



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12. Technology Audit: <ul style="list-style-type: none"> • Inventory • Purchases • Allocations 	-No audit or survey is conducted at the school site or within the district.	-Staff is surveyed to determine the hardware in their classrooms or workspaces.	-A technology audit is used for purchasing hardware at the district and site levels. - The district maintains a database of all equipment including purchase price, cost and location.	-A districtwide technology is completed yearly and hardware is purchased and reallocated according to staff needs and levels of use.
13. Equipment Standards: <ul style="list-style-type: none"> • Hardware • Software • Obsolescence 	-There are no explicit standards for purchasing pr upgrading of hardware or software. -There is no process for declaring equipment obsolete.	-Hardware and software standards are being developed. -A process for declaring equipment obsolete is being developed.	-Standards for most hardware and software are in place, but are not well understood or fully implemented. -Procedures for declaring equipment obsolete are in place, but are not well understood or fully implemented.	-Standards and procedures are in place, are fully implemented, and are reviewed regularly. -Procedures for declaring equipment obsolete are in place, are fully implemented, and are reviewed regularly.
14. Equipment Repair and Maintenance: <ul style="list-style-type: none"> • Procedures • Monitoring • Training 	-No program for repair, upgrade, and maintenance of hardware is in place.	-Hardware repair, upgrade, and maintenance are the responsibility of individual sites or offices, who may contract for outside service. -Training is not available to assist staff in maintenance and repair.	-The district has a system in place for maintenance, upgrading, and repairing of hardware, either internally or through outside contractors. -Hardware is not always repaired in a timely, efficient, and cost-effective manner. -Some training is available to support local maintenance and repair.	-Hardware is maintained regularly and is upgraded and repaired in a timely, efficient, and cost-effective manner by a coordinated system of site and district personnel.. -A series of training opportunities is readily available to enable site and district personnel to maintain and upgrade hardware and to make appropriate repairs.
15. Security: <ul style="list-style-type: none"> • Backup • Hardware • Virus Protection 	-No hardware or desktop security is in place. -No backup procedures exist.	-Desktop or hardware security is provided by sites. -Backup procedures are in place but are not followed regularly.	-The district has set policies and standards for hardware and desktop security. -Many users frequently use backup procedures.	-Hardware and desktop security standards are adopted and procedures are implemented routinely. -Backup procedures are routinely and strictly utilized by all users.



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<p>16. Administrative and Student Information Systems:</p> <ul style="list-style-type: none"> • Data • Accessibility • Levels of Use 	<p>-A limited amount of information on students, budget, equipment inventory, and other data is maintained on databases. -Access to information is limited to administrators only.</p>	<p>-Information systems contain a significant amount of information and are accessible by administrators and some staff. -Use of available information is not routinely integrated into planning, implementation, and evaluation.</p>	<p>-Information systems contain a significant amount of reliable and valid information that can be disaggregated and reported in a number of ways. -Information systems are accessible by administrators and all staff. -Data is used routinely as a part of decision making. -Some systems have become paperless, with routine procedures initiated and completed electronically.</p>	<p>-Information systems contain a significant amount of reliable and valid information that can be disaggregated and reported in a number of ways. -Use of information/administrative systems is required for all administrators and all staff. -Data is used routinely as a part of decision making. -Many systems have become paperless, with routine procedures initiated, completed, and stored electronically.</p>
<p>17. New and Promising Practices:</p> <ul style="list-style-type: none"> • Financial Support • Staff Support Systems • Opportunities 	<p>-No budget is available to encourage innovation through piloting of new/promising uses. - No system is in place to encourage or support innovation. - Opportunities to innovate happen only by chance or through the unsupported work of individuals.</p>	<p>-A minimal and/or inconsistent budget is available for some piloting. .-Planning for innovation is inconsistent. .-Follow-up and evaluation of pilots are non-existent or irregular. -A few opportunities are available, but only to a few select staff members.</p>	<p>-Some funds are regularly allocated to support pilots. -Planning for innovation occurs regularly and publicly. -Specific timelines and targets are established and monitored. -Evaluation reports are shared broadly. -Many opportunities are available to a widespread group of potential participants.</p>	<p>-A significant amount of funding is systematically allocated to support new and promising practices. -Support for innovation is a routine component of systemwide planning. -Innovations are carefully designed and evaluated, with a process in place to incorporate successful innovations into the regular program. -All staff are involved in searching for and evaluating possible improvements.</p>