



Draft District Technology Plan Rubric A Self Assessment Tool

This Draft District Technology Plan Rubric, developed by the Monterey County Office of Education, the WestEd Regional Technology in Education Consortium (RTEC) and CTAP Region 5, is aligned with California State Guidelines (<http://www.cde.ca.gov/ctl/techplanv15.pdf>) and requirements set for E-Rate discount funding (<http://www.sl.universalservice.org/apply/2form.asp>). This rubric is unofficial, and is designed to assist districts in writing and self-assessing district level technology plans. Since E-Rate guidelines do not define an adequate level for each section, the adequate column here is based on the expertise of its writers.

	Levels of Competence		
	Limited	Adequate	High
<p>Executive Summary</p> <p>An executive summary stating, vision, goals, and objectives for:</p> <ol style="list-style-type: none"> 1) Curriculum 2) Professional Development 3) Infrastructure 4) Funding/Budget 5) Monitoring and Evaluating 	<p>Vision Statement is missing.</p> <p>Goals are loosely tied to student learning.</p> <p>Objectives and benchmarks are not clearly linked to goals or are absent.</p> <p>Goals for the five components are missing.</p>	<p>Vision is loosely focused on student and staff impact.</p> <p>Goals are realistic, attainable, and measurable and are tied to student achievement.</p> <p>Goals are broad and comprehensive but may have been developed without input from all stakeholders.</p> <p>Goals and objectives for staff development address basic computer competencies but lack specificity in curriculum integration.</p>	<p>A Vision is clear and focused on students and staff impact.</p> <p>Goals are broad and comprehensive, focusing on the teaching and learning needs of all students and all academic content standards.</p> <p>Goals are developed with input from all stakeholders.</p> <p>Goals for professional and staff development are comprehensive, providing training in basic computer skills and in curriculum integration.</p> <p>Objectives and benchmarks are clear, attainable and measurable.</p>

Levels of Competence			
Curriculum Integration	Limited	Adequate	High
	<p>A description of the overall education strategy for how technology will be integrated to enhance teaching, training, and student achievement</p>	<p>The Plan vaguely addresses student achievement but has no clear ties to content standards.</p> <p>Computer skills for students are addressed.</p> <p>How technology will assist teachers to individualize the learning process is superficially treated.</p> <p>The Plan makes little or no reference to teachers using technology for multiple teaching strategies.</p>	<p>Student learning and Content Standards are addressed, but lack specificity and detail in how students and teachers use technology to enhance learning.</p> <p>Basic computer competencies for students are addressed.</p> <p>How teachers use technology to individualize the learning process is addressed.</p> <p>A technology-rich environment is described but strategies for enhanced learning using technology and multiple teaching strategies are not explained fully.</p>

Levels of Competence			
Professional Development	Limited	Adequate	High
<p>A description of how ongoing, sustained, professional development for administrators, classified and certificated staff, ensures the appropriate use of technology</p>	<p>Professional development plans are included but not based on a current assessment of technology skills for all staff.</p> <p>Staff Development addresses only basic computer competencies.</p> <p>Teachers are trained in a variety of instructional applications but not on curriculum integration.</p> <p>No system of support is included.</p> <p>No incentives are offered.</p> <p>Technology training occurs sporadically, and may be limited to mentors and technology teachers. A broad-based plan to address technology skills for the rest of the staff is not included.</p> <p>Staff evaluation does not include a technology strand.</p> <p>No formal plans are included for the evaluation, modification or refinement of technology training.</p>	<p>Professional Development Plans are articulated for all staff. The plan is based on a current survey of technology skills.</p> <p>Plans for Professional Development provide basic computer competencies on a variety of software applications, peripherals, and platforms.</p> <p>Teachers are provided training for both instructional applications and curriculum integration.</p> <p>Support is provided when requested.</p> <p>Some incentives are offered.</p> <p>Training occurs regularly for administrators, classified and certified staff.</p> <p>Attendance is voluntary.</p> <p>Technology integration with curriculum and content standards is a component of staff evaluation.</p> <p>Systematic assessment and routine opportunities for refinement or modification of technology training is addressed.</p>	<p>Provision is made for on-going skill assessment at regular intervals.</p> <p>Training in basic computer competencies and curriculum training is offered in a manner and frequency that addresses individual needs.</p> <p>A variety of staff development options are provided, (e.g. on site, off-site, on demand, web-based tutorials, etc.)</p> <p>A well thought-out plan for support is in place as teachers and staff acquire new skills. Mentors, coaches, peer observation and other one-on-one support are provided for all new learners.</p> <p>Training includes opportunities for observation and coaching.</p> <p>A variety of incentives are offered, (e.g. tuition reimbursement, credit toward professional development hours, stipends, release time, etc.)</p> <p>All staff are expected to participate regularly at training designed to reflect their work environment.</p> <p>Training is evaluated and monitored regularly. Staff and budget are allocated for this purpose.</p>

Levels of Competence			
	Limited	Adequate	High
<p>Infrastructure, Hardware, Technical Support and Software</p> <p>Identification of ongoing technical support, training, and assistance</p>	<p>Technical support is provided but is inadequate to effectively meet the needs of all users.</p> <p>Troubleshooting is not included in staff technology training.</p> <p>Student assistants are not utilized as a resource for technical assistance and staff support.</p> <p>Limited formal technical assistance in the form of a mentor, a consultant, user group, or a part time position (such as a teacher given release time to provide technical support).</p>	<p>Technical support is in place through district level positions.</p> <p>Troubleshooting is an integral part of technology training.</p> <p>Student assistants, where appropriate, provide low level, first line of defense for site technical support.</p> <p>Training for students occurs informally, usually through on site personnel. No formal training occurs.</p>	<p>Effective and timely technical support is provided through a broad based plan that incorporates site, district and community support.</p> <p>Just in time and on-demand technical support is available during school hours.</p> <p>Students are provided opportunities to acquire real life technical skills through a formal training program that may include network or application certification.</p> <p>Students routinely provide assistance for network and hardware problems.</p>
<p>A description of the technical and infrastructure standards that will be used to implement the educational strategy</p>	<p>There are no hardware and software standards.</p> <p>Standards for infrastructure are in progress. Advice from business partners and outside consultants may not be solicited.</p>	<p>District standards for hardware and software are in place.</p> <p>Infrastructure standards are in place.</p> <p>Sites often contract with 3rd party consultants and vendors for equipment and infrastructure.</p> <p>Infrastructure needs and Internet access is clearly detailed and addresses all users.</p>	<p>District standards for hardware, software, and infrastructure are in place and reviewed annually.</p> <p>A consortium of site and district representatives developed standards. Business and non-profit partners provided valuable technical input and assistance.</p> <p>The district is proactive and routinely investigates buys and discounts on standardized hardware and software.</p> <p>The plan anticipates future demands for transmission speed, ports, electrical power, etc.</p>

<p>Provisions for ongoing maintenance, sustainability, upgrading, and planning for replacement of technology</p>	<p>No inventory records of site and district technology are planned.</p> <p>No inventory records are planned for district software/licenses. No software audits are planned.</p> <p>Maintenance, upgrading, and replacement of equipment and software is the sole responsibility of the site.</p> <p>No or limited budget is identified for repair maintenance and replacement of equipment.</p> <p>Funding sources are erratic- usually through grants, donations or volunteers.</p> <p>Training in maintenance and repair is available from 3rd party vendors, and only when requested.</p> <p>There is no plan for declaring equipment obsolete is in progress.</p> <p>Desktop and equipment security is not addressed. the sole responsibility of the site.</p> <p>Backup of data is not planned.</p>	<p>A plan is provided for inventory records of site and district technology.</p> <p>A plan is provided for records of current software/licenses. Software Audits are conducted sporadically.</p> <p>A plan for maintenance, repair and upgrading is in place. While the responsibility remains at site level- input from the district provides some continuity and support.</p> <p>District technicians perform some but not all repairs and maintenance duties.</p> <p>Funding for repair, maintenance and replacement is a site responsibility.</p> <p>Some training is available for staff and personnel in the repair and maintenance of equipment, but only a limited number of participants, (e.g. lead teachers, technology mentors, technology coordinators, district technicians, etc.)</p> <p>A process for declaring equipment obsolete is in place at the site level.</p> <p>Site level procedures for equipment and desktop security is in place.</p> <p>Backup of essential data is addressed.</p> <p>Draft V.1.3</p>	<p>Inventories for site and district technology are taken on a regular basis through systematic data collection. Data is evaluated and aligned with master plan.</p> <p>Software audits are conducted to ensure compliance with copyrights and ethical use standards.</p> <p>A district plan for maintenance, repair, and upgrading equipment is in place and was developed by a consortium of site and district representatives.</p> <p>District technicians perform regular, routine maintenance of equipment. Equipment needing repair is replaced with a “loaner” to ensure work and classroom continuity. Repairs are timely, efficient and cost effective.</p> <p>District budgets support repair and maintenance of equipment.</p> <p>A process is in place and effectively scheduled for systematic training of all site and district personnel in the repair and maintenance of equipment. Funding is allocated for stipends/ tuition reimbursement for outside training or certification.</p> <p>A district-wide, uniform process of declaring equipment obsolete is addressed.</p> <p>District level security procedures are addressed in all locations.</p> <p>Backup of all critical data is addressed for all district staff.</p>
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Levels of Competence			
Funding and Budget Component	Limited	Adequate	High
	<p>A description of how financial and staff resources will be coordinated to implement the educational strategy</p>	<p>Funds to implement technology plan are limited and budgeted from grants and categorical budgets.</p> <p>Limited partnerships are identified.</p> <p>Limited funding alternatives are pursued.</p> <p>Staff with other duties are assigned some specific plan responsibilities.</p>	<p>Funding to support the technology plan are allocated from regular, categorical and special program budgets.</p> <p>Viable partnerships with some or all groups are in identified, to include parents, business, higher education, government and non-profit community organizations.</p> <p>Alternative forms of funding are pursued.</p> <p>Staff are assigned part-time to specific plan responsibilities.</p>

Levels of Competence			
Monitoring and Evaluation	Limited	Adequate	High
	<p>A plan for ongoing review and evaluation of components is included</p>	<p>Data concerning student use of technology is not collected or is not collected on a regular basis.</p> <p>Data collection of teacher use of technology to enhance curriculum is either not collected or collected sporadically.</p> <p>Evaluation occurs infrequently and may not address all necessary elements.</p> <p>Reporting occurs but results are seldom shared with stakeholders.</p> <p>No funds are allocated for evaluation activities.</p>	<p>Data concerning technology use by students is sporadically collected, and is loosely aligned to objectives and benchmarks.</p> <p>Data collection of improved student achievement is loosely aligned to objectives and benchmarks, and is collected on a sporadic basis.</p> <p>Data collection of teacher use of technology loosely aligned to objectives and benchmarks, and is collected on a sporadic basis.</p> <p>Progress reporting is shared with stakeholders, but may not be used to make adjustment or modifications to the plan.</p>