Camden City Public Schools
School Technology Readiness Review

School _____

Date _____   **Review #** _____

Monitor _____

Technology Literacy Lab

	Highly Evidenced	Moderately Evidenced	Somewhat evidenced	Not Evidenced	N/A
Age and condition of equipment is adequate					
Quantity of systems is adequate for class sizes					
Lab is a pleasing learning environment					
Lab is utilized to teach technological literacy					
Technological Literacy Standards are being addressed					
All equipment provided to the lab is available for lab use ie cameras, projectors, scanners etc.					

Room # _____

Comments:

Technology Integration

	Highly Evidenced	Moderately Evidenced	Somewhat evidenced	Not Evidenced	N/A
All classrooms have 5 or more adequate computers					
Classroom computers are being utilized by students on a daily basis					
Teachers are using computers and peripherals in their lesson presentations					
Teachers utilize their web pages for parental communications					
Teachers are using the district email					
Teachers are using web-based lesson plans					
Teachers are using other technolgy productivity resources					

Comments:

Technology-Based District Initiatives

	Highly Evidenced	Moderately Evidenced	Somewhat evidenced	Not Evidenced	N/A
Teachers have been adequately trained in using the applications					
Resources are fully implemented					
Students are given equal access to the resources					
Students utilize the resources in the classrooms					

Comments: **Identify initiatives / resources being utilized:**

Technology Efficiency

	Highly Evidenced	Moderately Evidenced	Somewhat evidenced	Not Evidenced	N/A
School has a current technology plan					
School has a current technology staff development plan					
Technology training is offered at the school level					
Staff has attended school-based / district technology training					
Media Center is automated					
Computers throughout the school utilize the network					
Office areas have adequate equipment					
School staff is utilizing district e-mail for communications					

Comments

Distance Learning

	Highly Evidenced	Moderately Evidenced	Somewhat evidenced	Not Evidenced	N/A
Distance Learning facility is readily available for teleconferences					
Facility is designed to handle 1or more classes (25-30 students)					
Teachers are trained on using the equipment					
Distance Learning Activity Logs are maintained					
School has organized and scheduled teleconferences between other schools and sites					

Room # _____

Comments:

review conducted by:	Tech. Coordinator	Principal
White Yellow	Pink	Gold
Tech Dept. Reviewer	Principal	Technology Coordinator

CAMDEN SCHOOL DISTRICT
TECHNOLOGY DEPARTMENT

TECHNOLOGY LITERACY LAB

TECHNOLOGY INTEGRATION

TECHNOLOGY PRODUCTIVITY USE

TECHNOLOGY-BASED DISTRICT INITIATIVES

TECHNOLOGY EFFICIENCY

DISTANCE LEARNING

SCHOOL TECHNOLOGY READINESS REVIEW RUBRICS

SCHOOL TECHNOLOGY READINESS REVIEW RUBRIC

		Highly Evidenced	**Moderately Evidenced**	**Somewhat Evidenced**	**Not Evidenced**
TECHNOLOGY LITERACY LAB	*Age and condition of equipment is adequate*	All lab equipment is up-to-date and supports all research and instructional needs.	Most lab equipment is up-to-date. Plans have been developed to replace all outdated equipment.	The majority of lab equipment is outdated. Plans *have/have not* been developed to replace all outdated equipment.	All lab equipment is outdated. There are no immediate plans to replace equipment.
	Quantity of systems is adequate for class sizes	There are enough computers in the lab to serve the needs of all classes. Every student has single access to a computer.	For several large classes, students must share the computer. No more than 2 or 3 computers are shared.	The lab is in need of more computers to serve the needs of large classes. Plans *have/have not* been developed to purchase additional equipment.	The number of computers in the lab is inadequate for the majority of classes.
	Lab is a pleasing learning environment	A concerted effort has been made for the lab to have an aesthetically pleasing appearance. The lab is clean and contains instructional bulletin boards and learning aids.	The lab is clean and orderly, however, there is a need to add instructional bulletin boards and learning aids.	There is a need to make the lab a cleaner and/or more attractive learning environment.	The lab is a very dull, unattractive learning environment.
	Lab is utilized to teach technological literacy	The lab is utilized to teach technological literacy. The school has a comprehensive plan and schedule to address technological literacy skills for all students.	During the school day, the lab is utilized to teach technological literacy along with other technology initiatives. Some students are not included in a plan to address technological literacy skills.	There is no designated plan for the use of the lab. The lab is sometimes utilized to teach technological literacy.	The lab is not utilized to teach technological literacy.
	Technology Literacy Standards are being addressed	Technology Literacy Standards are being addressed. The CMS is utilized along with other technology applications to maximize learning.	Technology Literacy Standards are being addressed. The CMS is solely utilized.	Technology Literacy Standards are being addressed. However, there is no clear-cut method to which instruction is delivered.	Technology Literacy Standards are not addressed. There is no plan to support the delivery of the standards.
	All equipment provided to the lab is available for use: cameras, projectors, scanners, etc.	The lab is fullly equipped with cameras, projectors, scanners, etc.	When needed, the lab teacher is able to gain access to cameras, projectors, scanners, etc.	The availability of cameras, projectors, scanners, etc., is very limited for lab use.	Cameras, projectors, scanners, etc., are not available for lab use.

Camden School District | Technology Department

SCHOOL TECHNOLOGY READINESS REVIEW RUBRIC

		Highly Evidenced	Moderately Evidenced	Somewhat Evidenced	Not Evidenced
TECHNOLOGY INTEGRATION	*Students are using computers and/or peripherals for content area activities and/or projects*	All classroom computers are being utilized on a daily basis for student work and presentations.	Most classroom computers are being utilized on a daily basis for student work and presentations. (at least 75%)	Most computers are not utilized in the classroom on a daily basis. There is a need to establish and communicate technology goals to staff.	There is little or no evidence that computers are utilized in the classroom on a dalily basis.
	Teachers are using computers and peripherals in their lesson presentations	Teachers use computers/peripherals on a routine basis. There are understood and communicated school expectations for teacher technology and proficiency.	Many teachers use technology for various lessons. School expectations for technology proficiency are not universally understood and applied.	There is very little use of computers/peripherals. The school *has/has not* developed expectations for teacher technology.	There is no use of computers/ peripherals. School expectations for teacher technology proficiencies are not documented, communicated ununderstood.
TECHNOLOGY PRODUCTIVITY USE	*Teachers utilize technology resources for parental communications ie: eBoard, website, newsletter, etc.*	Teachers routinely use technology to share information with parents (e.g. email, teacher's web page, eBoard, etc.	Many teachers use technology to share information with parents.	A few teachers use technology to share information with parents but this is not a routine occurance.	There is little or no evidence that teachers use technology to communicate with parents.
	Teachers are using the district email	All teachers routinely use e-mail for school-related correspondences.	The majority of teachers use email for school-related correspondences. (at least 75%)	A few teachers use email for school-related correspondences, but not on a routine scheduled basis.	There is little or no evidence that e-mail is used by teachers.
	Teachers are using web-based lesson plans	All teachers routinely use web-based lesson plans and have reached a comfort level with it's use.	The majority of teachers use web-based lesson plans and are aware of the expectations to do so. (at least 75%)	A few teachers use web-based lesson plans, but not on a routine occurance.	There is little or no evidence that web-based lesson plans are used. Expectations for use have not been established.
	Teachers are using other technology productivity resources	Teachers at all grade levels and in all subject areas clearly use other technology productivity resources and understand its role in maximizing learning for all students.	The majority of teachers use other technology productivity resources and are aware of the expectations for teacher technology proficiency.	A few teachers use other technology productivity resources with no specific goals in mind.	The majority of teachers do not use other technology productivity resources. Expectations for use have not been established.

SCHOOL TECHNOLOGY READINESS REVIEW RUBRIC

		Highly Evidenced	Moderately Evidenced	Somewhat Evidenced	Not Evidenced
TECHNOLOGY-BASED DISTRICT INITIATIVES	*Teachers have been adaquately trained in using the applications*	Teacher training has resulted in active and engaged uses of various technology applications to support student's learning and achievement.	Many teachers have acquired skills in utilizing the applications, but there is evidence that expectations for use is not universally applied.	Training has resulted in a small group of teachers who have acquired minimum skills in utilizing the applications.	Teacher training has been sparse and inconsistant. There is no evidence that classroom teachers utilize the applications.
	Resources are fully implemented	The school has fully implemented the district's technology-based initiatives that apply to their student and /or staff population. There is a clear set of teacher standards and expectations for students. Data driven assessment has been implemented for the instructional initiatives.	The school has implemented the district's technology-based initiatives that apply to their student and/or staff population. Most teachers are aware of the standards and expectations for students.	Plans *are/are not* being developed for the implementation of various district technology-based initiatives.	There is no evidence that district technology-based initiatives are implemented.
	Students are given equal access to the resources	Students are given equal access and are engaged with district technology-based activities in classrooms, the computer lab, or library.	Many students are engaged in utilizing the district's technology-based resources. However, equity is not prevelent at all grade levels.	Not all students are given equal access to utilize the district's technology-based resources.	District technology-based initiatives are not a part of the school's planned activities.
	Students utilize the resources in the classrooms	Students use the resources in the classrooms on a routine basis.	Students use the resources in the classrooms, but not on a routine basis.	Most student use of the resources occurs in the computer lab.	Virtually all student use of the resources strictly occurs in the computer lab.

SCHOOL TECHNOLOGY READINESS REVIEW RUBRIC

		Highly Evidenced	Moderately Evidenced	Somewhat Evidenced	Not Evidenced
TECHNOLOGY EFFICIENCY	*School has a current technology plan*	A school technology plan exists with staff and students implementing the components. A method exists to regularly review and update the plan.	A school technology plan exists and efforts are being made to build staff and student awareness.	A school technology plan *is/is not* being developed.	No school technology plan exist.
	School has a current technology staff development plan	A technology professional development plan exists with staff implementing the components. A method exists to regularly review and update the plan.	A technology professional development plan exists and efforts are being made to build staff and student awareness.	A technology professional development plan *is/is not* being developed.	No technology professional development plan exists.
	Technology training is offered at the school level	Training is consistently offered at the school level with courses designed for all levels of technology use and proficiency. There is a focus on the curricular and professional applications of technology.	Training is ocasionally offered at the school level. Most courses relate to the curricular and professional applications of technology.	Some training is offered at the school level. Most training is "how to" workshops for which there is no clear teaching and learning goal.	There is little to no evidence that training occurs at the school level.
	Staff has attended school-based/district technology training	Workshop/Training attendance is consistent and on a regular basis with teachers using a variety of integration techniques.	Workshop/Training attendance is occasional. Teachers sometimes plan technology-rich experiences for students.	Workshop/Training attendance is very limited.	There is no evidence of workshop/training attendance.
	Media Center is automated	Media Center is fully automated.	The Media Center is partially automated.	Plans *are/are not* being developed to automate the Media Center.	The Media Center is not automated.
	Computers throughout the school utilize the network	All computers are connected to the school network.	The majority of computers are connected to the school network. (at least 75%)	Many computers are not connected to the school network. Plans are being developed to increase connectivity.	Computers are not connected to the school network. No plans are being developed to increase connectivity.
	Office areas have adequate equipment	All offices areas are equipped with adequate computer equipment.	The majority of office areas are equipped with adequate computer equipment. (at least 75%)	Most office areas are not equipped with adaquate computer equipment.	There is little or no computer equipment in office areas.
	School staff is utilizing district e-mail for communications	All school staff routinely uses e-mail for school-related correspondences.	The majority of school staff uses e-mail for school-related correspondences. (at least 75%)	A few staff members use email for school-related correspondences, but this is by no means a routine occurance.	There is little to no evidence that e-mail is used by school staff.

SCHOOL TECHNOLOGY READINESS REVIEW RUBRIC

		Highly Evidenced	Moderately Evidenced	Somewhat Evidenced	Not Evidenced
DISTANCE LEARNING	*Distance Learning facility is readily available for teleconferences*	The Distance Learning facility is designated for effective teleconferences.	The Distance Learning facility is a shared environment for various school activities.	The Distance Learning facility is a shared environment for staff office(s) and various school activities. Plans are/are not being developed to acquire an alternative space.	The Distance Learning facility is an sub-standard facility.
	Facility is designed to handle 1 or more classes (25-30 students)	The Distance Learning facility is very spacious and comfortable. It can easily accommodate one or two classes.	The Distance Learning facility can comfortably accommodate one class.	There is a need to acquire a larger Distance Learning facility. Plans *are/are not* being developed to acquire an alternative space.	The Distance Learning facility is an inadaquate environment to conduct teleconferences.
	Teachers are trained on using the equipment	All DL Teachers have been trained to use the Distance Learning Equipment. Teachers demonstrate that they are comfortable using the equipment.	DL Teachers have been trained to use the Distance Learning Equipment, but have not fully demonstrated mastery of skills.	Virtually all DL Teachers have minimum skills related to using the distance learning equipment.	None of the DL Teachers have been trained to use the equipment.
	Distance Learning Activity Logs are maintained	Distance Learning Activity Logs are maintained for all teleconferences.	There is a pattern of inconsistency in maintaining Distance Learning Activity Logs.	There is no systematic approach for maintaing Distance Learning Activity Logs.	There is no evidence that Distance Learning Activity Logs are maintained.
	School has organized and scheduled teleconferences between other schools and sites	The school has organized monthly teleconferences between other schools and sites.	The school has organized teleconferences between other schools and sites, but not on a routine occurance.	The school has made plans to schedule teleconferences between other schools and sites.	The school has no plans for scheduling teleconferences between other schools and sites.