State Educational Technology Policy Implementation Rubric

The following rubric was developed by Chris Dede, Ed.D., for Learning Point Associates as part of Policy Issues No. 15, "Making Educational Technology Work: State Policies in the North Central Region" (January 2004). It can be used to assess a state's implementation of educational technology policies in 19 areas. The rating scale provides indicators for four levels of implementation: outstanding, high, medium, and low.

Area	Outstanding	High	Medium	Low
1. Curriculum Standards for Students	Technology is *well integrated* into all state curriculum standards. The state has curriculum standards for technology literacy.	Technology is *somewhat integrated* into state curriculum standards. The state has curriculum standards for technology literacy.	Technology is *somewhat integrated* into state curriculum standards, but the state has no separate standards for technology literacy. **or** Technology is *lightly or sporadically integrated* into state curriculum standards, and the state has curriculum standards for technology literacy.	Technology is *lightly integrated or not integrated* into state curriculum standards, and the state has no curriculum standards for technology literacy.
2. Assessments of Students' Educational Outcomes	State tests cover technology skills, generate test items adaptively, and use technology for test preparation, delivery, and subsequent student analysis.	State tests cover technology skills and use technology for test preparation, delivery, and subsequent student analysis.	State tests cover technology skills. **or** State tests use technology for test preparation, delivery, and subsequent student analysis.	State tests neither cover technology skills nor use technology for test preparation, delivery, and subsequent student analysis.
3. Technology-Enhanced Learning for Students	State-sponsored student learning experiences *routinely* integrate technology into pedagogy and assessment, use technology as a delivery medium, and have follow-up online interactive components.	State-sponsored student learning experiences *often* integrate technology into pedagogy and assessment and frequently use technology as a delivery medium.	State-sponsored student learning experiences *sometimes* integrate technology into pedagogy and assessment and occasionally use technology as a delivery medium.	State-sponsored student learning experiences *seldom or never* integrate technology into pedagogy or assessment and seldom or never use technology as a delivery medium.
4. Technology-Based Resources for Learners With Diverse Needs	The state provides technology-based resources to aid students in urban and rural settings, second-language learners, and special-needs students, as well as to promote the involvement with technology of girls and students from diverse cultures.	The state provides technology-based resources to aid students in urban and rural settings, second-language learners, and special-needs students.	The state provides technology-based resources to aid students in urban and rural settings or second-language learners or special-needs students.	The state provides few or no resources to aid students in urban and rural settings or second-language learners or special-needs students.
5. Standards and Certifications for Educators	*All* state standards for educational roles incorporate *detailed* technology skills. The state has multiple special certifications for hing with technology and media usage.	*Most* state standards for educational roles incorporate *general* technology skills. The state has several special certifications for teaching with technology and media usage.	State standards for teaching and standards for some other educational roles incorporate *general* technology skills. The state has a few special certifications for teaching with technology and media usage.	State standards for teaching incorporate *few or no references* to technology skills. The state has no certifications specializing in teaching with technology or media usage.

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Area	Outstanding	High	Medium	Low
6. Professional Development	State-sponsored professional development experiences *routinely* integrate technology into pedagogy and assessment, use technology as a delivery medium, and have follow-up online interactive components.	State-sponsored professional development experiences *often* integrate technology into pedagogy and assessment and frequently use technology as a delivery medium.	State-sponsored professional development experiences *sometimes* integrate technology into pedagogy and assessment and occasionally use technology as a delivery medium.	State-sponsored professional development experiences *seldom or never* integrate technology into pedagogy or assessment and seldom or never use technology as a delivery medium.
7. Financing for Technology-Related Professional Development	The state provides *extensive* financing for professional development experiences to integrate technology into pedagogy and assessment.	The state provides *moderate* financing for professional development experiences to integrate technology into pedagogy and assessment.	The state provides *limited* financing for professional development experiences to integrate technology into pedagogy and assessment.	The state provides *no* financing for professional development experiences to integrate technology into pedagogy and assessment.
8. State-Subsidized Electronic Network	The state provides or sponsors an electronic network linking *all* its educational organizations to other human resource providers and external resources. It also subsidizes access and professional development for using this resource.	The state provides or sponsors an electronic network linking *all* its educational organizations.	The state provides or sponsors an electronic network linking *many of* its educational organizations.	The state provides *little or no* support for an electronic network linking its educational organizations.
9. Priority for Less Connected Populations	The state provides *extensive* support for linking educational organizations serving urban, rural, and low-income populations to its electronic network. It also provides professional development for using this resource.	The state provides *moderate* support for linking educational organizations serving urban, rural, and low-income populations to its electronic network. It also provides professional development for using this resource.	The state provides *limited* support for linking educational organizations serving urban, rural, and low-income populations to its electronic network.	The state provides *little or no* support for linking educational organizations serving urban, rural, and low-income populations to any electronic network.
10. Collaborative Partnerships for Access	The state provides *extensive* support for collaborative partnerships that aid in linking urban, rural, and low-income populations to its electronic network.	The state provides *moderate* support for collaborative partnerships that aid in linking urban, rural, and low-income populations to its electronic network.	The state provides *limited* support for collaborative partnerships that aid in linking urban, rural, and low-income populations to its electronic network.	The state provides *little or no* support for collaborative partnerships that aid in linking urban, rural, and low-income populations to any electronic network.

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11. State Provision of Aggregated, Synthesized Information	The state provides or sponsors the collection, aggregation, analysis, and dissemination of *extensive* information for data-based educational decision making.	The state provides or sponsors the collection, aggregation, and dissemination of *substantial* information for data-based educational decision making.	The state provides or sponsors the collection, aggregation, and dissemination of *some* information for data-based educational decision making	The state provides *little or no* support for data-based educational decision making.
12. State Use of Analyzed Data to Shape Policy	The state *routinely* uses sophisticated analyses from extensive data collection and aggregation to shape its educational policies.	The state *often* uses analyses from data collection and aggregation to shape its educational policies.	The state *publishes* policy analyses based on analyses from educational data collection and aggregation and *occasionally* uses these in shaping its educational policies.	The state *does not publish or use* policy analyses based on analyses from educational data collection and aggregation.
13. Aid for E-Rate Applications	The state provides *extensive* support to districts applying for E-Rate funding and supplements that funding with state financial resources.	The state provides *extensive* support to districts applying for E-Rate funding.	The state provides *some* support to districts applying for E-Rate funding.	The state provides *little or no* support to districts applying for E-Rate funding.
14. Guidelines for Technology Infrastructure	The state provides *detailed, frequently updated* guidelines to districts on designing facilities for technology use and on purchasing hardware, software, and networking infrastructure.	The state provides *updated* guidelines to districts on designing facilities for technology use and on purchasing hardware, software, or networking infrastructure.	The state provides *some* guidelines to districts on designing facilities for technology use or on purchasing hardware, software, or networking infrastructure.	The state provides *few or no* guidelines to districts on designing facilities for technology use or on purchasing hardware, software, or networking infrastructure.
15. Volume-Purchasing Discounts for Technology	The state provides volume-purchasing discounts across *multiple* vendors for hardware and software.	The state provides volume-purchasing discounts from a *few* vendors for hardware and software.	The state provides volume-purchasing discounts from a *few* vendors for hardware or for software.	The state provides *few or no* volume-purchasing discounts from vendors for hardware or for software.

Area	Outstanding	High	Medium	Low
16. Infrastructure Financing	The state provides *extensive, ongoing* financial support to districts for purchasing and maintaining technology infrastructure.	The state provides *extensive* financial support to districts for purchasing technology infrastructure.	The state provides *limited* financial support to districts for purchasing technology infrastructure.	The state provides *little or no* financial support to districts for purchasing technology infrastructure.
17. State-Sponsored Research and Evaluation on Technology	The state provides *extensive, ongoing* financial support for research and evaluation of its educational technology initiatives.	The state provides *some* financial support for research and evaluation of its educational technology initiatives.	The state provides *limited* financial support for evaluation of its educational technology initiatives.	The state provides *little or no* financial support for evaluation of its educational technology initiatives.
18. State Educational Technology Plan	The state has a *frequently* updated education plan with technology extensively integrated into its objectives and processes.	The state has an *occasionally* updated education plan with technology somewhat integrated into its objectives and processes.	The state has an *occasionally* updated educational technology plan.	The state has *no* educational technology plan or a plan that is more than five years old.
19. State Oversite of District Technology Plans	The state provides *extensive* support and oversight for district preparation and implementation of technology plans.	The state provides *extensive* support and oversight for district preparation of technology plans.	The state provides *limited* support and oversight for district preparation of technology plans.	The state provides *little or no* support and oversight for district preparation of technology plans.

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