RUBRIC OF ESSENTIAL TECHNOLOGY CONDITIONS
FOR OKLAHOMA SCHOOLS

Technology Administration and Support				
Key Areas	**Stage 1** **Beginning**	**Stage 2** **Progressing**	**Stage 3** **Significant Progress**	**Stage 4** **Proficient**
Vision Planning and Policy	• Technological vision does not exist • Technological planning is not evident • Policies do not include technological concerns/uses	• Technological vision and planning aligns with district and state • Technological policies protect learners and provide access to learners while aligning with district and state vision and plan	Includes Stage 2 plus: • Technological vision and planning align with district and state plan and integrate into the school's SIP process • Policies align with technological vision and plan and support equitable access for all learners	Includes Stage 3 plus: • Technology vision and plans are regularly reviewed and updated with staff • Policies align with technological vision and plan and support equitable access for all learners and opportunities for the community
Technology Support	• Limited technical support • Technical support response time greater than 24 hours	• Part-time school-based or agency support • Most technical support response time is less than 24 hours	Includes Stage 2 plus: • Full time school-based or agency support capable of trouble shooting basic network and hardware repair including assistive technologies • Technical support response time is less than 8 hours	Includes Stage 3 plus: • Full time school-based or agency support with additional staff (including faculty) to support network and web production • Most technical support response time is less than 4 hours
Instructional Technology Staffing	• School or agency based instructional technology specialist not available	• Part time school or agency based instructional technology specialist	Includes Stage 2 plus: • Full time school or agency based instructional technology specialist	Includes Stage 3 plus: • Equivalent of full time school or agency based instructional technology specialist and additional staff with expertise in specialized areas of integration
Budget	• Line item budget exists for hardware/software purchases and professional development	• Line item budget for maintenance and new purchases of hardware and software with professional development support and opportunities	Includes Stage 2 plus: • Budget for hardware and software makes technology accessible to all students, professional development adequate staffing support, and ongoing costs	Includes Stage 3 plus: • Budget for hardware and software makes technology accessible to all students, professional development, sufficient staffing support, facilities (buildings), and other ongoing costs including investigation of new technologies

RUBRIC OF ESSENTIAL TECHNOLOGY CONDITIONS
FOR OKLAHOMA SCHOOLS

Technology Administration and Support				
Key Areas	**Stage 1** **Beginning**	**Stage 2** **Progressing**	**Stage 3** **Significant Progress**	**Stage 4** **Proficient**
Electronic Data Support Systems	• A student information system is not in place or limited to tracking attendance, lunch and grading • Budget system exists • Data is dealt with using various manual and technical means with no centralization or integration	Includes Stage 1 plus: • • An assessment system is included in your data management system • Budget system is in place that automates the purchasing and inventory process • Some data is maintained in an enterprise-wide system and the system is used for selected task or reports.	Includes Stage 2 plus: • • Add curriculum and lesson planning • Budget system tracks the cash flow to school populations validating equitable access for all learners • A Comprehensive data management system is in place but only used for selected level of improvement needs	Includes Stage 3 plus: • Add curriculum and lesson planning • Budget system tracks the cash flow to individual learners validating equitable access for all learners • Data warehouse and analysis systems are in place and used regularly as part of ongoing evaluation and improvement • The systems are capable of and are being used for all levels of improvement tasks and reporting – school, district and state
Funding	• District, state and federal technology allotments only	• In addition to allotments, the district/school seeks grants and other funding sources such as bond funds, business partnerships, donations, foundations, and other local funds designated for technology facilitating the ability to meet enhanced technology needs and minimal instructional technology needs	• Successfully obtains funding from one source other than their allotment	• Successfully obtains funding from two or more sources other than their allotments

RUBRIC OF ESSENTIAL TECHNOLOGY CONDITIONS FOR OKLAHOMA SCHOOLS

Technology Capacity				
Key Areas	**Stage 1 Beginning**	**Stage 2 Progressing**	**Stage 3 Significant Progress**	**Stage 4 Proficient**
Student Technology Equipment Access	• 10:1 ratio of students to computer equipment five years old or less. • No Universal Access Stations (computer stations equipped with necessary hardware and software to meet the special needs of students with disabilities) • No student access to computers after school.	• No more than 10:1 ratio of students to computer equipment five years old or less. • Universal Access technologies in place. • Student access to computers for after-school care students or by special arrangement.	• No more than 5:1 ratio of students to computer equipment four years old or less. • Universal Access Stations limited to some classrooms and media center. • Open after-school access to computers for all students 1-5 hours per week.	• Every student has computer equipment three years old or less. • Universal Access Stations available in all classrooms. • Open after-school access to computer equipment for all students over 5 hours per week.
Teacher Technology Equipment Access	• Dedicated, up-to-date teacher computer equipment. • One set per 2 or more teachers. • No refresh cycle.	• Dedicated, up-to-date computer equipment for each teacher. • Refresh cycle every 5 years.	• Dedicated, up-to-date computer equipment for each teacher. • Refresh cycle every 4 years.	• Dedicated, up-to-date computer equipment for each teacher. • Refresh cycle every 3 or fewer years.
Internet Access	• Adequate connectivity to the Internet available to support web-based applications only on a few computers.	• Direct connectivity to the Internet at the school and accessible in some rooms. • Adequate distribution of bandwidth to the school to avoid most delays.	• Direct connectivity to the Internet at the school and accessible in all rooms. • Adequate bandwidth to each classroom over the LAN to avoid most delays.	• Anywhere, anytime direct access to the Internet for any educationally relevant application.
Video Capacity	• Video available in the classroom on magnetic or optical media. • Media is available via classroom device such as VCR, or DVD player.	• Capacity to schedule and distribute video over school network to the classroom. • Capacity to receive via satellite or other devices specific to curriculum content and distribute programming to the classroom.	• Capacity to schedule and distribute video over district or cable access network to the classroom. • Two way interactive video conferencing used to connect schools.	• Network-provided video on demand. • Two-way interactive video conferencing used to connect to post-secondary institutions and other education providers.

RUBRIC OF ESSENTIAL TECHNOLOGY CONDITIONS FOR OKLAHOMA SCHOOLS

Technology Capacity				
Key Areas	**Stage 1 Beginning**	**Stage 2 Progressing**	**Stage 3 Significant Progress**	**Stage 4 Proficient**
Distance Learning; Conditions and Capabilities	• Shared access to one-way video and two-way audio.	• Two-way video and audio in at least one classroom.	• Two-way video and audio in more than one classroom.	• Two-way video and audio in every student learning area provides access for all. • Robust network allows interconnections with all other K-12 sites and post-secondary institutions. • Web-based scheduling system allows sites to connect to one another without limitations.
LAN/WAN	• Limited print/filesharing network at each school.	• Most rooms connected to the LAN/WAN with student access. • Minimum 10/100 hubbed network. • Basic filtering software in use.	• All rooms connected to the LAN/WAN with student access. • Minimum 10/100 switched network. • High-end servers serving applications at the school with a replacement cycle of 3 years. • Filtering and virus protection software in use.	• All rooms connected to the LAN/WAN with student access. • Robust WAN with 100 MB/GB and/or fiber switched network that allows for resources (i.e. video streaming, desktop conferencing) • Infrastructure allows easy access to network resources for students and teachers including some wireless connectivity and remote access. • Filtering, virus protection, and security measures, as well as disaster recovery plan in place.
Curriculum-based Tools	• Limited access to some instructional equipment (i.e. televisions, VCR's, digital cameras, scanners, handhelds, programmable calculators). • Tool-based software limited to word processing and spreadsheets.	• Shared use of instructional equipment among groups of teachers. • Tool-based software includes presentation, some graphics and concept mapping.	• Instructional equipment assigned to each teacher/classroom including at least a computer with projection device, TV, VCR, or DVD. • Tool-based software includes some multimedia authoring and video editing.	• Fully equipped classrooms with all the technology infrastructure that is available to enhance student instruction, including all forms of software, digital cameras, scanners, handhelds, and other devices specific to content areas.

RUBRIC OF ESSENTIAL TECHNOLOGY CONDITIONS
FOR OKLAHOMA SCHOOLS

Educator Competencies and Professional Development				
Key Areas	**Stage 1** **Beginning**	**Stage 2** **Progressing**	**Stage 3** **Significant Progress**	**Stage 4** **Proficient**
Educator Use of Technology	Teachers • Use basic computer operations such as email and word processing programs. • At least 25% meet Oklahoma Educational Technology Standards for Teachers and implement in the classroom.	Teachers • Use productivity tools to streamline administrative tasks (grades, attendance, lesson planning, etc.). • At least 50% meet Oklahoma Educational Technology Standards for Teachers and implement in the classroom.	Teachers • Implement various instructional technology strategies that support diverse needs of learners (research, multimedia, presentations, simulations, distance learning, etc.). • Use various forms of technology to communicate with peers and parents. • At least 75% meet Oklahoma Educational Technology Standards for Teachers and implement in the classroom.	Teachers • Use technology to develop new learning environments that are collaborative, interactive, and customized. • Explore and evaluate new technologies and their educational impact. • At least 90-100% meet Oklahoma Educational Technology Standards for Teachers and implement in the classroom.
Leadership	Administrators • Have limited awareness of benefits and applications of technology in instruction. • Lacks basic computer operations skills. • Know and understand Oklahoma Educational Technology Standards for Administrators	Administrators • Recognize benefits of technology in instruction for all students and supports use of technology in instruction. • Expects teachers to use technology for administrative and classroom management tasks; routinely uses technology in some aspects of daily work. • Apply Oklahoma Educational Technology Standards for Administrators	Administrators • Expect use of technology and instruction for all students. • Models use in daily work including communications, presentations, on-line collaborative projects and management tasks. • Analyze and determine their proficiencies based upon Oklahoma Educational Technology Standards for Administrators.	Administrators • Plan budget support for training and expects use of technology in instruction for all students. • Maintain awareness of emerging technologies; participates in job-related professional learning using technology resources. • Ensure integration of appropriate technologies to maximize learning and teaching; involves and educates the school community around issues of technology integration. • Make decisions and adjust behavior based upon Oklahoma Educational Technology Standards for Administrators

RUBRIC OF ESSENTIAL TECHNOLOGY CONDITIONS
FOR OKLAHOMA SCHOOLS

Educator Competencies and Professional Development				
Key Areas	**Stage 1** **Beginning**	**Stage 2** **Progressing**	**Stage 3** **Significant Progress**	**Stage 4** **Proficient**
Professional Development	• 5% or less of technology budget allocated for professional development in technology-related training. • No technology professional development plan in place or existing plan lacks defined progression toward district technology goals. • Technology Professional development plan is not correlated to state and/or national technology competencies	• 6-24% of technology budget devoted to professional development in technology-related training. • Technology professional development plan has some measurable correlation to district technology goals. • Technology professional development plan provides some measurable correlation to state and/or national technology standards	• 25-29% of technology budget devoted to professional development in technology-related training. • Technology professional development plan has clearly measurable correlation to district technology goals. • Technology professional development plan provides significant measurable correlation to state and/or national technology standards	• 30% or more of technology budget devoted to professional development in technology-related training. • 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. • Technology professional development plan provides significant measurable correlation to state and/or national technology standards and plan is revised annually to consider emerging technologies.
Models of Professional Development	• Leader presents information to group of teachers	• Teachers participate in hands-on instruction and use acquired skills to develop an instructional product as a follow-up activity	• Majority of instructional staff participate in coaching, modeling of best practices, scaffolding, and school-based mentoring. • Technology Professional Development includes requirement of classroom integration and student use of technology in the learning process. • Professional development activities include a teacher and a student in a collaborative learning environment	• Learning communities created among instructional staff to provide continuous coaching, modeling of best practices, and school-based mentoring. • Additional professional development 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, etc.)

RUBRIC OF ESSENTIAL TECHNOLOGY CONDITIONS
FOR OKLAHOMA SCHOOLS

Educator Competencies and Professional Development				
Key Areas	**Stage 1** **Beginning**	**Stage 2** **Progressing**	**Stage 3** **Significant Progress**	**Stage 4** **Proficient**
Effective Use of Electronic Data Support System	• Technology not used to review student assessment information.	• Technology used infrequently to review student assessment information.	• Technology frequently used to review student assessment information.	• Technology regularly used to review student assessment information which results in needed changes in instruction.
Content of Technology Training	• Teachers acquainted with basic technology operations (word processing, email, Internet navigation).	• Teachers learn to use technology in the classroom (i.e. administration, management, and or presentation software; Internet as a research and instructional tool).	• Teachers learn to use technology with curriculum/students (i.e. integration skills for creating learner-centered technology projects using Internet, applications, multimedia presentations, data collection, making accommodations with assistive technologies, etc.). • Integration of technology into instructional strategies to improve teaching and learning	• Teachers learn about emerging technologies and their uses with curriculum/students (i.e., creation and communication of new technology-supported, student-centered projects). • Integration of technology aligned with all content areas and grade levels. • Technology training content supports growth toward state and/or national technology standards for teachers, administrators, and students

RUBRIC OF ESSENTIAL TECHNOLOGY CONDITIONS FOR OKLAHOMA SCHOOLS

Learners and Learning				
Key Areas	**Stage 1 Beginning**	**Stage 2 Progressing**	**Stage 3 Significant Progress**	**Stage 4 Proficient**
Student Use of Technology	Knowledge/Understanding • Infrequent use by students as a basic tool for drill and practice, and/or integrated learning labs for the purpose of identification, recollection, memorization, and review of basic facts.	Application • Frequent individual use by students to choose and use informational resources for the purpose of communication and demonstration of knowledge	Analysis/Synthesis • Students regularly use technology for working with peers and experts, evaluating information, analyzing data and content in order to formulate and solve problems. • Students regularly use technology for evaluating individual progress.	Evaluation • Students regularly use technology for working collaboratively in communities of inquiry to propose, implement and assess solution to real world problems. • Students regularly use technology for evaluating and analyzing their own assessment information to improve learning. • Students regularly use technology to publish and effectively communicate their knowledge with the global community.
Technology Integration	• Entry Level technology. • Teacher-centered lectures. • Teachers allow students to use technology to work on individual projects.	• Adoption level of technology use in classroom. • Teacher-directed learning. • Teachers encourage students to use technology for cooperative projects in their own classrooms. • Teachers use technology projects as an alternative form of assessment.	• Adaptation/Appropriation level of technology use in classroom. • Teachers facilitate communities of inquiry for students to collaborate with business and/or community members.	• Innovation level of technology use in classroom. • Student-centered learning. • Teachers act as facilitators in collaboration with external entities to develop 21st century skills (e.g. national or international, business and/or educational communities). • Technology is vital to all curriculum areas and integrated on a daily basis.
Available Technology Curriculum	• Provides some structured instruction, experiences, modules or courses in technology utilization.	• Provides a variety of technology courses/applications on different topics or at different levels to promote life-long learning.	• Technology scope and sequence in place to fulfill Oklahoma Educational Technology Standards for Students • Offers at least one sequential program of study in an area of technology.	• Offers multiple sequential programs of study in technology.

RUBRIC OF ESSENTIAL TECHNOLOGY CONDITIONS
FOR OKLAHOMA SCHOOLS

Learners and Learning				
Key Areas	**Stage 1** **Beginning**	**Stage 2** **Progressing**	**Stage 3** **Significant Progress**	**Stage 4** **Proficient**
Community Connection	• Minimal connection with parents and community through technology. • Minimal initiatives to increase community technology literacy.	• Basic communication with community utilizing technology. • Offers a technology literacy program for parents and/or community (e.g. family tech night, websites, or videos). • Partnering with business and/or community to offer job shadowing.	• Partners with community to offer after hours training to parents/caregivers. • Students assist in technology skills training parents and community in real-life skills. • Business expertise brought to classroom.	• Plays an active role the promotion of technology literacy within the local community. • Provides outreach programs to promote collaboration between community, business and school. • Students participate in a mentoring program with business and/or community members • Business and community provide financial support and human resources.
Demonstrating Effective Use of Technology in Learning	• Educators understand the potential of technology in the learning process, however the focus remains on productivity.	• Educators apply effective use of technology to the learning task and opportunities thus increasing productivity • Educators use technology as an extension of the learning experience	• Educators provide a variety of technology resources and allow/facilitate student choice of technologies to accomplish their learning	• Educators facilitate effective use of technology in the learning process. • Educators evaluate the impact of technology on the learning process and adjusts future learning experiences/opportunities accordingly

RUBRIC OF ESSENTIAL TECHNOLOGY CONDITIONS
FOR OKLAHOMA SCHOOLS

Accountability				
Key Areas	**Stage 1** **Beginning**	**Stage 2** **Progressing**	**Stage 3** **Significant Progress**	**Stage 4** **Proficient**
Student Technology Essential Learnings	Up to 25% of students demonstrate proficiency in Oklahoma Educational Technology Standards for Students	At least 25% of students demonstrate proficiency in Oklahoma Educational Technology Standards for Students	At least 50% of students demonstrate proficiency in Oklahoma Educational Technology Standards for Students	At least 75% of students demonstrate proficiency in Oklahoma Educational Technology Standards for Students
Administrator Technology Competency	Administrators know and understand Oklahoma Educational Technology Competencies for Administrators.	Administrators apply the Oklahoma Educational Technology Competencies for Administrators in their professional responsibilities	Administrators analyze and determine their proficiencies based upon Oklahoma Educational Technology Competencies for Administrators.	Administrators make decisions and adjust behaviors based upon Oklahoma Educational Technology Standards for Administrators.
Teacher Technology Competencies	Up to 25% of educators demonstrate proficiency in Oklahoma Educational Technology Standards for Teachers.	At least 25% of educators demonstrate proficiency in Oklahoma Educational Technology Standards for Teachers.	At least 50% of educators demonstrate proficiency in Oklahoma Educational Technology Standards for Teachers.	At least 75% of educators demonstrate proficiency in Oklahoma Educational Technology Standards for Teachers.