

STUDENT SERVICES AND FEDERAL PROGRAMS

Technology Standards 2012

LEA Self-Assessment 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
handheld device to	computer/tablet/ handheld device to	computer/tablet/ handheld device to	The ratio of computer/tablet/ handheld device to student is 1:1 .

Classroom Technology

0	1	2	3
(projector, flat panel TV, etc.), audio amplification systems and support devices such as webcams, document cameras, scanners, printers, etc. available	display devices (projector, flat panel TV, etc.), audio amplification systems and support devices such as webcams, document cameras, scanners, printers, etc. available	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	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
simulations, web tools, etc.) which are age appropriate, Section 508	routine access to digital learning resources (e.g., books, applications, simulations, web tools, etc.) which are age appropriate, Section 508 of the Rehabilitation Act	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
content repositories supported by the USOE and UEN.	students are aware of and occasionally using online content repositories supported	students are aware of and frequently using online content repositories supported	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.	-	management between schools, LEAs, and state resources is adequate to support administrators,	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
	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.	and students have a robust Local Area Network (LAN) in instructional rooms for accessing technology-based learning resources.	

Syste m Inter oper abilit

y

0	1	2	3
interoperability is essentially non- existent.	somewhat customizable - incorporating national standards such as the Common Educational Data	incorporating national standards such as the Common Educational Data	Data structures are fully customizable - incorporating national standards such as the Common Educational Data Standards (CEDS).
	Systems are not capable of the following:		Systems are fully capable of the following:
	accounts, and duplicate data entry to produce	minimize redundant data, accounts, and duplicate data entry to produce reports or data extracts for	- 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.		- employing secure and industry standard databases.
	- providing, where possible, access to services from mobile and other computing devices.	possible, access to services from mobile and other	 providing, where possible, access to services from mobile and other computing devices.

Professional Learning

Professional Learning Activities

0	1	2	3
activities do not include relevant technology skill sets to support teaching	technology skill sets to support teaching and	activities frequently include relevant technology skill sets to	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

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and rarely support teachers in meeting the technology-related	related Utah Educational Leadership Standards and support teachers in meeting	Administrators meet technology-related Utah Educational Leadership Standards and support teachers in meeting the technology-related Utah Effective Teacher Standards.	Educational Leadership Standards and support teachers in exceeding the
use in the classroom and rarely provide scheduled professional learning activities	recognize technology use in the classroom and occasionally provide scheduled professional learning activities designed to		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 are aware of technology accountability policies including acceptable- use behaviors.	Administrators support school accountability policies including acceptable-use behaviors.	Administrators support school accountability policies including acceptable-use behaviors and digital citizenship for all students.	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, standardsmastery, and to report student progress.	technology to support learning, standards-	technology to support	Teachers consistently use technology and are fluent , creative, and innovative using technology to support all students' mastery of the standards and to report student
Teachers do not have students to utilize technology skills, and do not supervise technology use.	Teachers occasionally have	Teachers frequently have students utilize technology skills, and regularly supervise technology use.	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
technology standards (core curriculum) and make no attempt to	technology standards (core curriculum) and make occasional attempts to integrate these standards into teaching and learning	adequate knowledge of student technology standards (core curriculum) and make frequent attempts to integrate these standards into teaching	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

essentially provide no student data, instructional support, and parent communication channels via technology.	occasionally provide student data, instructional support, and parent communication channels via	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
0.0	technology.	0,5	via technology.

Technical Support

Policies, Procedures and Service Level Expectations

1	0	1	2	2
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. 35		School/LEA policies,	School/LEA policies,
policies, procedures	policies, procedures and	1^	procedures and service
and service level	service level	level expectations are	level expectations are
expectations have not		established for most of	established for all of the
been established.	established for some of	the following:	following:
	the following:		
		- Technology	- Technology
	- Technology	acquisitions	acquisitions
	acquisitions		
		- Downtime and repair	- Downtime and repair
	- Downtime and repair	standards	standards
	standards	_	_
	_	- Periodic maintenance	- Periodic maintenance
	- Periodic maintenance	and updates of	and updates of
	and updates of	hardware,	hardware,
	hardware,		
			software and network
	software and network	systems	systems
	systems	0 1:6: 1	0 1:6: 1
		- Qualified support	- Qualified support
	- Qualified support	personnel maintaining	personnel maintaining
	personnel maintaining	systems and devices	systems and devices
	systems and devices	Handanan kadaniad	Handaran taskaisal
	Handanan kadaniad	- Hardware, technical	- Hardware, technical
	- Hardware, technical	resources and software	resources and software
	resources and software	replacement and/or	replacement and/or
	ronlagoment and /cr		upgrades via planned
	replacement and/or	upgrades via pianned schedules	upgrades via pianned schedules
	upgrades via planned	schedules	schedules
	schedules	- Robust access to	- Robust access to
	- Robust access to	classroom curriculum	classroom curriculum
	classroom curriculum		
		resources	resources
	resources		

Network Management

0	1	2	3
to assure robust	to assure robust	manages its networks to assure robust bandwidth and network connections for timely and reliable student and educator access.	exemplary management
bandwidth and	bandwidth and network		of its networks to assure
network connections	connections for timely		robust bandwidth and
for timely and reliable	and reliable student and		network connections for

Network Filtering

0	1	2	3
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.	to restrict exposure to inappropriate content, is Children Internet Protection Act (CIPA) compliant, and usually provides access to useful instructional tools and resources.	Protection Act (CIPA)

Technology Planning

0	1	2	3
to meet LEA/ school policy and strategic learning objectives.	minimally planned or executed to meet LEA/ school policy and strategic learning	adequately planned and executed to meet LEA/ school policy and strategic learning	Technology use is continuously planned and executed to meet LEA/ school policy and strategic learning objectives.

Data Collection and Management

0	1	2	3

_	improvement to collect		LEA/school continuously collects
system to adequately collect and manage data.	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.).	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.	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.).