

Locator assessment for tech coordinators

(1) To what extent is the planning for and procuring of technology aligned with the curricular and instructional goals of your school or district?

- (a) Detailed specification-based technology plans are developed separately from the school/district's overall technology plan, and the selection of products, including assistive technologies, is done on an ad hoc basis. *(0 points)*
- (b) There is some alignment between curricular/instructional technology plans and detailed specification-based technology plans; the selection of products, including assistive technologies, requires the review and input of multiple administrators. *(1 point)*
- (c) There is a fully aligned technology plan that includes information on both curricular/instructional goals as well as detailed technology specifications, and the selection of products is done through a formal request and review process that considers universal design principles. *(2 points)*

(2) How up-to-date are the technology equipment and capabilities in your school or district?

- (a) There is limited access to broadband-enabled technologies, and there are frequent disruptions to connectivity; technology is not routinely replaced. *(0 points)*
- (b) All networks have broadband connections with some access to wireless technologies, and network outages are infrequent; technology is replaced as regularly as possible, but there are no formalized schedules for replacement. *(1 point)*
- (c) All networks have broadband connections and include wireless technologies, and network disruptions are rare; technology is replaced according to an established schedule. *(2 points)*

(3) How would you describe the level of specialized staff support that is available in your school or district for assisting with the use of technology, specifically as it relates to accommodating students with special needs?

- (a) There are no dedicated staff members who assist in the use of technology, and there is little to no specialized support for the use of assistive technologies. *(0 points)*
- (b) There are a modest number of dedicated staff members who assist teachers and students with the use of technology, and this staff is familiar with assistive technologies and accommodations for students with special needs. *(1 point)*
- (c) There are dedicated staff members who support students and teachers with technology, and this staff is fully versed in a wide range of technologies and integration practices, including assistive technologies and accommodations for students with special needs. *(2 points)*

(4) How would you characterize your school or district's policy as it relates to student privacy and other legal issues presented by technology?

- (a) There are no formal policies in place in regards to student privacy, copyright, or other legal issues presented by technology. *(0 points)*
- (b) There is a policy in place that helps to ensure privacy and the appropriate use of technology. *(1 point)*
- (c) There is a formal policy in place that deals with student privacy and appropriate use of technology, and that policy is fully communicated to and enforced within the school community. *(2 points)*

(5) What level of training does IT staff in your school or district have and receive on an ongoing basis?

- (a) IT staff generally do not have formal training or certifications, and participate in training and professional development opportunities on an ad hoc basis. *(0 points)*
- (b) IT staff generally have formal training and certifications and attend training and professional development opportunities regularly. *(1 point)*
- (c) IT staff have formal training and certifications and are engaged in regular training and professional development activities sponsored by the school or district. *(2 points)*

Scoring Rubric:

0-3 points: Early Tech

4-7 points: Developing Tech

8-10 points: Target Tech