

Instructional Technology Assessment Rubric*

Mt. Diablo Unified School District - 2002/2003

Completed by _____ Department/School _____ Date _____

Directions: Highlight the statements in the rubric which best describe the current status of your school or department. If you have no knowledge in an area, leave it blank.

Component 1: PLANNING	Stage One: INITIAL	Stage Two: ESTABLISHED	Stage Three: REFINING	Stage Four: FULLY ACCOMPLISHED
a. Plan Development	<ul style="list-style-type: none"> • No technology plan exists. <li style="text-align: center;">-or- • A technology plan was previously developed, but without staff/community input. 	<ul style="list-style-type: none"> • A technology plan has been or is being developed with authentic and widespread staff, student and community input. 	<ul style="list-style-type: none"> • A technology plan has been developed with authentic and widespread staff, student and community input. • Significant efforts are underway to build greater staff, student and community understanding of the plan. 	<ul style="list-style-type: none"> • Staff, students and community are well informed about and involved in implementing and evaluating components of the technology plan.
b. Long-term Planning		<ul style="list-style-type: none"> • Initial strategies are planned for population/use projections at least two years in the future. 	<ul style="list-style-type: none"> • Initial strategies are in place for population/use projections at least two years in the future. 	<ul style="list-style-type: none"> • Data regarding population/use projections for at least two years in the future is available and utilized routinely.

Instructional Technology Assessment Rubric*

Mt. Diablo Unified School District - 2002/2003

Component 2: FUNDING	Stage One: INITIAL	Stage Two: ESTABLISHED	Stage Three: REFINING	Stage Four: FULLY ACCOMPLISHED
a. District Budget	<ul style="list-style-type: none"> • Technology funding is sporadic and mostly derives from one-time-only sources. 	<ul style="list-style-type: none"> • Funds for integrating technology into the school program are limited and budgeted on a year-to-year basis. 	<ul style="list-style-type: none"> • Technology funding is supported by regular, categorical, and special program budgets. 	<ul style="list-style-type: none"> • Permanent line items exist in regular, categorical and/or special programs budgets.
b. Partnerships	<ul style="list-style-type: none"> • No partnerships exist. 	<ul style="list-style-type: none"> • Partnerships do not exist or are in the initial phase of development. 	<ul style="list-style-type: none"> • Partnerships are being developed or enhanced. 	<ul style="list-style-type: none"> • Partnerships are well established and may be expanding.
c. Funding from Outside Sources	<ul style="list-style-type: none"> • No funding has been sought from outside sources. 	<ul style="list-style-type: none"> • Funding from outside sources has been considered. 	<ul style="list-style-type: none"> • Some funding from outside sources exists. 	<ul style="list-style-type: none"> • Funding from outside sources is consistent and may be expanding.

Instructional Technology Assessment Rubric*

Mt. Diablo Unified School District - 2002/2003

Component 3: EVALUATION OF EFFECTIVENESS	Stage One: INITIAL	Stage Two: ESTABLISHED	Stage Three: REFINING	Stage Four: FULLY ACCOMPLISHED
a. Assessment of Needs	<ul style="list-style-type: none"> • No needs assessment is conducted. 	<ul style="list-style-type: none"> • Needs assessment is superficial, incomplete, and inconsistent. 	<ul style="list-style-type: none"> • Needs assessment is consistent and covers most of the important elements. 	<ul style="list-style-type: none"> • Needs assessment is frequent, consistent, and covers all of the important elements.
b. Monitoring of Teacher and Student Use	<ul style="list-style-type: none"> • Use of technology is not monitored. 	<ul style="list-style-type: none"> • Monitoring of the use of technology is sporadic. 	<ul style="list-style-type: none"> • Monitoring of the use of technology is widespread. 	<ul style="list-style-type: none"> • Monitoring of the use of technology is routine at all sites.
c. Evaluation of Progress	<ul style="list-style-type: none"> • Evaluation strategies are not in place. 	<ul style="list-style-type: none"> • Evaluation is in place, but does not provide useful and timely information. 	<ul style="list-style-type: none"> • Evaluation is in place, providing useful and timely information. 	<ul style="list-style-type: none"> • Evaluation is in place, providing useful and timely information that aids in routine decision-making.
d. Reporting of Progress	<ul style="list-style-type: none"> • No Reporting of progress occurs. 	<ul style="list-style-type: none"> • Reporting of progress occurs regularly, but is not shared or valued. 	<ul style="list-style-type: none"> • Reporting of progress occurs regularly, is shared with many constituents, but is not regularly used to guide key decisions. 	<ul style="list-style-type: none"> • Reporting of progress occurs frequently, is shared with most or all constituents, and is routinely used to guide most decisions.

Instructional Technology Assessment Rubric*
Mt. Diablo Unified School District - 2002/2003

Component 4: AVAILABILITY AND ACCESS	Stage One: INITIAL	Stage Two: ESTABLISHED	Stage Three: REFINING	Stage Four: FULLY ACCOMPLISHED
a. Availability	<ul style="list-style-type: none"> • Appropriate technology tools (equipment, applications, & supplies) are absent or in limited supply. 	<ul style="list-style-type: none"> • Acquisition of appropriate technology tools is planned or in progress. 	<ul style="list-style-type: none"> • Appropriate technology tools are readily available to meet most student and staff needs in a majority of classrooms and work locations. 	<ul style="list-style-type: none"> • Appropriate technology tools are readily available to meet most, if not all, student and staff needs.
b. Accessibility	<ul style="list-style-type: none"> • Access points are very limited in number and type (labs, distributed labs, productivity centers, work stations). 	<ul style="list-style-type: none"> • Access points are limited in number and type (labs, distributed labs, productivity centers, work stations). 	<ul style="list-style-type: none"> • A variety of access points are in place (labs, distributed labs, productivity centers, work stations). 	<ul style="list-style-type: none"> • A wide variety of access points are in place (labs, distributed labs, productivity centers, work stations).

Instructional Technology Assessment Rubric*

Mt. Diablo Unified School District - 2002/2003

Component 5: CURRICULUM	Stage One: INITIAL	Stage Two: ESTABLISHED	Stage Three: REFINING	Stage Four: FULLY ACCOMPLISHED
a. Lesson Planning	<ul style="list-style-type: none"> Technology is rarely used as a routine part of classroom curriculum and usually limited to a few staff members. 	<ul style="list-style-type: none"> Technology use as a routine part of classroom curriculum occurs at a number of school sites, involving several staff members at each site. 	<ul style="list-style-type: none"> Technology use as a routine part of classroom curriculum occurs at all school sites, involving most staff members in most departments. 	<ul style="list-style-type: none"> Technology use as a routine part of classroom curriculum is an expectation at all school sites for all staff.
b. Areas of Use	<ul style="list-style-type: none"> Technology use is limited to one or two areas of the curriculum. 	<ul style="list-style-type: none"> Technology use is common for several areas of the curriculum. 	<ul style="list-style-type: none"> Technology use is common for most areas of the curriculum. 	<ul style="list-style-type: none"> Technology use is common for all or almost all areas of the curriculum.
c. Levels of Use	<ul style="list-style-type: none"> Technology use in the curriculum is limited to one or two grade levels. 	<ul style="list-style-type: none"> Technology use in the curriculum is common at multiple grade levels. 	<ul style="list-style-type: none"> Technology use in the curriculum is common at most grade levels. 	<ul style="list-style-type: none"> Technology use in the curriculum is common at all or almost all grade levels.
d. Teacher Research	<ul style="list-style-type: none"> Technology use by teachers for research and curriculum development is rare. 	<ul style="list-style-type: none"> Technology use by teachers for research and curriculum development occurs in some instances. 	<ul style="list-style-type: none"> Technology use by teachers for research and curriculum development occurs regularly. 	<ul style="list-style-type: none"> Technology use by teachers for research and curriculum development is an expectation and is encouraged routinely.

Instructional Technology Assessment Rubric*
Mt. Diablo Unified School District - 2002/2003

Component 6: INSTRUCTION	Stage One: INITIAL	Stage Two: ESTABLISHED	Stage Three: REFINING	Stage Four: FULLY ACCOMPLISHED
a. Conditions of Use	<ul style="list-style-type: none"> • Technology use in direct or small group instruction is rare. 	<ul style="list-style-type: none"> • Technology is used primarily for direct instruction to the entire classroom. 	<ul style="list-style-type: none"> • Technology is used regularly both for entire classroom and small group instruction. 	<ul style="list-style-type: none"> • Technology is used in a wide variety of instructional settings, including whole group, small group and individualized instruction.
b. Levels, Frequency and Range of Use	<ul style="list-style-type: none"> • Students use technology primarily to practice skills already mastered. • Technology is used primarily as a reward for finishes work. 	<ul style="list-style-type: none"> • Student use of technology is focused on the development and practice of specific skills. 	<ul style="list-style-type: none"> • Many students use technology for purposes beyond simple development and practice of skills. 	<ul style="list-style-type: none"> • Typical use by students is well beyond skill building and practice.

Instructional Technology Assessment Rubric*

Mt. Diablo Unified School District - 2002/2003

Component 7: INFORMATION LITERACY	Stage One: INITIAL	Stage Two: ESTABLISHED	Stage Three: REFINING	Stage Four: FULLY ACCOMPLISHED
a. Curriculum Standards	<ul style="list-style-type: none"> Information Literacy is not included in the curriculum standards. 	<ul style="list-style-type: none"> Information Literacy is included as a separate part of the curriculum standards. 	<ul style="list-style-type: none"> Information Literacy is included as an integral part of all curriculum standards. 	<ul style="list-style-type: none"> Information Literacy is included as an integral part of all curriculum standards and integrated into all of the core curriculum documents.
b. Instruction	<ul style="list-style-type: none"> Information Literacy skills are taught in only a limited number of classrooms, based on teacher interest. Information Literacy is not part of the curriculum. 	<ul style="list-style-type: none"> Some teachers teach Information Literacy skills. 	<ul style="list-style-type: none"> Many teachers teach Information Literacy skills. 	<ul style="list-style-type: none"> All teachers integrate Information Literacy skills into all aspects of their instruction.
c. Resources	<ul style="list-style-type: none"> Resources are not available or are not specifically targeted. 	<ul style="list-style-type: none"> Resources lack depth and are not available to all students. 	<ul style="list-style-type: none"> Resources are varied and comprehensive. 	<ul style="list-style-type: none"> Resources are varied and comprehensive, providing depth and diversity, to meet the needs of all teachers and learners.
d. Application	<ul style="list-style-type: none"> Students seldom use their Information Literacy skills to perform meaningful work. 	<ul style="list-style-type: none"> Some students may use their Information Literacy skills to perform meaningful work. 	<ul style="list-style-type: none"> Most some students may use their Information Literacy skills to perform meaningful work. 	<ul style="list-style-type: none"> All students routinely have access to a wide variety of opportunities to learn and strengthen their Information Literacy skills and to apply these skills in a meaningful, authentic manner.

Instructional Technology Assessment Rubric*

Mt. Diablo Unified School District - 2002/2003

Component 8: STAFF DEVELOPMENT	Stage One: INITIAL	Stage Two: ESTABLISHED	Stage Three: REFINING	Stage Four: FULLY ACCOMPLISHED
a. Frequency	<ul style="list-style-type: none"> Technology training occurs infrequently. 	<ul style="list-style-type: none"> Technology training occurs regularly for certain types of participants. 	<ul style="list-style-type: none"> Technology training occurs regularly for all types of participants, but participation is not an expectation/requirement for all. 	<ul style="list-style-type: none"> All education staff members are required to participate regularly in technology coursework designed specifically for particular work settings.
b. Participants	<ul style="list-style-type: none"> Technology training is targeted for a limited number or type of participants. 	<ul style="list-style-type: none"> Technology training for other types of participants is inconsistent. 	<ul style="list-style-type: none"> Technology training is planned and scheduled based in part on some sort of needs assessment. 	<ul style="list-style-type: none"> Technology training is planned and scheduled based specifically on an assessment of needs.
c. Planning and Assessments of Effectiveness	<ul style="list-style-type: none"> Technology training only occurs only because something has been introduced to the system and is not based on a needs assessment. 	<ul style="list-style-type: none"> Training occurs as a series of isolated offerings, focused on specific skills or resources. 	<ul style="list-style-type: none"> Training is designed as a sequence that includes both skill building and situation-based utilization, with opportunities for observation, coaching and systemic refinement. 	<ul style="list-style-type: none"> Staff and budget are allocated for the specific purpose of monitoring the quality of training and of evaluating and of evaluating the actual impact of training.
d. Support Systems and/or Incentives	<ul style="list-style-type: none"> No system of support or incentive is in place. 	<ul style="list-style-type: none"> Support for learners is available when requested. Some incentive systems are in place. 	<ul style="list-style-type: none"> Ongoing support for learners is readily available. A variety of incentive systems are in place. 	<ul style="list-style-type: none"> Staff and budget are allocated for coaching and other types of one-on-one support for learners.

Instructional Technology Assessment Rubric*
Mt. Diablo Unified School District - 2002/2003

<p>e. Staff Evaluations</p>	<ul style="list-style-type: none"> • Technology skills are not a part of staff evaluation. 	<ul style="list-style-type: none"> • Some staff evaluations may include growth in and use of technology skills. 	<ul style="list-style-type: none"> • Technology learning is a specific component of many staff evaluation documents. 	<ul style="list-style-type: none"> • Technology skills are frequently a component in staff evaluation. • Utilization of training is monitored and is an important part of staff evaluation.
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Instructional Technology Assessment Rubric*

Mt. Diablo Unified School District - 2002/2003

Component 9: TECHNOLOGY SUPPORT	Stage One: INITIAL	Stage Two: ESTABLISHED	Stage Three: REFINING	Stage Four: FULLY ACCOMPLISHED
a. Availability of Support	<ul style="list-style-type: none"> No technology support is available. 	<ul style="list-style-type: none"> Sporadic technology support is available. 	<ul style="list-style-type: none"> Technology support is available through a school-level position with some specific duties to support technology. 	<ul style="list-style-type: none"> Technology support is available through a school-level position with primary responsibility to support technology.
b. Levels of Accessibility	<ul style="list-style-type: none"> No technology support is provided through volunteers or part-time staff. 	<ul style="list-style-type: none"> Technology support is provided through the efforts of volunteers or part-time staff. 	<ul style="list-style-type: none"> Technology support is provided through a district-level person who has responsibility for technology coordination, along with other duties. 	<ul style="list-style-type: none"> Technology support is provided through a district-level person whose primary responsibility is to support and coordinate technology.
c. Staffing Patterns	<ul style="list-style-type: none"> No organization of technical assistance personnel exists. 	<ul style="list-style-type: none"> Limited technology support is provided through an organization of technical assistance personnel. 	<ul style="list-style-type: none"> Most technology support is provided through an organization of technical assistance personnel. 	<ul style="list-style-type: none"> All technology support is provided through an organization of technical assistance personnel.
d. Budget	<ul style="list-style-type: none"> No financial support is provided for technology support. 	<ul style="list-style-type: none"> If a support group does exist, no financial support is available specifically for this group. 	<ul style="list-style-type: none"> Technology support is provided through a support group that meets occasionally to provide site support, with a small budget to sustain its efforts. 	<ul style="list-style-type: none"> Technology support is provided through a support group composed of representatives from each school that meets regularly to provide site support and to serve as a communication link between schools and district, with a substantial budget to support its work.

Instructional Technology Assessment Rubric*
Mt. Diablo Unified School District - 2002/2003

Component 10: POLICIES AND PROCEDURES	Stage One: INITIAL	Stage Two: ESTABLISHED	Stage Three: REFINING	Stage Four: FULLY ACCOMPLISHED
<p>a. Copyright, Ethics, Telecommunications Use, Standards for Web Design and Use</p>	<ul style="list-style-type: none"> No technology policies and procedures are in place regarding: Copyright, Ethics, Appropriate use of telecommunications services, and Web page design and content. 	<ul style="list-style-type: none"> Technology policies and procedures are in the process of being developed. 	<ul style="list-style-type: none"> Technology policies and procedures are in place, but are inconsistently implemented. Consistent efforts are being made to implement the policies and procedures and to educate staff, students, and parents about them. 	<ul style="list-style-type: none"> Staff, students and parents are informed about, and are implementing technology procedures. Software audits are conducted annually to ensure copyright compliance.

Instructional Technology Assessment Rubric*
Mt. Diablo Unified School District - 2002/2003

Component 11: NETWORKING	Stage One: INITIAL	Stage Two: ESTABLISHED	Stage Three: REFINING	Stage Four: FULLY ACCOMPLISHED
a. Location and Distribution	<ul style="list-style-type: none"> No network or Internet access exists. 	<ul style="list-style-type: none"> Some networking and/or Internet access is provided. 	<ul style="list-style-type: none"> Networking and Internet access exists in some classrooms and libraries. 	<ul style="list-style-type: none"> Networking and Internet access exists in all classrooms and libraries.
b. Support	<ul style="list-style-type: none"> No network support exists. 	<ul style="list-style-type: none"> Volunteers or part-time employees provide network support and maintenance on an as-needed basis. 	<ul style="list-style-type: none"> Designated school staff supports and maintains networks, with assistance from district personnel. 	<ul style="list-style-type: none"> Networks are supported and maintained by a district-wide system of site and district office support.

Instructional Technology Assessment Rubric*
Mt. Diablo Unified School District - 2002/2003

Component 12: TECHNOLOGY AUDIT	Stage One: INITIAL	Stage Two: ESTABLISHED	Stage Three: REFINING	Stage Four: FULLY ACCOMPLISHED
<p>a. Inventory, Purchases and Allocations</p>	<ul style="list-style-type: none"> • No audit or survey is conducted at the school site or within the district. 	<ul style="list-style-type: none"> • Staff is surveyed to determine the hardware in their classrooms or workspaces. 	<ul style="list-style-type: none"> • A technology audit is used for purchasing hardware at the district and site level. • The district maintains a database of all equipment including purchase date, cost and location. 	<ul style="list-style-type: none"> • A district-wide technology survey is completed yearly and hardware is purchased and reallocated according to staff needs and levels of use.

Instructional Technology Assessment Rubric*
Mt. Diablo Unified School District - 2002/2003

Component 13: EQUIPMENT STANDARDS	Stage One: INITIAL	Stage Two: ESTABLISHED	Stage Three: REFINING	Stage Four: FULLY ACCOMPLISHED
a. Purchasing	<ul style="list-style-type: none"> • There are no explicit standards for purchasing or upgrading of hardware or software. 	<ul style="list-style-type: none"> • Hardware and software standards are being developed. 	<ul style="list-style-type: none"> • Standards for most hardware and software are in place, but not well understood or fully implemented. 	<ul style="list-style-type: none"> • Standards and procedures are in place, are full implemented and are reviewed regularly.
b. Obsolescence	<ul style="list-style-type: none"> • There is no process for declaring equipment obsolete. 	<ul style="list-style-type: none"> • A process for declaring equipment obsolete is being developed. 	<ul style="list-style-type: none"> • Procedures for declaring equipment obsolete are in place, but not well understood or fully implemented. 	<ul style="list-style-type: none"> • Procedures for declaring equipment obsolete are in place, fully implemented and are reviewed regularly.

Instructional Technology Assessment Rubric*
Mt. Diablo Unified School District - 2002/2003

Component 14: EQUIPMENT REPAIR AND MAINTENANCE	Stage One: INITIAL	Stage Two: ESTABLISHED	Stage Three: REFINING	Stage Four: FULLY ACCOMPLISHED
a. Procedures	<ul style="list-style-type: none"> No program for repair, upgrade, or maintenance of hardware is in place. 	<ul style="list-style-type: none"> Hardware repair, upgrade, and maintenance are the responsibility of individual sites. Sites may contract for outside services. 	<ul style="list-style-type: none"> The district has a system in place for maintenance, upgrading and repairing of hardware, either internally or through outside contractors. 	<ul style="list-style-type: none"> Hardware is maintained regularly and is upgraded and repaired in a timely, efficient, and cost-effective manner by a coordinated system of site and district personnel.
b. Training		<ul style="list-style-type: none"> Training is not available to assist staff in maintenance and repair of hardware. 	<ul style="list-style-type: none"> Some training is available to support local maintenance and repair of hardware. 	<ul style="list-style-type: none"> A series of training opportunities is readily available to enable site and district personnel to maintain and upgrade hardware and to make appropriate repairs.

Instructional Technology Assessment Rubric*

Mt. Diablo Unified School District - 2002/2003

Component 15: SECURITY	Stage One: INITIAL	Stage Two: ESTABLISHED	Stage Three: REFINING	Stage Four: FULLY ACCOMPLISHED
a. Backup	<ul style="list-style-type: none"> No hardware or desktop security procedures are in place. 	<ul style="list-style-type: none"> All hardware and desktop security is provided by sites. 	<ul style="list-style-type: none"> The district has set policies, procedures and standards for hardware and desktop security. 	<ul style="list-style-type: none"> Hardware and desktop security standards are adopted and procedures are implemented routinely.
b. Hardware	<ul style="list-style-type: none"> No backup procedures exist. 	<ul style="list-style-type: none"> Backup procedures are in place but not followed regularly. 	<ul style="list-style-type: none"> Many users frequently use backup procedures. 	<ul style="list-style-type: none"> Backup procedures are in place and are routinely and strictly utilized by all users.
c. Virus Protection	<ul style="list-style-type: none"> No virus protection procedures exist. 	<ul style="list-style-type: none"> Virus protection procedures are in place but not followed regularly. 	<ul style="list-style-type: none"> Many users frequently use virus protection procedures. 	<ul style="list-style-type: none"> Virus protection procedures are in place and are routinely and strictly utilized by all users.

Instructional Technology Assessment Rubric*
Mt. Diablo Unified School District - 2002/2003

Component 16: INFORMATION SERVICES	Stage One: INITIAL	Stage Two: ESTABLISHED	Stage Three: REFINING	Stage Four: FULLY ACCOMPLISHED
a. Data	<ul style="list-style-type: none"> A limited amount of information on students, budget, equipment, inventory, and other data is maintained on databases. 	<ul style="list-style-type: none"> Information systems contain a significant amount of information and are accessible by administrators and some staff. 	<ul style="list-style-type: none"> Information systems contain a significant amount of reliable and valid information that can be disaggregated and reported in a number of ways. 	<ul style="list-style-type: none"> Information systems contain a significant amount of reliable and valid information that can be disaggregated and reported in a number of ways.
b. Accessibility	<ul style="list-style-type: none"> Access to information systems is limited to administrators only. 	<ul style="list-style-type: none"> Information systems are accessible by administrators and some staff. 	<ul style="list-style-type: none"> Information systems are accessible by administrators and all staff. 	<ul style="list-style-type: none"> Use of student and administrative information systems is required for all administrators an all staff.
c. Levels of Use		<ul style="list-style-type: none"> Use of available information is not routinely integrated into planning, implementation, and evaluation. 	<ul style="list-style-type: none"> Data is used routinely as a part of decision making. 	<ul style="list-style-type: none"> Data is used routinely as a major part of decision making.
d. Opportunities			<ul style="list-style-type: none"> Some systems have become paperless, with routine procedures initiated and completed electronically. 	<ul style="list-style-type: none"> Many systems have become paperless, with routine procedures initiated and completed electronically.

Instructional Technology Assessment Rubric*
Mt. Diablo Unified School District - 2002/2003

Component 17: NEW AND PROMISING PRACTICES	Stage One: INITIAL	Stage Two: ESTABLISHED	Stage Three: REFINING	Stage Four: FULLY ACCOMPLISHED
a. Financial Support	<ul style="list-style-type: none"> No budget is available to encourage innovation through piloting of new and promising practices. 	<ul style="list-style-type: none"> Minimal and inconsistent budget is available for some piloting of new and promising practices. 	<ul style="list-style-type: none"> Some funds are regularly allocated to support pilots. 	<ul style="list-style-type: none"> A significant amount of funding is systematically allocated to support new and promising practices.
b. Staff Support Systems	<ul style="list-style-type: none"> No system is in place to encourage or support innovation. 	<ul style="list-style-type: none"> Planning for innovation is inconsistent. 	<ul style="list-style-type: none"> Planning for innovation occurs regularly and publicly. 	<ul style="list-style-type: none"> Support for innovation is a routine component of system-wide planning.
c. Evaluation		<ul style="list-style-type: none"> Follow-up and evaluation of pilots are non-existent or irregular. 	<ul style="list-style-type: none"> Specific timelines and targets are established and monitored. Evaluation reports are shared broadly. 	<ul style="list-style-type: none"> Innovations are carefully designed and evaluated with a process in place to incorporate successful innovations into the regular program.
d. Opportunities	<ul style="list-style-type: none"> Opportunities to innovate happen only by chance or through the unsupported work of individuals. 	<ul style="list-style-type: none"> A few opportunities are available, but only to a few select staff members. 	<ul style="list-style-type: none"> Many opportunities are available to a widespread group of potential participants. 	<ul style="list-style-type: none"> All staff are involved in searching for and evaluating possible improvements.