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

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<td></td>
<td>The ratio of computer/tablet/handheld device to student is <strong>4:1</strong> or more.</td>
<td>The ratio of computer/tablet/handheld device to student is <strong>3:1</strong>.</td>
<td>The ratio of computer/tablet/handheld device to student is <strong>2:1</strong>.</td>
<td>The ratio of computer/tablet/handheld device to student is <strong>1:1</strong>.</td>
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### Classroom Technology

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<td></td>
<td><strong>25%</strong> 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.</td>
<td><strong>50%</strong> 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.</td>
<td><strong>75%</strong> 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.</td>
<td><strong>100%</strong> 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.</td>
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### Digital Learning Resources

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<td></td>
<td>Students <strong>do not</strong> 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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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### Digital Content Repositories

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<tr>
<td></td>
<td>Teachers and students are <strong>not using</strong> online content repositories supported by the USOE and UEN.</td>
<td>Some teachers and students are aware of and <strong>occasionally using</strong> online content repositories supported by the USOE and UEN.</td>
<td>Most teachers and students are aware of and <strong>frequently using</strong> online content repositories supported by the USOE and UEN.</td>
<td>All teachers and students are <strong>consistently using</strong> online content repositories supported by the USOE and UEN.</td>
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### Wide Area Network

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<tr>
<td></td>
<td>Wide Area Networks (WAN) capacity and management between schools, LEAs, and state resources is <strong>insufficient</strong>.</td>
<td>Wide Area Networks (WAN) capacity and management between schools, LEAs, and state resources <strong>needs improvement</strong> to support administrators, teachers and students.</td>
<td>Wide Area Networks (WAN) capacity and management between schools, LEAs, and state resources is <strong>adequate</strong> to support administrators, teachers and students.</td>
<td>Wide Area Networks (WAN) capacity, management, and redundancy between schools, LEAs, and state resources is <strong>robust</strong> for all users.</td>
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Local Area Network

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

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<tr>
<td>Data structures are <strong>somewhat customizable</strong> - incorporating national standards such as the Common Educational Data Standards (CEDS). Systems are <strong>not capable of</strong> the following: - 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.</td>
<td>Data structures are <strong>mostly customizable</strong> - incorporating national standards such as the Common Educational Data Standards (CEDS). Systems are <strong>somewhat capable of</strong> the following: - 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.</td>
<td>Data structures are <strong>fully customizable</strong> - incorporating national standards such as the Common Educational Data Standards (CEDS). Systems are <strong>fully capable of</strong> the following: - 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.</td>
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### Professional Learning

#### Professional Learning Activities

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<tr>
<td>0</td>
<td>Professional learning activities <strong>do not include</strong> relevant technology skill sets to support teaching and learning standards.</td>
<td>Professional learning activities <strong>occasionally include</strong> relevant technology skill sets to support teaching and learning standards.</td>
<td>Professional learning activities <strong>frequently include</strong> relevant technology skill sets to support teaching and learning standards.</td>
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</table>

Activities are supported by **coaching** and technology-supported **collaboration**.
<table>
<thead>
<tr>
<th>Administrators** meet** technology-related Utah Educational Leadership Standards and rarely support teachers in meeting the technology-related Utah Effective Teacher Standards.</th>
<th>Administrators** meet** technology-related Utah Educational Leadership Standards and support teachers in meeting some of the technology-related Utah Effective Teacher Standards.</th>
<th>Administrators** meet** technology-related Utah Educational Leadership Standards and support teachers in exceeding the technology-related Utah Effective Teacher Standards.</th>
<th>Administrators** exceed** technology-related Utah Educational Leadership Standards and support teachers in exceeding the technology-related Utah Effective Teacher Standards.</th>
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<tbody>
<tr>
<td>Administrators** do not** monitor technology use in the classroom and rarely provide scheduled professional learning activities designed to increase technology use in the classroom.</td>
<td>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.</td>
<td>Administrators** recognize and support** effective technology use in the classroom and frequently provide scheduled professional learning activities designed to increase teacher technology competencies.</td>
<td>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.</td>
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<tr>
<td>Administrators** are aware** of technology accountability policies including acceptable-use behaviors.</td>
<td>Administrators** support** school accountability policies including acceptable-use behaviors.</td>
<td>Administrators** support** school accountability policies including acceptable-use behaviors and <strong>digital citizenship</strong> for all students.</td>
<td>Administrators** model and support** school accountability policies including acceptable-use behaviors and <strong>digital citizenship</strong> for all students.</td>
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### Professional Learning - Teachers

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<tr>
<td>Teachers <strong>rarely</strong> use technology to support learning, standards-mastery, and to report student progress. Teachers <strong>do not</strong> have students to utilize technology skills, and do not supervise technology use.</td>
<td>Teachers <strong>occasionally</strong> use technology to support learning, standards-mastery, and to report student progress. Teachers <strong>occasionally</strong> have students utilize technology skills, and usually supervise technology use.</td>
<td>Teachers <strong>frequently</strong> use technology to support learning, standards-mastery and to report student progress. Teachers <strong>frequently</strong> have students utilize technology skills, and regularly supervise technology use.</td>
<td>Teachers <strong>consistently</strong> 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 <strong>highly skilled</strong> and consistently have students utilize technology skills, consistently supervise students for appropriate use, and easily remediate student technology deficits.</td>
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### Professional Learning - Students

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<tr>
<td>Teachers have <strong>no knowledge</strong> of student technology standards (core curriculum) and make <strong>no attempt</strong> to integrate these standards into teaching and learning activities.</td>
<td>Teachers have <strong>some knowledge</strong> of student technology standards (core curriculum) and make <strong>occasional attempts</strong> to integrate these standards into teaching and learning activities.</td>
<td>Teachers have <strong>adequate knowledge</strong> of student technology standards (core curriculum) and make <strong>frequent attempts</strong> to integrate these standards into teaching and learning activities.</td>
<td>Teachers have <strong>exemplary knowledge</strong> of student technology standards (core curriculum) and <strong>consistently</strong> integrate these standards into teaching and learning activities.</td>
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### Professional Learning - Parents

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<tr>
<td>School and teachers essentially <strong>provide no</strong> student data, instructional support, and parent communication channels via technology.</td>
<td>School and teachers occasionally <strong>provide</strong> student data, instructional support, and parent communication channels via technology.</td>
<td>School and teachers frequently <strong>provide relevant</strong> student data, instructional support, and parent communication channels via technology.</td>
<td>School and teachers consistently <strong>provide timely and relevant</strong> student data, instructional support, and parent communication channels via technology.</td>
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**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:

- 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:

- 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:

- 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

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<tr>
<td>LEA/School does not manage its networks to assure robust bandwidth and network connections for timely and reliable student and educator access.</td>
<td>LEA/School minimally manages its networks to assure robust bandwidth and network connections for timely and reliable student and educator access.</td>
<td>LEA/School adequately manages its networks to assure robust bandwidth and network connections for timely and reliable student and educator access.</td>
<td>LEA/school has exemplary management of its networks to assure robust bandwidth and network connections for timely and reliable student and educator access.</td>
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### Network Filtering

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<tr>
<td><strong>School networks are not filtered.</strong></td>
<td><strong>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.</strong></td>
<td><strong>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.</strong></td>
<td><strong>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.</strong></td>
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### Technology Planning

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<tr>
<td><strong>Technology use is not planned or executed to meet LEA/ school policy and strategic learning objectives.</strong></td>
<td><strong>Technology use is minimally planned or executed to meet LEA/ school policy and strategic learning objectives.</strong></td>
<td><strong>Technology use is adequately planned and executed to meet LEA/ school policy and strategic learning objectives.</strong></td>
<td><strong>Technology use is continuously planned and executed to meet LEA/ school policy and strategic learning objectives.</strong></td>
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### Data Collection and Management

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