

Appendix A: Rubric to Determine Readiness for 1:1 Implementation

TECH READINESS		NEEDS IMPROVEMENT	SATISFACTORY	GOOD	EXCELLENT
Infrastructure	<i>Bandwidth</i>	Wireless Internet exists at the school, but there is not enough bandwidth for all students to be online at the same time.	Wireless Internet can support all students online, but slows when students access other media content (videos, music, etc)	Wireless Internet supports all content-creation and media activities, but is reaching 100% of capacity.	Wireless Internet supports all content-creation activities and has excess capacity for adding additional devices.
	<i>Access Points</i>	Wireless access is spotty throughout the school building because of a lack of access points.	There is an access point in every other classroom.	There is an access point in every classroom, and at least one in the larger learning areas (library, gym, etc).	There is an access point in every classroom, and multiple access points in the larger learning areas (library, gym, etc).
	<i>Network</i>	No consideration has been given to how to keep students on the school network. They can access inappropriate content.	Inappropriate content is blocked and consideration is given to blocking other "distracting" sites.	Inappropriate content is blocked and other sites (such as social media sites) are considered individually and blocked (or not).	Access to sites is consistently monitored, re-evaluated, and updated in terms of the needs and wants of teachers and students.
Management	<i>Device Management Systems</i>	There is no system in place to manage apps, e-books, and devices.	IT staff member manages buying and loading apps onto devices for students. There is no flexibility for making changes.	IT staff member manages buying and loading apps onto devices for students. There is flexibility for making changes.	There is an app management system and school-owned apps; access can be easily transferred between students.
	<i>Email</i>	Email is not used in the school district.	Teachers have school-assigned email accounts, but students do not.	Teachers and students have school-assigned email accounts.	Teachers, students, and families have school-assigned email accounts.
	<i>Repairs</i>	There is no system in place to handle repairs.	There is a recommended repair facility; insurance is not discussed with or recommended to parents.	Insurance is highly recommended to parents; students are responsible for handling repairs (with or without insurance).	Insurance is provided by school and school handles all repairs.

SCHOOL READINESS		NEEDS IMPROVEMENT	SATISFACTORY	GOOD	EXCELLENT
Financing	<i>Budgeting for buying/leasing devices</i>	There is not enough money in the budget to support the 1:1 program for all grade levels.	1:1 budget created from one-time grants, with hope for winning outside funding or finding additional internal funding in the future.	1:1 budget is a capital expense, which needs to be renewed annually (or periodically, depending on structure of lease/purchases). All funding from internal sources.	1:1 budget is an operating expense, and therefore an annual line item. All funding from internal sources. Financial sustainability is more or less guaranteed.
	<i>Trade-offs</i>	All computer labs, textbooks, and other hard copy materials are shut down or taken out of the budget.	Some computer labs are revamped, textbooks only remain if requested by teachers, and other tech trade-off decisions are made on an ad-hoc basis.	Careful consideration is given to tech trade-offs by administrators; decisions are made after instituting the 1:1 program - some feedback might be solicited.	Trade-offs with resources that could be replaced with tech are determined jointly by teachers, administrators, and tech staff.
	<i>Repairs</i>	No funding or guidance is given on how to repair broken devices. School haphazardly pays for repairs without a fixed budget.	School has partnership with repair facility and has negotiated a good price for those who opt for insurance.	School provides insurance for low-SES students and uses partnership with repair facility to negotiate a good price for those who opt for the recommended insurance.	School provides insurance for all students and insurance costs are an integral part of the budget.
	<i>Budgeting for apps/software & other tech</i>	There is no budget for apps, software, or other technology (such as computers) used in the school.	School provides some resources in terms of apps, software, and other technology.	School provides adequate options for teachers in terms of purchasing other apps or software, and retains computer labs and other technologies.	School is very flexible in providing desired software and apps for teachers, while maintaining and responding to requests for other technologies.
Planning	<i>Committee</i>	No committee is in place at any time during the planning process.	A group of administrators and IT staff lead the planning process.	A committee with administration, IT, and teacher representation lead the planning process.	A committee with representation from IT, teachers, parents, students, and the community help administrators in the planning process.

	<i>Teacher Support</i>	Teachers are largely opposed to the 1:1 initiative during the planning process.	Teacher reception of the 1:1 initiative is mixed; however, with the promise of tech support, many teachers acquiesce.	Teachers are largely supportive of the 1:1 initiative during the planning process.	Most teachers are excited to get started with the 1:1 initiative and many volunteer to help in planning.
	<i>Mentor Schools</i>	No other 1:1 schools are contacted or studied during the planning process.	One 1:1 school serves as a mentor school during the planning process to assist with barriers and implementation.	Multiple 1:1 schools serve as mentor schools, and at least one is visited during the planning process.	Multiple 1:1 schools serve as mentor schools, many are visited, and strong working relationships are built.
	<i>Pilot / Testing</i>	No pilot or device testing is done prior to full school implementation.	Some testing or a small pilot is done before full school implementation.	Multiple devices are considered and tested before implementation and a small pilot is conducted.	Multiple devices are thoroughly tested before implementation and a small pilot including classes in various grade levels is conducted.
TEACHER READINESS		NEEDS IMPROVEMENT	SATISFACTORY	GOOD	EXCELLENT
Planning	<i>Deployment</i>	Teachers do not receive devices when students receive theirs.	Teachers receive devices at the same time as students.	Teachers receive devices less than one full school year before students receive theirs.	Teachers receive devices one full school year before students receive theirs.
	<i>Training - Quality</i>	Teachers do not receive any professional development in association with new devices and technology.	Teachers attend professional development sessions on using the devices and apps, but not pedagogical practices.	Teachers attend professional development on devices and apps, and also pedagogical practices in technology use.	Teachers attend professional development on the devices, apps, pedagogical practices. They are also given time during training to work collaboratively and explore different use cases.

	<i>Training - Frequency</i>	Teachers do not receive any professional development in association with new devices and technology.	Teachers attend at least one full day of professional development in association with new devices and technology.	Teachers attend 2-4 full days (or the equivalent over the course of a year) of professional development in association with new devices and technology.	Teachers attend 5+ (or the equivalent over the course of a year) days of professional development in association with new devices and technology.
On-Site	<i>IT Support</i>	There is no IT support available on site.	There is one part time staff member available for IT support on site.	There is one full time staff member available for IT support on site.	There are multiple full time staff members available for IT support on site.
	<i>Instructional Tech Support</i>	There is not any kind of instructional technology support available for teachers.	There is a teacher who serves as the main instructional technology support person.	There is a part time staff member who is an instructional technology support specialist.	There is at least one full time staff member who is an instructional technology support specialist.
	<i>Student Support</i>	There are no venues of student-led support.	There is a student-led help desk that is available after school at least one day per week.	There is a student-led help desk or team of students available most days to provide tech support to teachers and students.	There is an identified team of students (across grade levels) who provide technology support to teachers and other students (through a help desk, or otherwise).
	<i>Teacher to Teacher Support</i>	There is very little teacher to teacher support.	Teachers help other teachers informally.	There is a formal system for teachers to identify strengths and offer support to other teachers.	There are multiple teachers who have a reduced class load to serve as tech-leads and support for other teachers.
	<i>Ongoing PD</i>	There is no ongoing professional development in relation to technology.	There is professional development at least once per semester for technology.	There is professional development and collaboration time for technology at least twice per semester.	There is built in professional development and collaborative time for technology on a weekly or monthly basis.

Resources	<i>Access</i>	Teachers do not have access to the resources (apps, software, etc) they need or do not know how to access them.	Teachers have access to a fixed set of resources (apps, software, etc) that provide the basics of what they need.	Teachers have access to a continually evolving set of free & paid resources and can access everything they need.	Teachers have access to all of the resources they need, and when they find an additional resource they would like to use, it is quickly available to them through device updates (if necessary).
	<i>Content Creation</i>	Teachers do not engage in content creation, nor do they individualize materials that are found online.	Teachers have individualized materials found online and created some digital materials.	Teachers create and revamp most of their materials digitally.	Teachers create and revamp all of their materials digitally and have created their own digital textbooks for school use.

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