

Technology Standards 2012 Implementation Rubrics

The Utah State Board of Education created Technology Standards 2012 to guide policymakers and educators in preparing all students to be college and career ready. With these standards, each student has constant access to technology, and assistive technology as needed, as part of the general curriculum. These rubrics help schools evaluate technology standards implementation.

Access to Technology

Student Access to Technology

0	1	2	3
The ratio of computer/tablet/handheld device to student is 4:1 or more.	The ratio of computer/tablet/handheld device to student is 3:1 .	The ratio of computer/tablet/handheld device to student is 2:1 .	The ratio of computer/tablet/handheld device to student is 1:1 .

Classroom Technology

0	1	2	3
25% of instructional rooms have digital display devices (projector, flat panel TV, etc.), audio amplification systems and support devices such as webcams, document cameras, scanners, printers, etc. available for instruction and are physically located for effective use.	50% of instructional rooms have digital display devices (projector, flat panel TV, etc.), audio amplification systems and support devices such as webcams, document cameras, scanners, printers, etc. available for instruction and are physically located for effective use.	75% of instructional rooms have digital display devices (projector, flat panel TV, etc.), audio amplification systems and support devices such as webcams, document cameras, scanners, printers, etc. available for instruction and are physically located for effective use.	100% of instructional rooms have digital display devices (projector, flat panel TV, etc.), audio amplification systems and support devices such as webcams, document cameras, scanners, printers, etc. available for instruction and are physically located for effective use.

Digital Learning Resources

0	1	2	3
Students do not have routine access to digital learning resources (e.g., books, applications, simulations, web tools, etc.) which are age appropriate, Section 508 of the Rehabilitation Act compliant with Universal Design for Learning (UDL) considerations.	Some students have routine access to digital learning resources (e.g., books, applications, simulations, web tools, etc.) which are age appropriate, Section 508 of the Rehabilitation Act compliant with Universal Design for Learning (UDL) considerations.	Most students have routine access to digital learning resources (e.g., books, applications, simulations, web tools, etc.) which are age appropriate, Section 508 of the Rehabilitation Act compliant with Universal Design for Learning (UDL) considerations.	All students have routine access to digital learning resources (e.g., books, applications, simulations, web tools, etc.) which are age appropriate, Section 508 of the Rehabilitation Act compliant with Universal Design for Learning (UDL) considerations.

Digital Content Repositories

0	1	2	3
Teachers and students are not using online content repositories supported by the USOE and UEN.	Some teachers and students are aware of and occasionally using online content repositories supported by the USOE and UEN.	Most teachers and students are aware of and frequently using online content repositories supported by the USOE and UEN.	All teachers and students are consistently using online content repositories supported by the USOE and UEN.

Wide Area Network

0	1	2	3
Wide Area Networks (WAN) capacity and management between schools, LEAs, and state resources is insufficient .	Wide Area Networks (WAN) capacity and management between schools, LEAs, and state resources needs improvement to support administrators, teachers and students.	Wide Area Networks (WAN) capacity and management between schools, LEAs, and state resources is adequate to support administrators, teachers and students.	Wide Area Networks (WAN) capacity, management, and redundancy between schools, LEAs, and state resources is robust for all users.

Local Area Network

0	1	2	3
A robust Local Area Network (LAN) is not available .	Administrators and teachers have a robust Local Area Network (LAN) for accessing technology-based learning resources. Student access to the network is not allowed or is very limited.	Administrators, teachers and students have a robust Local Area Network (LAN) in instructional rooms for accessing technology-based learning resources.	Administrators, teachers and students have a robust Local Area Network (LAN) including wireless coverage in instructional rooms and on the surrounding campus for accessing technology-based learning resources.

System Interoperability

0	1	2	3
System interoperability is essentially non-existent .	<p>Data structures are somewhat customizable - incorporating national standards such as the Common Educational Data Standards (CEDs).</p> <p>Systems are not capable of the following:</p> <ul style="list-style-type: none"> - Incorporating data exchange standards to minimize redundant data, accounts, and duplicate data entry to produce reports or data extracts for reporting. - employing secure and industry standard databases. - providing, where possible, access to services from mobile and other computing devices. 	<p>Data structures are mostly customizable - incorporating national standards such as the Common Educational Data Standards (CEDs).</p> <p>Systems are somewhat capable of the following:</p> <ul style="list-style-type: none"> - Incorporating data exchange standards to minimize redundant data, accounts, and duplicate data entry to produce reports or data extracts for reporting. - employing secure and industry standard databases. - providing, where possible, access to services from mobile and other computing devices. 	<p>Data structures are fully customizable - incorporating national standards such as the Common Educational Data Standards (CEDs).</p> <p>Systems are fully capable of the following:</p> <ul style="list-style-type: none"> - Incorporating data exchange standards to minimize redundant data, accounts, and duplicate data entry to produce reports or data extracts for reporting. - employing secure and industry standard databases. - providing, where possible, access to services from mobile and other computing devices.

Professional Learning

Professional Learning Activities

0	1	2	3
Professional learning activities do not include relevant technology skill sets to support teaching and learning standards.	Professional learning activities occasionally include relevant technology skill sets to support teaching and learning standards.	Professional learning activities frequently include relevant technology skill sets to support teaching and learning standards.	Professional learning activities consistently include relevant technology skill sets to support teaching and learning standards. Activities are supported by coaching and technology-supported collaboration .

Professional Learning - Administrators

0	1	2	3
Administrators meet few technology-related Utah Educational Leadership Standards and rarely support teachers in meeting the technology-related Utah Effective Teacher Standards. Administrators do not monitor technology use in the classroom and rarely provide scheduled professional learning activities designed to increase technology use in the classroom. Administrators are aware of technology accountability policies including acceptable-use behaviors.	Administrators meet some technology-related Utah Educational Leadership Standards and support teachers in meeting some of the technology-related Utah Effective Teacher Standards. Administrators recognize technology use in the classroom and occasionally provide scheduled professional learning activities designed to increase technology use in the classroom to support learning. Administrators support school accountability policies including acceptable-use behaviors.	Administrators meet technology-related Utah Educational Leadership Standards and support teachers in meeting the technology-related Utah Effective Teacher Standards. Administrators recognize and support effective technology use in the classroom and frequently provide scheduled professional learning activities designed to increase teacher technology competencies. Administrators support school accountability policies including acceptable-use behaviors and digital citizenship for all students.	Administrators exceed technology-related Utah Educational Leadership Standards and support teachers in exceeding the technology-related Utah Effective Teacher Standards. Administrators are expert in recognizing and supporting excellent technology use in the classroom and consistently provide scheduled professional learning activities designed to increase teacher technology competencies. Administrators model and support school accountability policies including acceptable-use behaviors and digital citizenship for all students.

Professional Learning - Teachers

0	1	2	3
Teachers rarely use technology to support learning, standards-mastery, and to report student progress. Teachers do not have students to utilize technology skills, and do not supervise technology use.	Teachers occasionally use technology to support learning, standards-mastery, and to report student progress. Teachers occasionally have students utilize technology skills, and usually supervise technology use.	Teachers frequently use technology to support learning, standards-mastery and to report student progress. Teachers frequently have students utilize technology skills, and regularly supervise technology use.	Teachers consistently use technology and are fluent , creative, and innovative using technology to support all students' mastery of the standards and to report student progress. Teachers are highly skilled and consistently have students utilize technology skills, consistently supervise students for appropriate use, and easily remediate student technology deficits.

Professional Learning - Students

0	1	2	3
Teachers have no knowledge of student technology standards (core curriculum) and make no attempt to integrate these standards into teaching and learning activities.	Teachers have some knowledge of student technology standards (core curriculum) and make occasional attempts to integrate these standards into teaching and learning activities.	Teachers have adequate knowledge of student technology standards (core curriculum) and make frequent attempts to integrate these standards into teaching and learning activities.	Teachers have exemplary knowledge of student technology standards (core curriculum) and consistently integrate these standards into teaching and learning activities.

Professional Learning - Parents

0	1	2	3
School and teachers essentially provide no student data, instructional support, and parent communication channels via technology.	School and teachers occasionally provide student data, instructional support, and parent communication channels via technology.	School and teachers frequently provide relevant student data, instructional support, and parent communication channels via technology.	School and teachers consistently provide timely and relevant student data, instructional support, and parent communication channels via technology.

Technical Support

Policies, Procedures and Service Level Expectations

0	1	2	3
School/LEA technology policies, procedures and service level expectations have not been established.	School/LEA technology policies, procedures and service level expectations are established for some of the following: <ul style="list-style-type: none"> - Technology acquisitions - Downtime and repair standards - Periodic maintenance and updates of hardware, software and network systems - Qualified support personnel maintaining systems and devices - Hardware, technical resources and software replacement and/or upgrades via planned schedules - Robust access to classroom curriculum resources 	School/LEA policies, procedures and service level expectations are established for most of the following: <ul style="list-style-type: none"> - Technology acquisitions - Downtime and repair standards - Periodic maintenance and updates of hardware, software and network systems - Qualified support personnel maintaining systems and devices - Hardware, technical resources and software replacement and/or upgrades via planned schedules - Robust access to classroom curriculum resources 	School/LEA policies, procedures and service level expectations are established for all of the following: <ul style="list-style-type: none"> - Technology acquisitions - Downtime and repair standards - Periodic maintenance and updates of hardware, software and network systems - Qualified support personnel maintaining systems and devices - Hardware, technical resources and software replacement and/or upgrades via planned schedules - Robust access to classroom curriculum resources

Network Management

0	1	2	3
LEA/School does not manage its networks to assure robust bandwidth and network connections for timely and reliable student and educator access.	LEA/School minimally manages its networks to assure robust bandwidth and network connections for timely and reliable student and educator access.	LEA/School adequately manages its networks to assure robust bandwidth and network connections for timely and reliable student and educator access.	LEA/school has exemplary management of its networks to assure robust bandwidth and network connections for timely and reliable student and educator access.

Network Filtering

0	1	2	3
School networks are not filtered.	School network is filtered to restrict exposure to inappropriate content and are Children Internet Protection Act (CIPA) compliant, but limits access to useful instructional tools and resources.	School network is filtered to restrict exposure to inappropriate content, is Children Internet Protection Act (CIPA) compliant, and usually provides access to useful instructional tools and resources.	School network is filtered to restrict exposure to inappropriate content and are Children Internet Protection Act (CIPA) compliant while consistently providing access to useful instructional tools and resources.

Technology Planning

0	1	2	3
Technology use is not planned or executed to meet LEA/ school policy and strategic learning objectives.	Technology use is minimally planned or executed to meet LEA/ school policy and strategic learning objectives.	Technology use is adequately planned and executed to meet LEA/ school policy and strategic learning objectives.	Technology use is continuously planned and executed to meet LEA/ school policy and strategic learning objectives.

Data Collection and Management

0	1	2	3
LEA/school does not have an organized system to adequately collect and manage data.	LEA/school needs improvement to collect and manage data to: - Support data-driven decisions at the classroom, school, LEA, and state levels. - Successfully manage daily instructional and other school programs and services. - Comply with local, state and federal reporting mandates (e.g., FERPA, GRAMA, etc.).	LEA/school adequately collects and manages data to: - Support data-driven decisions at the classroom, school, LEA, and state levels. - Successfully manage daily instructional and other school programs and services. - Comply with local, state and federal reporting mandates (e.g., FERPA, GRAMA, etc.).	LEA/school continuously collects and manages data to: - Support data-driven decisions at the classroom, school, LEA, and state levels. - Successfully manage daily instructional and other school programs and services. - Comply with local, state and federal reporting mandates (e.g., FERPA, GRAMA, etc.).