

BPS Building Barometer for Technology Integration

1. Vision – Where is your building headed?

Emerging (1-2 pts)	Developing (3-4 pts)	Exemplary (5-6 pts)	Score
Planning process has begun to determine technology integration priorities within curricula.	Technology Integration Plan in place and integrated with curriculum and School's Improvement Plan.	Process in place for regular review and improvement of Technology Integration Plan within the curriculum.	
Vision is basically “doing the old with the new” or adding technology components onto existing curricula.	Vision allows for curricula and methods to be reviewed and modified, taking advantage of technology's unique capabilities when advantageous to student learning.	Vision melds the most effective aspects of the traditional and newer approaches and requires 3-5 years to achieve. Clarity exists. Widespread engagement. Significantly new practices are in place.	
Vision is not directly related to the district's strategic plan.	Vision is loosely related to district's strategic plan.	Vision is tightly aligned with the district's strategic plan.	
Committee members have separately taken advantage of a few of the following resources: conferences, school visits, relevant books, videos, and/or guest speakers.	Committee has taken advantage of a few of the following resources: conferences, school visits, relevant books, videos, and/or guest speakers.	Committee members have taken advantage of conferences, school visits, relevant books, videos, and/or guest speakers.	
1-5% of staff is exploring, piloting, and sharing emerging and effective uses of technology.	6-15% of staff is exploring and piloting new and effective uses of technology.	16-25% of staff is exploring and piloting new and effective uses of technology.	

2. Leadership – Who is leading the way?

Emerging (1-2 pts)	Developing (3-4 pts)	Exemplary (5-6 pts)	Score
Building administration has stated commitment to use of technology for enhancing education.	Building administration committed to use of technology throughout school, models its use, and is an active member of technology related committees.	Building administration committed to improving use of technology in school, models its use, and is an active member of technology related committees.	
Building Technology Integration Committee created for school.	Technology Integration Committee is multi-disciplinary, e.g. includes technology experts (including media specialist), curriculum experts, and other staff representatives.	Technology Integration Committee is multi-disciplinary, e.g. includes technology experts (including media specialist), curriculum experts, other staff representatives, and includes sub-committees created around grade level and/or subject matter learning needs.	
Principals, department chairs or team leaders, and media specialists aware of Technology Standards for School Administrators [TSSA] (including performance indicators).	Principals, department chairs or team leaders, and media specialists exemplify proficiency in 2-4 TSSA standards (including performance indicators).	Principals, department chairs or team leaders, and media specialists exemplify proficiency in all TSSA standards (including performance indicators).	
Committee can make recommendations and suggest improvements for use of technology in teaching the curriculum.	Committee has mandate to review and suggest improvements for use of technology in teaching the curriculum.	Committee has mandate to review and suggest improvements for use of technology in teaching the curriculum and does so on a yearly basis.	

3. Staff Capacity – What is the capability of the instructional staff?

Emerging (1-2 pts)	Developing (3-4 pts)	Exemplary (5-6 pts)	Score
A staff needs assessment is collected once by district.	Building conducts and analyzes its own needs assessment and disseminates results.	Building conducts and analyzes its own needs assessment and disseminates results annually.	
Teachers aware of National Educational Tech Standards [NETS] for Teachers (including performance indicators).	Teachers exemplify proficiency in 2-4 NETS Standards for Teachers (including performance indicators).	Teachers exemplify proficiency in all NETS Standards for Teachers (including performance indicators).	
Technology integration being piloted in a few classrooms and/or grade levels and/or in administrative areas.	Technology integration occurring across multiple grade levels and subjects by several teachers.	Technology integration occurring across multiple grade levels and subjects by a majority of staff throughout school and curricula.	
A few staff members select technology related evaluation goals.	Many staff members select technology related evaluation goals.	Most staff members select technology related evaluation goals.	

4. Instructional Practices – What are the models of best practices?

Emerging (1-2 pts)	Developing (3-4 pts)	Exemplary (5-6 pts)	Score
Integration activities focus on National Educational Technology Standards for Students 1) Basic Operations and 2) Productivity Tools.	Integration activities focus on National Educational Technology Standards for Students 1) Basic Operations; 2) Productivity Tools; 3) Communications Tools; and 4) Research Tools.	Integration activities focus on National Educational Technology Standards for Students 1) Basic Operations; 2) Productivity Tools; 3) Communications Tools; 4) Research Tools; 5) Problem Solving and Decision-making Tools; and 6) Social, Ethical, and Human Issues.	
Teachers teach lessons/units using technology, but focus more on skills than on core curricula.	Teachers use technology to teach lessons/units, but focus more on core curricula than on technology skills.	Teachers teach lessons/units through selective use of technology when it provides an advantage in teaching core curricula over traditional methods.	
Integration activities offer little to no differentiation for neither high nor low achieving students.	Integration activities offer little to no differentiation for neither high nor low achieving students, but teachers allow differentiation if students request.	Teachers plan for differentiation and the building has addressed assistive technology.	
Technology used to complete assignments primarily in the computer lab.	Technology used in both the classroom and lab setting.	Technology used in novel environments (e.g., on field trips, outside, at home, in the hallways, etc.)	
Students primarily work individually on assignments. During projects, interactions are primarily student to teacher.	Students work in teams or pairs on some projects. During projects, interactions include student to student and student to teacher.	Students work with teams or partners for most projects; teacher acts as facilitator or co-learner. During projects, interactions include student to student, teacher to student, and student to outside experts.	
Most teachers' integration of technology based on a traditional approach: Teacher-centered instruction; Single-sense stimulation; Single-path progression; Single media; Individual work; Information delivery; Passive learning; Factual, knowledge-based; Isolated, artificial context.	Most teachers' integration of technology based on newer approaches: Student-centered learning; Multisensory stimulation; Multipath progression; Multimedia; Collaborative work; Information exchange; Active / exploratory / inquiry-based learning; Critical thinking and informed decision-making; Authentic, real-world context.	Most teachers' integration of technology melds the most effective aspects of the traditional and newer approaches.	
Discussions regarding technology integration take place between library media specialists and teachers.	Classroom teachers and media specialists occasionally collaborate to plan lessons that integrate information literacy skills (ability to find and use information) and technology into curricular units.	Classroom teachers and media specialists are instructional partners, collaboratively planning lessons, and often teaming to integrate information literacy skills and technology into curricular units.	

5. Media Centers – What is the role of the library media program in technology integration?

Emerging (1-2 pts)	Developing (3-4 pts)	Exemplary (5-6 pts)	Score
Library media program [LMP] provides fixed access to: information, schedule, technology and other resources for learning.	LMP provides a mixture of flexible and fixed access to: information, schedule, technology and other resources for learning.	LMP provides flexible access to: information, schedule, technology and other resources for learning.	
Library media staff models effective integration of technology.	Library media staff models and supports teachers' effective integration of technology.	Library Media Specialist models and supports teachers' effective integration of technology.	
Library Media Specialist teaches traditional information literacy skills to students separate from classroom curricula.	Library Media Specialist teaches traditional and electronic informational literacy skills to students separate from classroom curricula.	Library Media Specialist collaboratively plans for and teaches traditional and electronic informational literacy skills to students in conjunction with classroom teachers.	

6. Staff Development – How do teachers learn to integrate technology best?

Emerging (1-2 pts)	Developing (3-4 pts)	Exemplary (5-6 pts)	Score
Staff development opportunities for technology skills communicated to all staff.	Staff development opportunities for technology skills available within the building.	Staff development opportunities for tech skills available within the bldg, conducted by bldg staff, and regularly updated.	

Staff development options limited to traditional methods such as workshops and conferences. Content focuses primarily on technology skills.	Staff development options limited to a few methods other than the traditional workshops and conferences. Content focus is shifting toward technology integration.	Staff development options are expanded/supported beyond traditional workshops/conferences including: peer coaching, online courses, CD & video based training, study groups, student/teacher coaching, etc. Content focuses on technology integration and methods of change.	
Fewer than 1/3 of staff regularly take advantage of staff development options.	1/3-2/3 of staff regularly take advantage of staff development options.	Greater than 2/3 of staff regularly take advantage of staff development options.	
Occurs because something new has been added to the system.	Partially related to a staff needs assessment and Technology Integration Plan.	Directly related to a staff needs assessment, new teacher orientation, and Technology Integration Plan. Modified yearly.	

7. Budget – What level of financial support is provided?

Emerging (1-2 pts)	Developing (3-4 pts)	Exemplary (5-6 pts)	Score
Budget for technology expenditures determined primarily by principal.	Budget for technology expenditures determined by technology committee and principal on an annual basis.	Budget for technology expenditures determined by technology committee and principal on an annual basis and directly linked to the outcomes of the school's Technology Integration Plan.	
Building technology expenditures primarily for hardware and software.	Building technology expenditures primarily for hardware, software, and support; though 25-49% for professional development.	Building technology expenditures primarily for professional development.	
Individual teachers seek support from PTOs, local businesses, and/or grants.	School seeks support from PTOs, local businesses, and grants.	School receives support from PTOs, local businesses, and grants.	

8. Accountability – What evidence do you have that your integration plan produces learning gains?

Emerging (1-2 pts)	Developing (3-4 pts)	Exemplary (5-6 pts)	Score
School has assessed its current level of technology use and has clear goals related to a higher level of technology sophistication in the learning process.	School has assessed its current level of technology use and compared itself to self-selected best practice models. School has clear goals and processes of how it will evolve use to the best practice level.	School has assessed its current level of technology use and compared itself to self-selected best practice models and the National Technology Standards. School has clear goals and processes of how it will evolve use to the defined higher level.	
Method to evaluate student performance is in development.	Method of review of student performance developed, implemented, analyzed, and results disseminated.	Method of review of student performance developed, implemented, analyzed, and results disseminated for at least 3 years.	
Student performance related to the National Technology Standards on 1) Basic Operations and 2) Productivity Tools evaluated/ tracked. (Including related skills from the BPS Scope and Sequence)	Student performance related to the National Technology Standards on 1) Basic Operations; 2) Productivity Tools; 3) Communications Tools; and 4) Research Tools evaluated/ tracked. (Including related skills from the BPS Scope and Sequence)	Student performance related to the National Technology Standards on 1) Basic Operations; 2) Productivity Tools; 3) Communications Tools; 4) Research Tools; 5) Problem Solving and Decision-making Tools; and 6) Social, Ethical, and Human Issues evaluated/ tracked. (Including related skills from the BPS Scope and Sequence)	
Anecdotal evidence available for increased student performance on curriculum objectives as a result of technology use.	Documented qualitative evidence available for increased student performance on curriculum objectives as a result of technology use.	Qualitative and quantifiable evidence available for increased student performance on curriculum objectives as a result of technology use.	
School has begun documenting the professional development options related to tech integration made available to their teachers and their teachers' attendance.	School has documented an increase in the professional development options related to technology integration attended by staff.	School has documented an increase in staff attendance for multiple years for professional development options related to technology integration.	
Method of review of School Technology Integration Plan in development.	Method of review of School Technology Integration Plan developed, implemented, and results disseminated.	Method of review of School Technology Integration Plan developed and implemented for at least 3 years and results disseminated.	

9. Planning – How is the vision being acted upon and continuing to evolve?

Emerging (1-2 pts)	Developing (3-4 pts)	Exemplary (5-6 pts)	Score
Building Technology Integration Committee created and purpose defined.	Building Technology Integration Committee structure, purpose and format for operation established.	Building Technology Integration Committee has a clear structure, purpose and format for operation as well as process for improving team performance.	
Committee meets at least once each marking period.	Committee meets more than once per marking period.	Committee meets, on average, once per month and subcommittees meet as needed.	
Committee collects and analyzes results of staff needs assessments and student performance assessments.	Committee collects and analyzes results of staff needs assessments and student performance assessments and informally uses results for planning.	Committee collects and analyzes results of staff needs assessments and student performance assessments and formally uses results for planning.	
Committee is forming a coherent vision for technology integration; created a list of achievable goals related to student performance and staff capacity; and developed an action plan and timeline for implementation.	Committee has formed a coherent vision for technology integration; created a list of achievable goals related to student performance and staff capacity; and developed an action plan and timeline for implementation.	Committee annually forms a coherent vision for technology integration; created a list of achievable goals related to student performance and staff capacity; and developed an action plan and timeline for implementation.	
Committee has occasional input from students or parents.	Committee regularly has input from students or parents.	Committee has regular input of broader customer base, e.g. students, parents, community members, and business representatives.	
Committee discussions and decisions dominated primarily by a small group of participants.	Decision processes are collaborative, inclusive, and public.	Decision processes are collaborative, inclusive, and public. Sub committees chaired by committee members and given clear structure and purpose	

10. Communication – How are you communicating what the building is doing?

Emerging (1-2 pts)	Developing (3-4 pts)	Exemplary (5-6 pts)	Score
Most teachers use one of the following methods to communicate with parents: word-processed newsletters; email; homework web pages; posting student projects online; or posting student grades online.	Most teachers use two to three of the following methods to communicate with parents: word-processed newsletters; email; homework web pages; posting student projects online; or posting student grades online.	Most teachers use most of the following methods to communicate with parents: word-processed newsletters; email; homework web pages; posting student projects online; or posting student grades online.	
Initial efforts made to share/showcase technology programs, successes and innovations with community members via 1-2 of the following methods: written reports, community presentations, presentations at school board meetings, school web site, cable television, evening events, and press releases.	School has engaged in concerted efforts to share/showcase technology successes with community members, via 3-4 of the following methods: written reports, community presentations, presentations at school board meetings, school web site, cable television, evening events, and press releases.	School has engaged in multiple efforts to share/showcase technology successes with community members via 5-6 of the following methods: written reports, community presentations, presentations at school board meetings, school web site, cable television, evening events, and press releases.	
School maintains a website with basic information about the school.	School maintains a website with basic information and frequently updated information on events and projects.	School maintains a website with basic information; frequently updated information on events and projects; detailed descriptions of curricula and philosophy; and individual teacher pages.	
Technology Integration Committee prints copies of team membership, vision, goals and plan for all staff members.	Significant effort underway to build greater staff, student, and community awareness of vision, goals, and plan through publications, meetings and inservices.	All staff students and community are well informed about and involved in implementing and evaluating components of the Technology Integration Plan.	

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