

Domain One – Equipment Standards

Support Capacity and Efficiency

	Low Efficiency	Moderate Efficiency	Satisfactory Efficiency	High Efficiency	Fiscal
Cycling of Equipment	No replacement cycle has been defined.	Equipment is placed on a replacement cycle greater than 5 years.	Equipment is placed on a 4–5-year replacement cycle.	Equipment is placed on a 3-year or better replacement cycle.	\$\$\$\$
Brand Selection (e.g., Compaq, Dell, Apple, IBM, etc.)	No brands are specified; purchasing is done by price only, and is site controlled.	A district brand is selected, but changes from year to year depending upon what vendor is providing the best selection at the time.	A district brand has been selected, typically for more than one year, but is not strictly enforced allowing for purchasing of some equipment that is outside the standard.	A district brand has been specified, and all purchases are made within that brand over an extended period of time.	Neutral
Model Selection	There are no limitations on model selection.	A model line has been selected, but many choices are given within that line.	A model line has been selected, and choices are limited to 3–5 models.	Model selection is limited to one or two, with few variations.	Neutral
Platform (e.g., Apple, Windows, Sun)	The district supports two or more platforms, and platform choice is left to individuals in the district.	The district supports two or more platforms, but choices are made by schools at large and are generally uniform.	The district supports two platforms with one predominant platform for general use, and a second platform for specific programs and/or instructional applications.	One platform only is selected for district computers regardless of application. Instructional applications may be compromised.	Neutral
Standard Operating System (OS) (e.g., Win 3.x, Win95, Win98, Win2K, Mac 8, Mac 9, Apple II, etc.)	Four or more OS versions are used, and all are “supported” by the district.	Three OS versions are used, and the older OS computers are either migrated or receive no support.	Two OS versions are used, with most equipment migrated to the most recent OS.	One OS version is used district-wide, with all computers migrated to that OS.	\$\$
Application Software Standard	No software standards have been established.	Software standards are established. Nonstandard installations are permitted and some support is provided.	Software standards are established. Nonstandard installations are allowed but no local support is provided.	Software standards are established and only those applications on the list are permitted on computers.	Neutral
Donated Equipment	Donated equipment is accepted with no regard to whether it meets district equipment standards.	Donated equipment is accepted with minimum performance requirements with no regard to brand or age.	Donated equipment is accepted with minimum performance requirements and suggested brand. Equipment is less than 3 years old.	Donated equipment is accepted but only if it meets specific brand, model, performance, and system requirements. Equipment is less than 2 years old. Cash donations are encouraged so new standard equipment can be purchased.	Neutral
Granted Equipment	Grant equipment decisions are made by the grantee or grantor and are not influenced by the district.	The district is consulted regarding grant equipment. Cash grant equipment is purchased according to the standard. Equipment grants are readily accepted regardless of brand.	All cash grants meet district specifications. Equipment grants are approved before submittal, by the technology department. Standardization is encouraged.	All grant equipment, purchased and given, must meet district specification or it isn't allowed on the district network or in the school.	Neutral

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Peripheral Standards (e.g., printers, scanners, digital cameras, projectors, video, etc.)	No peripheral standards are set.	Peripherals are standardized by brand but models within the brand are not. The peripheral standards change frequently and are rated for consumer use.	Peripherals are standardized by brand and model, but the list contains many options with some consumer-rated items.	All peripherals are standardized, with specific models identified that are primarily rated for industrial/school use. Brands and models are limited.	\$
Surplus Practice	Equipment isn't added to surplus until it is no longer usable and is supported as resources allow.	Surplus equipment is supported by district personnel but as a low priority.	Surplus equipment is no longer supported by district personnel but can be used by schools until it breaks.	Surplus equipment is taken out of service when it reaches the replacement age even if it still works. Equipment is donated to students when possible.	Neutral
Break/Fix Agreements (Warranties)	No additional warranties are pursued beyond the standard warranty (1 year).	Extended warranties are purchased but do not cover the life of the equipment and does not include peripherals (3 year, computers only).	Extended warranties are purchased to extend the standard warranty on computers and peripherals but do not cover the equipment lifespan (3 year, all equipment).	Warranties are purchased to cover the life of the equipment (5 or more years).	\$\$\$
Security Procedures	Security guidelines and common practice are loosely defined or do not exist creating substantial security vulnerabilities.	Fairly secure guidelines are in place but are not followed closely. Both guidelines and practice provide vulnerabilities.	Fairly secure guidelines are in place and followed, but more stringent guidelines would provide better security (e.g. no password rotations, etc.).	Very secure guidelines are in place and are consistently practiced including limited admin access, password rotations, and alpha-numeric password protocols.	Neutral
Security Hardware and Software	No firewall exists and there are no security software standards in place.	A firewall is in place but ports are commonly opened. Software security standards are limited to promises by the vendor with no auditing activity.	A firewall is in place and opening of ports is limited. Software security standards are in place for major systems along with periodical security audits.	A firewall is in place and opening of ports is very limited. Software security standards are in place for ALL systems along with periodic security audits.	\$\$

Domain Two – Staffing and Processes

Support Capacity and Efficiency

	Low Efficiency	Moderate Efficiency	Satisfactory Efficiency	High Efficiency	Fiscal
Organizational Structure	Direction comes from multiple points within the organization, and reporting is not functionally logical. Cross-functional collaboration is difficult or non-existent.	The reporting structures are difficult to identify, and direction comes from multiple points in the organization. Cross-functional collaboration exists.	The technical support functions and instructional technology functions report differently, but each unit is cohesively organized and there is communication between units.	All of the technology functions report through the same unit in the organization, providing for a logical chain of command and communication structures with the unit clearly supporting the district mission.	Neutral
Contracted Primary Support	No contracts are used for primary support. Contracted support may be used as a supplementary strategy.	All support is contracted out, but the contract provides personnel minimums rather than a performance contract.	All support is contracted out and written to a specific performance contract requiring a 5 day maximum turnaround.	All support is contracted out and written to a specific performance contract requiring no more than a 72 hour turnaround.	\$\$\$\$
If Contracted Primary Support is used, skip to the Escalation Process at break, otherwise continue					
Contracted Supplemental Support	Contracted support is not used.	Contracted support is used for emergencies, but not as a part of the overall support strategy.	Contracted support is used as part of the overall support strategy, but has not been evaluated to determine the most strategic places and circumstances to use contractors.	Contracted support is strategically used as an effective part of the overall support strategy to solve complex problems and/or realize savings and efficiencies.	\$\$\$
Staffing to Computer Ratio	Computer-to-technician ratio is over 250:1.	Computer-to-technician ratio is between 150:1 and 250:1.	Computer-to-technician ratio is between 75:1 and 150:1.	Computer-to-technician ratio is less than 75:1.	\$\$\$\$
Formula-Driven Technology Staffing (e.g., X computers + X network drops + X applications divided by Y = # of technicians)	Staffing formulas are not used or considered.	Formulas for staffing are considered but are limited in scope and are not used to drive staffing.	Comprehensive formulas have been developed, considering multiple dimensions of the environment, but are only used as a guide and do not drive staffing.	Comprehensive formulas have been developed and drive staffing as a normal part of operations. Formulas include multiple dimensions of the environment.	\$\$\$\$
Certification of Technical Staff	Certification is not a priority in the organization and concerns are raised about time away from the job to pursue certification.	Appropriate technical staff is encouraged to become certified, but no support is provided towards certification.	Some technical staff is certified in appropriate areas, others are involved in district-supported programs towards certification.	Most technical staff is certified in appropriate areas (e.g., A+, Cisco, CNE, MCSE, etc.) and new certifications are strongly encouraged and district supported.	\$\$
Differentiated Job Descriptions	Technical support employees do it all creating redundancies and inefficiencies.	Technical support employees do it all, but redundancies are not created due to size and/or staffing levels.	Some differentiation in jobs has occurred, although assignments are not provided based upon skill-set competencies.	Job descriptions are fully differentiated creating specialization and efficiencies, and a clear avenue for support.	Neutral
Technician Retention	Employee turnover is high primarily due to low employee satisfaction.	Employee turnover is high primarily due to other employment opportunities.	Employee turnover is moderate (excluding retirement), and employee satisfaction is good.	Employee turnover is low (excluding retirement), and employee satisfaction is high.	\$

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Competitive Compensation	Technical positions are poorly competitive, offering compensation in the bottom 50% of equivalent organizations in the area.	Technical positions are moderately competitive, offering compensation in the 50th to 75th percentile of equivalent organizations in the area.	Technical positions are competitive, offering compensation in the 75th to 90th percentile of equivalent organizations in the area, and offering competitive non-compensation benefits.	Technical positions are very competitive, offering compensation in the 90th percentile of equivalent organizations in the area, and in some cases, competing with private businesses for talent.	\$\$\$
Continue from here if Primary Contracted Support was selected, all others continue					
Escalation Process for Technical Issues	No escalation process is in place, and the path for resolution is unclear.	A clear path for resolution is in place, but no escalation process is recognized.	An escalation process is in place with two steps of escalation and significant crossover between levels.	A well-defined escalation process is in place, with three or more steps of escalation, and a clear path for resolution.	\$
HelpDesk	No HelpDesk support is provided.	A HelpDesk is provided but is not adequately staffed. The HelpDesk is used for emergencies, not as the first line of defense.	A central HelpDesk is in place and staffed, but it is not used systemically as the first line of defense.	A central HelpDesk is in place with trained staff, and the district culture embraces the HelpDesk as the first line of defense.	\$\$
Use of Online Knowledgebase for Technical Help	Staffs seek no help from online help both due to availability of resources and district culture.	Some staff seeks online help, but the behavior is not pervasive and the resources are limited.	Many staff seeks online help and there are several broad resources available. Use is not organizationally pervasive.	Most staff seeks help from online knowledge bases as their first resource for help from diverse and comprehensive resources. This is a pervasive part of the culture.	\$\$
Software Support Protocols and Standards	No list of supported software is provided for users.	A list of supported software is provided, but no differentiation is made for the kind of support a given category of software will receive.	A list of supported software is provided and differentiation is made for the kind of support a given category of software will receive; however, users do not follow the different processes closely.	A list of supported software is provided, with clear differentiated support processes for each set of software that are consistently used.	Neutral
New Equipment Deployment	The school and local staff are responsible for the deployment of new equipment.	The technical staff manages deployment of new equipment requiring a substantial reduction in regular service during deployment.	Additional help (internal or contracted) is utilized for imaging and tagging of equipment, but setup is the responsibility of the regular technical staff creating some delays in regular service.	Additional help (internal or contracted) is utilized for all deployment functions providing no delays or disruptions in regular technical service.	\$\$
Documented Procedures	Little or no documentation exists for technical tasks — requiring users and technical staff to invent their own solutions.	Some documentation exists for technical tasks but is not widely shared or used. Most documentation is limited to few technical staff only.	Documentation exists for many technical tasks but is not well written and is not systematically updated as procedures are developed.	Documentation exists for most technical tasks and is used by most user groups. Well-written documentation production is a normal part of operations.	\$\$

Domain Two – Staffing and Processes

Support Capacity and Efficiency					
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Support by Teachers	Teacher(s) provide all of the technical assistance in the building.	Teacher(s) provide much of the technical assistance in the building with release time or stipend.	Teacher(s) serve as the contact point, and perform some of the technical work in conjunction with technical staff.	Teacher(s) are used as the contact point in the building, but do not perform technical support work.	Neutral
Student Support	Students provide support for the school in an ad-hoc manner due to limited district support. No technical support curricular program exists for students.	Students are used extensively, in an official capacity and substantially supplant district support.	A curricular program is designed to train students in technical support. Students are used to supplant some of the district's support system but are not considered the official technical support strategy.	A curricular program is designed to train students in technical support. They support district technology but in a peripheral way as part of their instructional program only.	Neutral

Domain Three – Professional Development

Support Capacity and Efficiency

	Low Efficiency	Moderate Efficiency	Satisfactory Efficiency	High Efficiency	Fiscal
APPLIES TO ALL STAFF					
Comprehensive Staff Development Programs	There is no formal staff development program in place, and training is provided infrequently. The organization depends upon individuals' own motivation to build expertise.	A staff development program is in place but is limited, voluntary, and uses a single dimension in its delivery.	A staff development program is in place. It is not comprehensive in nature in that it does not impact all staff and does not offer the depth required to change the organization.	A comprehensive staff development program is in place that impacts ALL staff. The program is progressive in nature and balances incentive, accountability, and diverse learning opportunities.	\$\$\$\$
Online Training Opportunities	Online training opportunities do not exist.	Online training opportunities exist, but are limited in scope and are available to a limited number of employees.	Online training opportunities are available for staff onsite and remotely, but are limited in their offerings.	Online training opportunities are provided for staff both onsite and remotely, and represent a diversity of skill sets.	\$\$
Just-in-time Training	No just-in-time training process or delivery system has been put into place.	Just-in-time training is used, but the process and delivery system has not been refined so that it can be used realistically within the organization.	A process and delivery for just-in-time training is in place, but has not been adopted by the organization as a mechanism for solving issues.	A process and delivery system has been established for just-in-time training organization-wide and is used consistently.	\$\$
Expectations for All Staff	Expectations of staff are not clearly defined and are not part of the organizational culture.	Expectations of staff are articulated but are limited in scope.	Expectations of staff are articulated and are broad in scope, but have not been adopted as part of the organizational culture.	Expectations for all staff are clearly articulated and are broad in scope. Performance expectations are built into work functions and are part of the organizational culture.	Neutral
Troubleshooting as Part of Professional Development	No form of troubleshooting is integrated into the professional development program.	Troubleshooting is built into the professional development program but is limited in scope and is provided inconsistently. Roles and responsibilities are not clearly defined.	Troubleshooting is built into the professional development program and is used as a major strategy for technical support. Technical versus end-user roles and responsibilities are not clearly defined.	Basic troubleshooting is built into the professional development program and is used as a first line of defense in conjunction with technical support.	\$
APPLIES TO TECHNOLOGY SUPPORT STAFF ONLY					
Training for Technical Staff	Technical staff is only given training to take care of the immediate issues in the district. Advanced training is not encouraged.	Technical staff receives consistent training around emergent issues. Advanced training is not district sponsored but is encouraged.	Technical staff receives consistent training around emergent issues and have limited district-sponsored opportunities for advanced training.	Technical staff receives ample training as a normal part of their employment, including training towards certification.	\$\$

Domain Four – Enterprise Management

Support Capacity and Efficiency

	Low Efficiency	Moderate Efficiency	Satisfactory Efficiency	High Efficiency	Fiscal
Trouble Ticketing System	No trouble ticketing system exists.	A simple trouble ticketing system is in place, but is not electronic and/or is simple in its implementation, not allowing for universal tracking of issues and establishing trends.	A trouble ticketing system is in place and is used extensively for responding to technical issues. Analysis of issues, response times, and possible trends is not done systematically.	All technical issues are recorded and delegated to appropriate resources through an electronic trouble ticketing system. All technical issues are tracked and evaluated through this system.	\$\$
Virus Protection	No virus software is used.	Virus software is used, but it is client-based and therefore often out of date.	Server-based virus software is used, but the parameters for its use are loosely defined and updates are not consistent.	Server-based virus software is available, used, and automatically updated.	\$\$
Network Infrastructure and Bandwidth	Network access is limited and is not available in every location.	Network access is available to all locations, but does not impact all computers and is limited in bandwidth.	Network access is available to all locations but segments of the network are limited in bandwidth.	Robust broadband network access is available to all locations allowing for network tools to be effectively utilized.	\$\$\$\$
Desktop and Software Standardization Tools (Profiles)	No desktop standardization tools or practice are used.	Desktop standardization tools are in place, but are mostly ignored once the equipment is deployed.	Desktop standardization tools are in place, but changes users make are not automatically corrected.	Desktop standardization tools are used to provide a common desktop for all users and access to common software. Changes to the desktop are automatically corrected.	\$
Network Sniffing Tools	No network sniffing tools are used.	Network sniffing tools are used for problem diagnosis only.	Network sniffing tools are used for problem diagnosis and limited preventative maintenance.	Network sniffing tools are used to both diagnose problems and establish performance matrices for preventative maintenance. The network is systematically monitored using these tools.	\$\$
Online Knowledgebase	No online knowledgebase is present.	An online knowledgebase is in place, but it is limited in scope and is not readily used in the organization.	An online knowledgebase is in place and is employed by users. It is not designed to easily expand and users do not use it as a first line of defense.	An online knowledgebase is in place and is expansive in its detail. It is used readily and automatically grows based upon trend data generated in other tracking systems.	\$\$
Integrated and Systemic Electronic Communication	Electronic communication is limited and has little use for providing technical support.	Electronic communication is available to many staff but is not integrated at all into the daily work of employees.	Electronic communication is available to everyone in the organization but is not readily used for technical support.	Electronic communication is available to everyone in the organization and is integrated into daily work so that it can be used for technical support.	\$
Remote Computer Management	No remote management is available.	Remote management is available for servers only.	Remote management is available for all computers but is not used extensively.	Remote management is available for all computers and is used as a primary strategy of support.	\$\$\$

Domain Four – Enterprise Management

Support Capacity and Efficiency

	Low Efficiency	Moderate Efficiency	Satisfactory Efficiency	High Efficiency	Fiscal
Imaging Software	Imaging software is not used.	Imaging software is used in the most primitive sense — only providing recovery services with the imaging software provided by the vendor.	An image is used for delivery of the machine but is not used to clone all of the software on the machine. Only the basic OS and basic software is imaged. Imaging is used as a troubleshooting strategy.	Imaging software is used for delivery of new machines, and as a troubleshooting strategy. Software installed through the imaging process is comprehensive.	\$
Metering and Application Push Technology (e.g. SMS or ManageWise)	Metering and Push technology is not used as a support strategy.	Metering and Push technology is used for metering but is not used for installation and updates, and its use is limited in scope.	Metering and Push technology is used for metering and some software updates, but major software installations are handled on the individual computer.	Metering and Push technology is used for all software distribution, technical updates, and for metering of software use on the district's computers.	\$\$
Server Farms and Centralized Services	Every site has its own server and, in some cases, multiple servers. Backup and server management takes place locally.	Each site has only one server with some services (e.g., e-mail, student information system, etc.) provided centrally.	Many servers are consolidated into a few locations and most services are provided centrally.	All servers and services are centralized requiring minimal server management outside of one location.	\$\$\$
Application Service Providers (ASPs)	No ASP services are utilized.	One or two ASP services are used, but it does not impact support due to the peripheral nature of the product.	A number of district <u>or</u> commercial ASP services are used but is limited to one category of software (e.g., productivity, research, libraries, content, etc.).	A district <u>or</u> commercial ASP model is used for most major software applications after a thorough cost/benefit and risk analysis.	\$\$\$
Thin-client Computing	Thin-client computing is not used.	Thin client is used but is limited to a small number of users for specific applications.	Thin client is used for most users of administrative systems and some productivity software. (Not instructional applications)	All administrative and productivity software for staff is delivered through a thin-client model. (Not instructional applications)	\$\$\$
Vendor-specific Management (e.g., Insight Manager)	Vendor tools are not installed or considered when purchasing hardware.	Vendor tools are available and have been purchased but are mostly unused.	Vendor tools are used in a limited way for diagnosis and prevention.	Vendor tools are used extensively for diagnosis of issues, to streamline processes, and for preventive measures.	\$
Quality Assurance (QA) and Customer Follow-up	Surveys are conducted generally as part of other departmental survey work within the organization or not at all.	QA surveys are conducted, but they are not automated and are only done annually.	Surveys specific to technical support are conducted. However, they are done only periodically, and the data is used sporadically.	QA is measured by a random and automatic system that tracks customer satisfaction and closed tickets. Data is collected throughout the year. Questions asked are specific to technical support and the data is used to make adjustments.	\$

Domain Four – Enterprise Management

Support Capacity and Efficiency

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Student/Fiscal/HR/ Assessment Systems	Student/Fiscal/HR/Assessment systems are not in place.	Student/Fiscal/HR/Assessment systems are partially in place, but are not reliable or intuitive.	Student/Fiscal/HR/Assessment systems are in place and are reliable, but do not integrate well with other systems and are not intuitive.	Student/Fiscal/HR/Assessment systems are in place, reliable, intuitive, and integrate nicely with other productivity tools.	\$\$\$