

ETEC 5780
Technology Plan Rubric

Candidate name:

*Failure to meet minimum requirements as identified on the outline will result in no credit for this activity. Candidates in the workforce development concentration, remember to apply “education terms” like *school* and *learning* in the context of your setting. For example, interpret *school* as *organization* and *learning* as *productivity*.

Criteria		15 points	10 points	5 points	0 points	Points earned
Technology plan components	Executive summary	Vision and goals (at least two) are clear, related, and aligned with ISTE Standards. Goals are reasonable, measureable, aligned to the vision, and reflect the school’s comprehensive use of technology to support creativity in digital-age learning.	Vision and goals (at least two) are clear but lack relevance or alignment with ISTE Standards. Goals are reasonable, measureable, aligned to the vision, and reflect the school’s comprehensive use of technology to support creativity in digital-age learning.	Vision and goals (at least two) are clear but lack relevance and alignment to ISTE Standards. Goals are reasonable, measureable, and aligned to the vision but do not reflect clearly the school’s comprehensive use of technology to support creativity in digital-age learning.	Vision and goals are incomplete.	
	Impact of technology on the workplace	Technology’s relationship with the organization mission described clearly with supporting examples of creative applications of digital-age learning.	Technology’s relationship with the organization mission described but description lacks clarity or examples of creative applications of digital-age learning.	Technology’s relationship with the organization mission described but description lacks clarity and examples of creative application of digital-age learning.	Technology’s relationship with the organization mission not described.	

	Planning focus areas (integration of technology in the organization; professional development; community engagement)	Overviews and objectives or sample activities described for the three focus areas. Details define clearly how the candidate held a leadership role to design, develop, implement, communicate, and evaluate the organization's technology plan. Evidence is provided to support the candidate's work.	Overviews or objectives or sample activities described for three areas. Details define clearly how the candidate held a leadership role to design, develop, implement, communicate, and evaluate the organization's technology plan. Evidence is provided to support the candidate's work.	Overviews and objectives or sample activities described for two areas. Details define clearly how the candidate held a leadership role to design, develop, implement, communicate, and evaluate the organization's technology plan; however, no evidence to substantiate the candidate's work is provided.	Overview and/or objectives or sample activities described for one area.	
	Infrastructure and equitable access to technology	Infrastructure, AUP, and provisions for access described in detail.	Infrastructure or AUP or provisions for access described in detail.	Infrastructure, AUP, and provisions for access described with little detail.	Infrastructure, AUP, and provisions for access are incomplete or not described.	
	Personnel roles and responsibilities	Organization and community technology planning individuals and roles identified. Evidence is provided to demonstrate how the candidate led collaborative efforts to identify personnel and define each individual's role.	Organization or community technology planning individuals and roles identified. Evidence is provided to demonstrate how the candidate led collaborative efforts to identify personnel or define each individual's role.	Organization or community technology planning individuals and roles not identified. Either no evidence or insufficient evidence is provided to demonstrate how the candidate led collaborative efforts to identify personnel and define each individual's role.	Organization and community technology planning individuals and roles not identified.	

	Budget and funding	Funding source(s) and budget described in detail. Evidence is provided to demonstrate how the candidate led collaborative efforts to identify budgetary needs, suggest funding sources, and initiate funding requests for the identified needs.	Funding source(s) and budget described with little detail. Evidence is provided to demonstrate how the candidate led collaborative efforts to identify budgetary needs, suggest funding sources, and initiate funding requests for the identified needs.	Funding source(s) or budget described in detail. Either no evidence or insufficient evidence is provided to demonstrate how the candidate led collaborative efforts to identify budgetary needs, suggest funding sources, and initiate funding requests for the identified needs.	Funding source(s) and/or budget described with little detail.	
	Evaluation of technology plan implementation	Evaluation questions, indicators, sources, and criteria described in detail.	Evaluation questions, indicators, sources, and criteria are described with little detail.	Evaluation questions, indicators, sources, or criteria are described in detail.	Evaluation questions, indicators, sources, or criteria are described with little detail or not described at all.	
	5-year action plan	Vision for 5-year outcomes by year reflects technology plan and are described clearly.	Vision for 5-year outcomes by year reflects technology plan but described with little detail.	Vision for 5-year outcomes lacks reflection of technology plan, but plan is described clearly.	Vision for 5-year outcomes lacks reflection of technology plan and described with little detail.	
Quality measures	Depth and cohesion of writing; Language	Writing is organized into coherent paragraphs, logically sequenced, and sentences are structured coherently to provide depth and cohesion. No language errors present.	Writing is organized into paragraphs but some lack cohesion, depth, and logical sequencing or sentences lack coherent structure. Five to seven language errors present.	Writing is organized into paragraphs but some lack cohesion, depth, and logical sequencing and sentences lack coherent structure. Eight to ten language errors present.	Writing lacks appropriate and logical organization, coherence, or depth. More than 10 language errors present.	

	Document formatting	Document is formatted consistently and professionally. Formatting is “clean” and visually appealing.	Preponderance of sections are formatted consistently and professionally. Formatting is mostly “clean” and visually appealing. Inconsistencies in formatting are noticeable but not distracting.	Formatting inconsistencies or unprofessional characteristics are noticed throughout the document. Formatting allows for the content to be processed but is somewhat distracting.	Document formatting is unacceptable due to any number of reasons including but not limited to no consistency in formatting, “sloppy” presentation of work, or distracting document appearance.	
Total points						0