Maturity Model Benchmarks

Category	Type	ADMINISTRATIVE FILTER			
		Emergent	**Islands**	**Integrated**	**Intelligent**
Policy	**Behavioral**	Appropriate technology use is considered, but is informal and inconsistent.	Appropriate technology use is formalized, but is mostly ignored by many in the school.	Appropriate technology use is formalized and embraced in many parts of the school.	Appropriate technology use policy is formalized and fully supported at all levels of the organization.
	Resource/ Infrastructure	No technology policy exists.	Some policy exists, loosely articulated and mostly informal, with no formal approval.	Formal policy exists, but is not comprehensive in nature or has not been approved by the governing body.	Comprehensive policy exists and has been approved by the organization's governing body.
Planning	**Behavioral**	Informal planning process, isolated to projects, and is budget driven.	Formal planning takes place, but is isolated to specific projects with some connection to other planning efforts.	School-wide comprehensive planning receives informal review, and is connected to other planning efforts.	School-wide comprehensive planning with formal evaluation and connection to other planning within the school and district.
	Resource/ Infrastructure	Informal plan.	Formal plan with isolated implementation and little or no connection to other planning efforts.	Comprehensive technology plan that receives informal review and some connection to planning efforts.	Comprehensive technology plan with formal evaluation and connection to planning in the school and district.
Budget	**Behavioral**	Some policy exists, loosely articulated and mostly informal with no formal approval.	Formal technology budgeting process with higher priority, but with relatively simple resourcing.	Technology budgeting process with high priority; multiple budgets considered, but long-term budgeting is not.	Comprehensive long-term budgeting for the institution; multiple budgets including upgrades, etc.
	Resource/ Infrastructure	Little budget allocated for technology.	Specific technology budget is provided, but other budgets not considered for technology.	Specific technology budget is provided in addition to line items in other budgets.	Specific budget is provided in addition to line items in other budgets for long-term budget needs.
Administrative Information	**Behavioral**	Administrative systems are utilized by a few of the staff members, primarily to benefit administration.	Administrative systems are utilized by many staff members, but are not integrated into regular practice.	Administrative systems are utilized by most of the staff members; some paperless systems are in place.	The daily use of electronic systems is required for support activities; paper systems are mostly replaced.
	Resource/ Infrastructure	Administrative systems are available to administration and/or a few staff only.	Administrative systems are available to many administrators and staff.	Administrative systems are available to most administrators and staff.	Administrative systems are available to all administrators and staff.

Maturity Model Benchmarks

Category	Type	CURRICULAR FILTER			
		Emergent	**Islands**	**Integrated**	**Intelligent**
Electronic Information	**Behavioral**	Staff and students rarely depend upon electronic resources and use them sporadically.	Students and staff are somewhat dependent upon information resources and utilize them often.	Students and staff are very dependent upon information resources, and utilize them regularly.	Students and staff are heavily dependent upon information resources and use them daily.
	Resource/ Infrastructure	Resources are scarce, limited to materials like electronic encyclopedias. Few students have access.	Resources are beyond basic, but lack depth and are not available to all areas of the school.	Resources are fairly comprehensive providing depth or diversity, but not both. Access is available to most.	Resources are comprehensive providing depth and diversity. All students have regular access.
Assessment	**Behavioral**	Few staff and no students use technology for evaluation of student work.	Used by many of the staff and some of the students for the evaluation of work and self-assessment.	Used by most of the staff and many students for the evaluation of work and self-assessment.	Technology is an essential part of the assessment process for students, teachers, and parents.
	Resource/ Infrastructure	Electronic tools are rarely used for assessment and are not readily available.	Some reporting and assessment tools are available, with a focus on traditional assessment measures.	Many reporting and assessment tools are available, with instruments limited in scope and availability.	Fully integrated reporting and assessment tools are available for student and staff use.
Curriculum Integration	**Behavioral**	Some of the technology is used in the curriculum on a limited basis.	Curriculum is somewhat dependent on technology and used in multiple ways.	Curriculum is very technology dependent and used comprehensively throughout.	Technology and related resources are available for all curricular areas.
	Resource/ Infrastructure	Technology is limited to only a few curricular areas.	Technology related resources are available for some curricular areas.	Technology and related resources are available for most curricular areas.	Technology and related resources are available for all curricular areas.
Teacher Use	**Behavioral**	Occasional use by teachers for curriculum enrichment and material generation.	Regular use by teachers, but not integrated into daily work.	Daily use by teachers for administration and curriculum.	Teacher's work not possible without technology.
	Resource/ Infrastructure	Few teachers have access to appropriate technology in their work area.	Some teachers have access to appropriate technology in their work area.	Most teachers have access to appropriate technology in their work area.	All teachers have access to appropriate technology in their work area.
Student Use	**Behavioral**	Student use of technology is sporadic, primarily for remediation and enrichment.	Students use technology often, but in limited ways.	Students use technology frequently and comprehensively, but outcomes are not dependent on its use.	Students use technology frequently and comprehensively, and cannot meet outcomes without it.
	Resource/ Infrastructure	Few students have consistent and regular access to appropriate technologies.	Some students consistent and regular access to appropriate technologies.	Most students have consistent and regular access to appropriate technologies.	All students have consistent and regular access to appropriate technologies.

Maturity Model Benchmarks

Category	Type	SUPPORT FILTER			
		Emergent	**Islands**	**Integrated**	**Intelligent**
Stakeholder Involvement	**Behavioral**	Some of the groups are aware of the planning and implementation procedure, but few are engaged in the process.	Many of the groups are aware of the planning and implementation procedure, but few are engaged in the process.	Most of the groups are aware of the planning and implementation procedure, and many are engaged in the process.	All of the groups are aware of the planning and implementation procedure, and are engaged in the process.
	Resource/ Infrastructure	Few groups are represented in the planning and implementation process.	Many of the groups are represented in the planning and implementation process.	Most of the groups are represented in the planning and implementation process.	All of the groups are represented in the planning and implementation process.
Administrative Support	**Behavioral**	Support is limited to peripheral discussion, but no involvement.	Peripheral involvement by the administration in planning, practice, and implementation.	On-going discussion with the administration.	Extensive administration involvement in the planning, practice and implementation.
	Resource/ Infrastructure	No formal administration, time and support allocated to the planning and implementation process.	Little formal administration, time and support allocated to the planning and implementation process.	Some formal administration, time and support allocated to the planning and implementation process.	Significant formal administration, time and support allocated to the planning and implementation process.
Training	**Behavioral**	Few staff members participate in technology training activities.	Many staff members participate in technology training activities.	Most staff members participate in technology training activities.	All staff members participate in technology training activities and seek additional training.
	Resource/ Infrastructure	Limited formal training.	On-going formal training provided by limited personnel.	On-going teacher training provided by site and district resources.	Training at all levels of the organization, with area experts in each building.
Technical & Infrastructure Support	**Behavioral**	Few staff utilize formal and informal support.	Many staff utilize formal and informal support.	Most staff utilize formal and informal support.	All staff utilize formal and informal support to find help efficiently.
	Resource/ Infrastructure	No formal technical assistance. Users are on their own to find help.	Limited formal technical assistance, usually a mentor, teacher, consultant, etc.	Formal technical assistance provided through staff release time, hired help, and/or formal district support.	Full-time personnel to address all technical support needs.

Maturity Model Benchmarks

Category	Type	CONNECTIVITY FILTER			
		Emergent	**Islands**	**Integrated**	**Intelligent**
Local Area Networking	**Behavioral**	Staff and students use available network sporadically, usually only for print sharing and limited data.	Staff and students use available networks often, but use is unsophisticated and limited.	Staff use is limited to data, but is extensive and sophisticated.	Staff use available LAN services for video, voice, and sophisticated data needs.
	Resource/ Infrastructure	No networking installed, or limited, slow speed networking for print sharing.	High-speed networking, limited to isolated areas.	High-speed networking with access to all working environments.	Networking comprehensive and expandable for data, voice, and video.
District Area Networking (WAN)	**Behavioral**	Little or no use of area services exists.	Staff use district services often, but in very traditional and basic manners.	Staff use is limited to data, but is extensive and sophisticated.	Staff use available WAN services for video, voice, and sophisticated data needs.
	Resource/ Infrastructure	Little or no district-area networking infrastructure, with little or no applications or available data.	Limited district-area networking through dial-up services or dedicated lines; applications and data are limited.	District area networking infrastructure with dedicated, high-speed lines; several data services are available.	Comprehensive network services with high-speed lines, voice, video, and data capacity; data services are available.
Internet Access	**Behavioral**	Few staff and students use the Internet frequently, and curriculum integration is not apparent.	Many staff and students use the Internet frequently, and curriculum integration is limited.	Most staff and students use the Internet frequently. Use is integrated into the curriculum.	All staff and students use the Internet extensively for all types of data needs.
	Resource/ Infrastructure	No Internet access.	Limited Internet access via dial-up lines.	Direct Internet access in some locations.	Direct Internet access to all locations.
Communication Systems	**Behavioral**	Digital communication tools are used sporadically with little or no impact on communication.	Digital communication tools are used often, but have no significant impact on the communication process.	Digital communication tools are used frequently to form administrative and learning activities.	Digital communication tools are an integral part of the school learning and support communications.
	Resource/ Infrastructure	Digital communication tools are available to some staff, and few or no students.	Digital communication tools are available to most staff, and some students.	Digital communication tools are available to all staff, and many students.	Digital communication tools are available to all staff and students.

4

Maturity Model Benchmarks

Category	Type	INNOVATION FILTER			
		Emergent	**Islands**	**Integrated**	**Intelligent**
New Technologies	**Behavioral**	New technologies are readily rejected by staff members, with few opportunities for experimentation.	New technologies are accepted by many staff members, although opportunities for experimentation are limited.	New technologies are readily accepted by most staff members.	Systematic adaptation of new technologies throughout the school
	Resource/ Infrastructure	New technologies readily rejected with implementation limited to a few areas and staff.	New technologies readily accepted by many staff with little implementation.	New technologies are readily accepted by the staff with moderate implementation.	Systematic adoption of new technologies throughout the school.
Comprehensive Technologies	**Behavioral**	Technology limited to computers, VCRs, overheads, etc.	Technology becoming more comprehensive including, A/V, digitizing and scanning.	Technology is fairly comprehensive, but lacks more advanced techniques.	Readily available comprehensive technology, including video conferencing and accessibility for all users.
	Resource/ Infrastructure	Available technology is limited and under utilized.	Available technology utilization is limited to on or two types of technology for most staff and students.	Available technology is used including voice, etc., but equipment has not reached full potential.	Available technology is used very comprehensively, incorporating video, etc. into regular practice.