Example Indicators
For District-Wide Instructional Technology Audits

Student Skills and Outcomes

What do we want students to know and be able to do with regard to the use and integration of technology?

Example Indicator #1: *In line with national standards, all students are able to synthesize and develop knowledge and express their ideas creatively using and producing a variety of media. Students are proficient in basic technology skills and are information and media literate. They are able to acquire knowledge through research and technology, and take ownership of their own learning, collaborate and problem solve with others, while exploring different perspectives utilizing a variety of instructional technology tools within a personalized learning environment.*

Example Indicator #2: *Students are developing the skills and dispositions described by the ISTE NETS-S standards, in particular communication, collaboration, critical thinking, and creativity. In keeping with NETS, students at all levels utilize technology within and in support of an environment that is student-centered, project-based, emphasizes inquiry, and generative of the learning skills that frame the Common Core of Learning. Information literacy skills are taught across all grade levels.*

Teacher Skills/Pedagogy

What skills – pedagogical and technical – do we want teachers to have to support the development of student skills and outcomes?

Example Indicator #1: *Teachers demonstrate fluency in available instructional technologies and strategies and use these to establish personalized learning environments for all students. Teachers design and adapt relevant, real-world, learning experiences that incorporate available digital tools and resources to promote creativity, communication, collaboration, and critical thinking in line with best pedagogical practices (i.e. differentiation, home-school connections, accountability and assessment). Teachers utilize technology to continuously improve their professional practice.*

Example Indicator #2: *In line with the NETS-T standards, teachers are skilled in using technology to support inquiry and interdisciplinary, thematic, student-centered learning. Teachers do not fear technology use and its ramifications, but rather realize and actively explore its benefits as a tool for teaching and learning.*

(continued…)

Administration and District Policy

What should be the role of administrators and district policies in supporting teachers and students in leveraging technology to support in the development of the desired student outcomes?

Example Indicator #1: *The District ensures the development of a clearly defined K-12 plan for technology integration, aligned to national and local standards with measurable essential learning outcomes. The district ensures equal access and learning opportunities for all students and staff. Resources and policies are established to foster teacher leadership, monitor accountability, celebrate success, and encourage risk-taking. The district maintains and constantly reviews policies necessary to ensure safe and ethical technology use.*

Example Indicator #2: *The district insures that there are ample opportunities for – and a culture that supports – informal learning, conversations, and the development of teacher skills in technology and pedagogy. District policies on technology are clearly communicated to the entire community. Professional development exists to interweave technology with broad initiatives such as the Common Core and inquiry-based learning.*

Infrastructure

Broadly, what sorts of technology- supported learning environments, should the district have in place so as to support students, teachers and administrators in their work to reach the desired student outcomes?

Example Indicator #1: *The technology infrastructure is essential to the current and future success of our students, teachers, and district. All stakeholders understand the district's strategic vision for instructional technology. The district advocates for a budget that supports the continual upgrade and maintenance of technology infrastructure. The technology infrastructure is bolstered by both technical supports and effective teacher/staff professional development. The district supports an environment with the necessary resources for usage, communication and collaboration between home and school environments.*

Example Indicator #2: *The district's technology infrastructure for communication, collaboration, and sharing is robust, available anywhere throughout the district, and is designed first and foremost to support the needs of students and district staff. Policies related to use and support are user-friendly and clearly communicated to all users. Technical support is on-site and meets the needs of all users.*