

Maturity Benchmarks Survey Sheet

School Pseudonym: FishWater High

Name: Stefanie Brimacomb

Clearly mark the box that best represents the level of maturity achieved at your school site. Please refer to the Model Benchmark Rubric for detailed descriptions of the categories.		(1) Emergent	(2) Islands	(3) Integrated	(4) Intelligent	Evaluator Comments
Administrative	Policy	behavioral	1			Appropriate technology use is formalized, but is mostly ignored by many in the school.
		resource/infrastructure		3		Formal policy exists, currently under development for approval by the board of trustees. We are bordering the next stage here.
	Planning	behavioral		2		Formal planning takes place, but is isolated to specific projects with some connection to other planning efforts.
		resource/infrastructure			4	Comprehensive technology plan with formal evaluation and connection to planning in the school and district.
	Budget	behavioral	1			Some policy exists, loosely articulated and mostly informal with no formal approval.
		resource/infrastructure	1			Little budget allocated for technology, but working on improvement in FY2013
Administrative Information	behavioral			3	Administrative systems are utilized by most of the staff members; some paperless systems are in place.	
	resource/infrastructure				4	Administrative systems are available to all administrators and staff
	behavioral				4	Students and staff are heavily dependent upon information resources and use them daily.
Electronic Information	resource/infrastructure			3	Resources are fairly comprehensive, providing depth or diversity, but not both. Access is available to all students and staff	
Curricular Integration	behavioral		2		Curriculum is somewhat dependent upon technology and used in multiple ways in most classrooms - some classrooms moving toward a 4 in this category.	
	resource/infrastructure				4	Technology and related resources are available for all curricular areas
	behavioral		2		Used by many of the staff and some of the students for the evaluation of work and selfassessment.	
	resource/infrastructure			3	Fully integrated reporting and assessment tools are available for student and staff use.	
Teacher Use	behavioral			3	Daily use by teachers for administration and curriculum.	
	resource/infrastructure				4	All teachers have access to appropriate technology in their work area.
Student Use	behavioral			3	Students use technology frequently and comprehensively, but outcomes are not dependent on its use.	
	resource/infrastructure				4	All students have consistent and regular access to appropriate technologies.

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Support	Stakeholder Involvement	behavioral	1			Some of the groups are aware of the planning and implementation procedure, but few are engaged in the process.
		resource/infrastructure	1			Few groups are represented in the planning and implementation process.
	Administrative Support	behavioral			3	On-going discussion with administration
		resource/infrastructure			3	Some formal administration, time and support allocated to the planning and implementation process
	Training	behavioral			3	Most staff members participate in technology training activities as a group - little one/one training provided
		resource/infrastructure			3	On-going teacher training provided by site and district resources
Technical/Infrastructure Support	behavioral	1			Few staff utilize formal and informal support.	
	resource/infrastructure		2		Limited formal technical assistance, one individual provides tech support as a fractional part of her duties	
Connectivity	Local Area Networking (LAN)	behavioral		2		Staff and students use available networks, but use is unsophisticated and limited
		resource/infrastructure			4	Using Ethernet/copper the school enjoys high-speed lines, voice, video, and data capacity; data services such as VTC are available in a dedicated video teleconferencing center with dedicated T-1 service.
	District Area Networking (WAN)	behavioral		2		Staff and students use district resources primarily for data storage and access
		resource/infrastructure			4	The district is working towards fully unified communications and has the infrastructure to support such
	Internet Access	behavioral			3	Most staff and students use the Internet frequently. Use is integrated into curriculum
		resource/infrastructure			4	District high-speed Internet available at all locations, in all classrooms
Communication Systems	behavioral			3	E-mail is used frequently to form administrative and learning activities	
	resource/infrastructure			4	E mail is available to all staff and students (Gaggle filtered/purchased services)	
Innovation	Comprehensive Technologies	behavioral		3		Available technology is grossly under utilized, equipment has not realized full potential.
		resource/infrastructure		3		All classrooms have available to teachers projectors/computers/dedicated student workstations/ student response pads. Some classrooms also feature interactive whiteboards and document readers. In addition, each school (elementary, middle, and high school) has a wireless laptop cart holding 12 laptops. Teachers use the cart regularly. Laptops have headphones/microphones. High School teachers have access to digital still and video cameras and Kindle e-readers (15) and iPads (5); elementary teachers have access to an iPad lab (20 iPads)
	New Technologies	behavioral			4	Administration and board encourages systematic adoption of new technologies throughout the schools
		resource/infrastructure			3	New technologies are readily accepted by the staff with moderate implementation - more staff report they would implement the technologies with additional time to "figure it out."