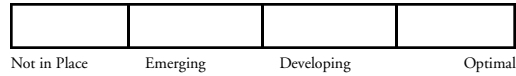


I. Readiness for Change

1. Collective Vision

Vision power
Establishing new practices
Broad engagement/ownership
Compelling urgency

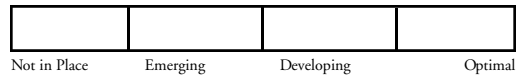
The widespread involvement in shaping an urgent, preferred future for new ways of working and learning possible only with technology.



2. Community Support/Benefits

Commitment/support
Participation
Partnership
Mutual Benefits

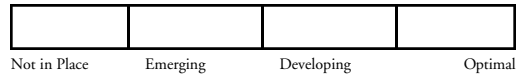
The development of commitment and sustained support from the community through participation, partnerships and mutual benefits.



3. Leadership Capacity

Stewardship
Change management
Collegial strategizing
Support/expectations of staff
Technical/Professional skills
Urgency/Commitment

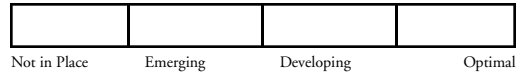
The stewardship, collegial strategizing, support and professional practices of all leaders enabling change to occur pervasively throughout the organization.



4. Innovators

Percentage of early adopters
Developing curriculum models
Communication of success

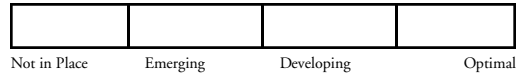
The visible presence of "early adopters" who are developing and communicating successful curriculum models of effective technology uses.



5. Staff Capacity

Technical skills
Professional practices
Lesson designing skills

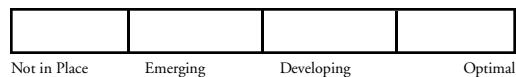
The percentage of staff with adequate technical and instructional skills to effectively link standards-based content and technology resources.



6. Pedagogical Readiness

Student-centered classrooms
Inquiry/Investigation
Knowledge-construction

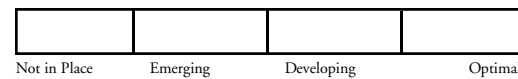
The pervasive practice of student-centered learning classrooms with a major focus on inquiry, investigation and knowledge construction demonstrating sufficient engaged learning practices to support effective use of technology.



II. Teaching and Learning

7. Equitable Learning Experiences

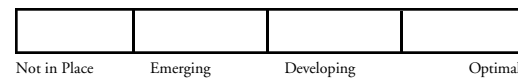
The practice of defining, implementing and assessing consistent learning experiences with technology for all students.



District expectations for curriculum uses
Essential experiences identified, provided and measured for all students
Resourcing special population needs

8. Libraries as Information Centers

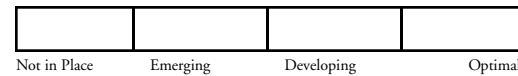
The degree to which librarians are co-planners with teachers as well as leaders developing information literacy and digital resource-based learning.



Information literacy curriculum
Instructional collaboration
Digital materials/access
Leadership in effective technology uses/issues

9. Instructional Practices

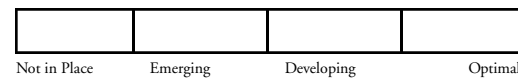
The actions and roles of teachers that must be instructionally present in classrooms (apply acquired skills) for students to achieve "Transforming Uses" of technology.



Professional engagement
Curriculum linking
Transforming practices
Assessment practices
Instructional change

10. Learning Uses

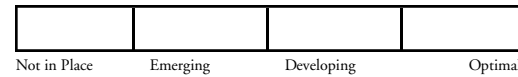
The actions, activities and roles of students in effectively using technology to increase their ability to be learners.



Collegial work
Authentic tasks
Cognitive tasks

11. Student Performance

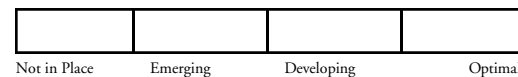
The learning demonstrated by students using computer-based technology for content achievement.



Content achiever
Technologist
Information seeker
Creator of knowledge
Effective communicator

12. Home/School Connection

The collaboration and support between home/school that enables learning to extend beyond the school day.



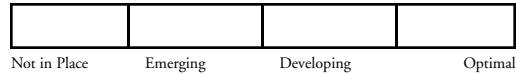
Collaborative processes
Two-way communication
Supporting parents as partners in learning

III. Technology Deployment

13. Technology Planning/Implementation

Vision implementation
Integrated with school improvement
Organized for student results
Continuous gap analysis/
revisions

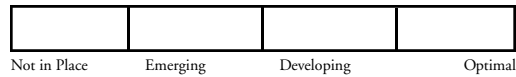
The effective process of planning and implementing focused on student results using continuous gap analysis and collaborative strategizing to increase the speed/depth.



14. Equitable Deployment

Target technology ratios
Asset management/planning
Asset policies

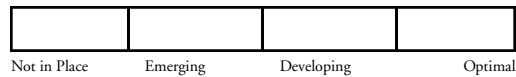
The equitable distribution and continual monitoring processes to minimize disparity between school levels, classrooms and library/media centers.



15. Ubiquitous Access

Adequate technology ratios
Distribution patterns
Mobility/flexibility
of equipment
Access policies/practices

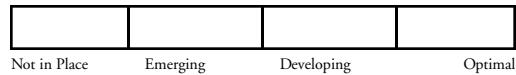
The availability and organization of technology tools around learning and working needs.



16. Tool Capacity

Access to a range of tools
Hardware/software standards
Aging inventory

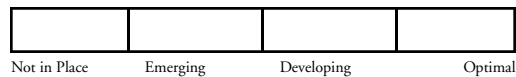
The range of technology tools and software used, as well as their capacity to meet standards of high performance.



17. Connectivity

Global networks
Robust/stable networks
Internet access distribution

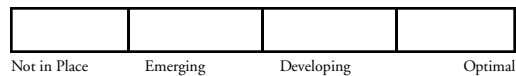
The universal access to robust, stable, local and global resources by students and staff.



18. Technical Support

Optimal, technical service
Adequate, qualified
personnel ratios
Client-focused services

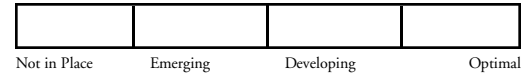
The availability and responsiveness of software, hardware, and network support when needed by clients.



IV. System Capacity

19. Budget Support

The degree of adequate, continuous financial support to effectively support and sustain all system elements needed for successful implementation.



Capacity for financial
accountability
Available, sustainable funding
Total Cost of Ownership
(TCO) funding
implementation

20. Collaborative Decisions

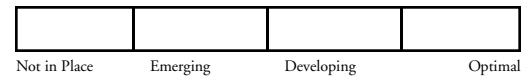
A coordinated, client-focused, collaborative process of decisions tied to instructional outcomes.



Collaborative processes
Client-focused criteria used
Cost-benefit analysis used
Coordinated purchases

21. Staff Development Program

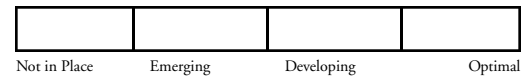
The content, processes and context (NSDC Standards) to effectively support and sustain expectations for staff to deliver student results.



Expectations for skills/
practices identified,
resources and measured
Data-driven for student results
Content of learning
Processes for implementation
Context of skill development
Sustainable elements

22. Policies and Management

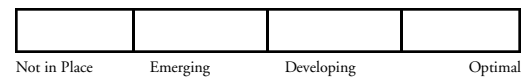
The addressing of "limiting forces" during pervasive adoption of instructional technology by successfully anticipating and adjusting gaps in policies, procedures, and management issues.



System leadership teams
Staff for system efforts
Standards/policies/practices
are defined, expected and
monitored

23. Communication/Marketing

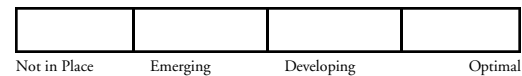
The on-going, regular communication and marketing of successes focused on learning results as well as statistical information of progress.



Frequency of communication
Varied media
Anecdotal and statistical
learning results reported

24. Evaluation Accountability

The assessment, evaluation and reporting systems that are co-developed with stakeholders to monitor added-value and report progress of the system's capacity as well as targeted instructional results.



System/instructional evaluations
Specific, measurable goals
Assessment strategies
identified, supported and
implemented
Regular data collections are
resourced/used and reported
for on-going decisions