

2004-2005
Texas Teacher STaR Chart

School Technology and Readiness

A Teacher Tool for Planning and Self-Assessing

aligned with the

Long-Range Plan for Technology, 1996-2010

**Educational Technology Unit
Division of Curriculum
Texas Education Agency**



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**Benchmark
Year**



**Texas Teacher STaR Chart
Advisory Council 2003-2004**

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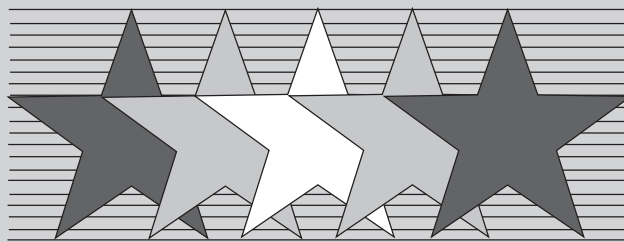
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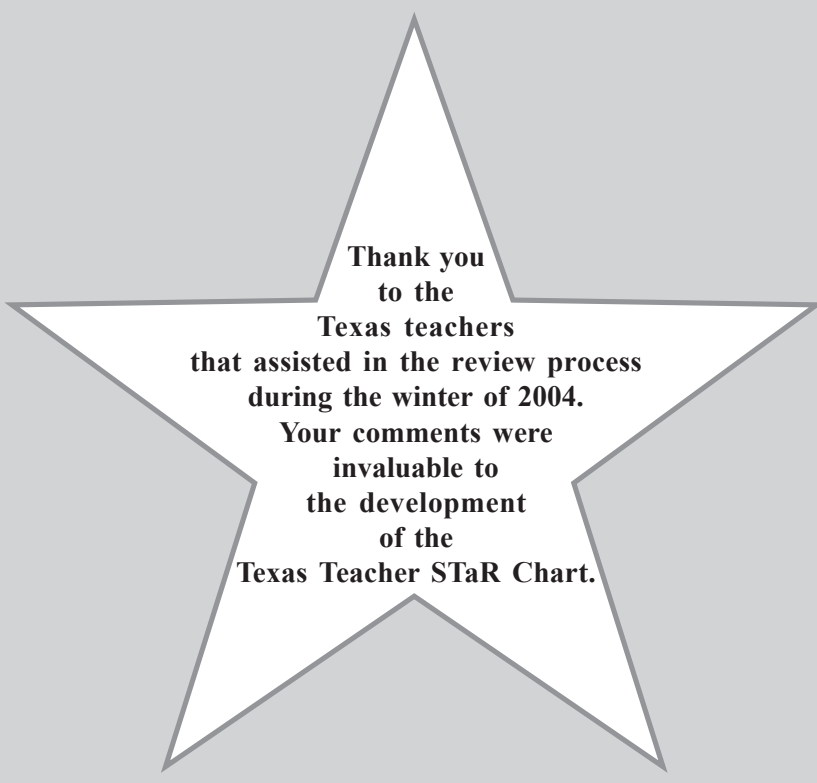
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Texas Teacher STaR Chart

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**Thank you
to the
Texas teachers
that assisted in the review process
during the winter of 2004.
Your comments were
invaluable to
the development
of the
Texas Teacher STaR Chart.**

To: All Texas Teachers

Subject: Announcement of the Texas Teacher STaR Chart

Date: Fall 2004

A special online resource tool called the Texas Teacher STaR Chart has been developed to assist all Texas teachers in self-assessing efforts to effectively integrate technology across the curriculum. The Texas Teacher STaR Chart was designed with you in mind—our Texas teachers. Its purpose is to assist all classroom teachers in assessing needs and setting goals for the use of technology in the classroom to support student achievement.

This tool will be useful in fulfilling the requirements in *No Child Left Behind, Title II, Part D* that all teachers should be technology literate and integrate technology across the curriculum. The legislation also requires that all students should be technology literate by the time they leave the eighth grade. The Texas Teacher STaR Chart focuses on the areas addressed in the *Texas Long-Range Plan for Technology, 1996-2010*. Primarily the Chart focuses in the areas of *Teaching and Learning* and *Educator Preparation and Development*. In these areas, there are levels of progress ranging from *Early Tech* to *Target Tech*. The goal for all Texas teachers is to reach the *Target Tech* level of the STaR Chart. In addition, the STaR Chart includes the other two areas addressed in the Long-Range Plan—*Administration and Support Services* and *Infrastructure for Technology*. In these two areas, the STaR Chart focuses on the teacher's perception of the learning environment. Again, the Target Tech level is the goal.

This first year is a benchmark year for the Texas Teacher STaR Chart. It is a time for us to share it with all schools and begin getting feedback on its use. We ask that you complete the print version of the Chart as well as the online version at www.tea.state.tx.us/starchart.

The Texas STaR Chart timeline is as follows:

- Fall 2001—Implemented Texas STaR Chart (District level)
- Fall 2002—Released Campus STaR Chart
- Fall 2003—Second year of Campus STaR Chart
- Fall 2004—Released Teacher STaR Chart (Benchmark Year)

The individual data that is gained is designed to be used for your planning purposes. Your campus administrator may use the aggregated data from all teachers at your campus to support the completion of the Texas Campus STaR Chart. That was one of the original needs for establishing Teacher charts—to provide data to support the completion of the Campus STaR Chart. Here is what we ask you to do:

- Please read carefully before completing the chart.
- Visit our website for additional resources that can be used to complete the chart at www.tea.state.tx.us/starchart.
- Talk with your campus leaders to find out how the Campus STaR Chart aligns with your campus and district technology planning.
- Plan your personal strategies for reaching the Target Tech level.

We hope the Texas Teacher STaR Chart is helpful and that from it, teachers find support, inspiration, and some useful ideas they can put to work in their schools. We hope you will use this chart to guide you toward the advantage of using technology as a tool to improve education and student performance. We welcome your feedback.

Thank you for all you do for Texas students.

Texas Teacher STaR Chart: A Teacher Tool for Planning and Self-Assessing

The Texas Teacher STaR Chart has been developed around the four key areas of the *Long-Range Plan for Technology*: Teaching and Learning, Educator Preparation and Development, Administration and Support Services, and Infrastructure for Technology. The Texas Teacher STaR Chart is designed to help teachers, campuses, and districts determine their progress toward meeting the goals of the *Long-Range Plan for Technology*, as well as meeting the goals of their district.

The Texas Teacher STaR Chart can assist in the measurement of the impact of state and local efforts to improve student learning through the use of technology as specified in *No Child Left Behind, Title II, Part D*. It also can identify needs for on-going professional development and raise awareness of research-based instructional goals.

The Texas Teacher STaR Chart Will Help Teachers Answer Critical Questions:

- 1) What is my current educational technology profile in the areas of teaching and learning and educator preparation and development?
- 2) What is my knowledge of technology resources, infrastructure and planning on my campus?
- 3) What evidence can be provided to demonstrate my progress in meeting the goals of the *Long Range Plan for Technology* and *No Child Left Behind, Title II, Part D*?
- 4) In what areas can I improve my level of technology integration to ensure the best possible teaching and learning for my students?
- 5) What are the technology standards required of all beginning teachers and recommended for all current Texas teachers?
- 6) What are additional state and national educational technology initiatives?

The Texas Teacher STaR Chart May Be Used to:

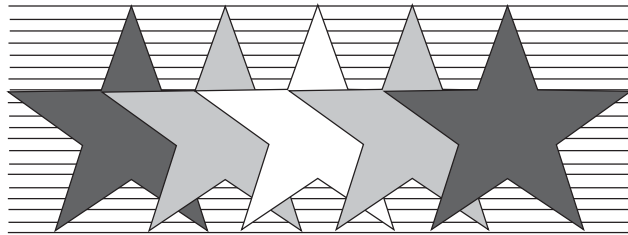
- ★ Assist teachers in determining professional development needs based on a current educational technology profile.
- ★ Provide data that feeds into the Texas Campus STaR Chart so that more accurate school information is gained and documented.
- ★ Determine funding priorities based on teacher and classroom needs.
- ★ Provide data that can support the need for grants or other resources.
- ★ Help conceptualize the campus or district vision of technology.
- ★ Assist campuses in documenting the use of *No Child Left Behind, Title II, Part D* formula and discretionary funds.

Texas teachers may complete the survey online and use the profile annually to gauge their progress in integrating technology into the school. Campus and district summary data can be reported to school boards, community groups, and technology planning committees as it is aligned with state and local goals.

Instructions for Completing a Texas Teacher STaR Chart Profile

The printed Texas Teacher STaR Chart may be used for discussion and collection of data. In addition, there is an online Texas Teacher STaR Chart that provides campus, district, and teacher summary reports. Use the instructions below and those online at www.tea.state.tx.us/starchart to develop Teacher STaR Chart profiles.

1. The Texas Teacher STaR Chart may be completed by each teacher on the campus.
2. The Texas Teacher STaR Chart survey results are designed to provide supporting data for the Texas Campus STaR Chart. The STaR Chart contained in this document should be used to collect and record teacher data for each indicator.
3. The *Long-Range Plan for Technology* identifies four Key Areas: Teaching and Learning, Educator Preparation and Development, Administration and Support Services, and Infrastructure for Technology. Indicators in the Teaching and Learning and Educator Preparation and Development areas should describe the teacher's self-assessed level of proficiency. Responses in the Administration and Support Services and Infrastructure for Technology areas should reflect the teacher's perception of the instructional environment.
4. Each Key Area is divided into Teacher STaR Chart Focus Areas. Within each Focus Area, indicators are provided for assessing the teacher's Level of Progress. It is possible that the teacher may have indicators in more than one Level of Progress. Each teacher should select the one Level of Progress that best describes the teacher's technology proficiency.
5. Sample performance descriptions are provided for the Teaching and Learning and Educator Preparation and Development key areas. Performance descriptions are not provided for the Administration and Support Services and Infrastructure for Technology key areas, as the responses to these sections should reflect the teacher's perception of the instructional environment.
6. In order to generate a summary report, complete the online Texas Teacher STaR Chart at: www.tea.state.tx.us/starchart.



State Board for Educator Certification (SBEC) Technology Applications Standards for All Teachers

Standard I. All teachers use technology-related terms, concepts, data input strategies and ethical practices to make informed decisions about current technologies and their applications.

Standard II. All teachers identify task requirements, apply search strategies and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

Standard III. All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

Standard IV. All teachers communicate information in different formats and for diverse audiences.

Standard V. All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.



Texas Teacher School Technology and Readiness (STaR) Chart Sample Performance Descriptions

I. Early Tech

- (A) Teacher uses presentation, word processing or spreadsheet software to present information to students.
- (B) Teacher uses technology as an instructional reward and/or supplement with students. Teacher uses technology for e-mail, to produce documents, manage curriculum and administrative tasks.
- (C) Computer use is scheduled for drill and practice activities or student practice in classroom, library or computer lab.
- (D) Teacher and students may use technology, but use is not directly related to content objectives.
- (E) Teacher has learned about the Technology Applications TEKS through professional development activities.
- (F) Students use the same drill and practice software no matter their knowledge or skill level.
- (G) Teacher participates in professional development to learn technology skills specified by the State Board for Educator Certification (SBEC) Standards. Training content includes basic operations skills, electronic attendance, grade book or e-mail.
- (H) Teacher is aware of the SBEC Technology Applications Standards at <http://www.sbec.state.tx.us/SBECOnline/standtest/standards/techapp.pdf>.
- (I) Teacher participates in campus, district, Education Service Center, university and other professional development to learn technology skills. Teacher uses technology skills in the classroom with students and discusses technology related topics with peers.
- (J) Teacher listens to a presenter share ideas and expertise regarding technology skills, takes part in group discussions and/or watches demonstrations. Little or no follow-up activity is provided.
- (K) Teacher learns introductory knowledge, skills and understanding of concepts related to technology. Teacher attends introductory word processing, e-mail basics, operating system training and integration awareness sessions.
- (L) Teacher does not participate and/or is not required to participate in technology professional development. Teacher is not given release time or funding to participate in professional development.

II. Developing Tech

- (A) Teacher uses presentation software to present information to students and models productivity software such as word processors or spreadsheets in teacher-directed activities.
- (B) Teacher directs students to use software packaged with adopted textbooks and uses district student record software for attendance and grades.
- (C) Students may use desktop computers, laptops or handheld devices for writing process activities and research on the Internet in the classroom, library or labs. Wireless connections to the Internet may be used by teachers or students.
- (D) Teacher or school does not or is not able to provide for technology activities related to the curriculum on a regular basis. All students use the same technology tools and participate in the same activities to reinforce content regardless of their level of knowledge or understanding of the curriculum.
- (E) Teacher integrates Technology Applications TEKS into student instruction occasionally.
- (F) School and teacher provide student technology to locate, communicate and present information for learning purposes. External personnel may support the teacher by facilitating the use of technology accommodations and/or assistive technologies to meet diverse learning needs.
- (G) Teacher participates in professional development to learn technology knowledge and skills specified by the State Board for Educator Certification (SBEC) Standards for integrating Technology Applications TEKS.
- (H) Teacher is proficient in one or two of the SBEC Technology Applications Standards. See standards at <http://www.sbec.state.tx.us/SBECOnline/standtest/standards/techapp.pdf>.
- (I) Teacher works formally and informally with other teachers on campus to become more proficient in using technology skills in work-related activities.
- (J) Teacher attends and actively participates in large group sessions. Follow-up activities and support are offered to give feedback or coaching in the classroom.
- (K) Teacher moves from basic use of technology to discovery of its potential for increased productivity (e.g., use of word processors for student writing and Internet research).
- (L) Teacher elects to participate in technology professional development, but is not required to do so. The school or district may give release time or funding.

(Continued) Texas Teacher School Technology and Readiness (STaR) Chart Sample Performance Descriptions

III. Advanced Tech

- (A) Teacher assists students in use of technology to communicate concepts, knowledge and skills and both teacher and students use text, graphics, animation, multimedia and/or video.
- (B) Teacher structures classroom learning to student experiences based on inquiry and higher level thinking processes. Curriculum activities are integrated with the Technology Applications TEKS allowing students to solve problems and make decisions.
- (C) Students work in collaborative teams to produce projects in all curriculum areas, using a variety of data storage methods (e.g., school network, portable drives, disk media and electronic transfer).
- (D) Suitable, individualized technology is available and used by students with different levels of knowledge, ability and understanding.
- (E) Teacher integrates Technology Applications TEKS into student instruction consistently.
- (F) School and teacher provide student technology for research and communication of learning purposes. Students also use appropriate technology to solve real problems using complex digital tools. Teacher facilitates the use of technology accommodations and/or assistive technologies to meet diverse learning needs.
- (G) Teacher identifies task requirements, applies search strategies and uses current technology to efficiently acquire, analyze and evaluate a variety of electronic information.
- (H) Teacher is proficient in three or four of the SBEC Technology Applications Standards. See the standards at <http://www.sbec.state.tx.us/SBECOnline/standtest/standards/techapp.pdf>.
- (I) Teacher is identified as an experienced and successful teacher and mentors a less experienced teacher. Regular opportunities are provided for discussing, sharing, reflecting, observing and improving strategies for the two teachers.
- (J) Teacher may participate in a workshop with objectives which include awareness, knowledge and skill development. Simulated practice, feedback about performance and coaching in the workplace should be included. Teacher identifies a technology need, develops a plan to meet the need, facilitates learning activities and assesses whether or not the learning need is met.
- (K) Teacher achieves complete proficiency of technology and uses it effortlessly as a tool to accomplish a variety of instructional and management goals.
- (L) Teacher is required to participate in at least six hours of technology professional development each year. The school or district gives release time or funding for the professional development.

IV. Target Tech

- (A) Teacher and students use text, graphics, animation, multimedia and/or video to acquire information, solve problems and communicate their learning.
- (B) Teacher and students use appropriate technologies as a natural and necessary way of gaining knowledge and understanding. Teacher and students access and use student performance data online for evaluation and self-assessment purposes.
- (C) Teachers and students work together to create a community of inquiry which includes internal and external resource people. The collaborative team works together to generate productive solutions to meaningful problems and to add and enhance the base of knowledge related to common interests. This community of learners may work at home, at school or other appropriate place with essential, networked technologies and resources.
- (D) Teacher and students focus on content-based learning using developmentally appropriate instructional strategies in a community of learners. Technology skills are integrated into the collaborative work of this community. Together the community works to solve real problems and to communicate the learning in diverse yet suitable ways.
- (E) Teacher uses a variety of technology tools to seamlessly integrate curriculum TEKS and TA TEKS in content-based learning.
- (F) All students have access to and use appropriate technology to meet their diverse learning needs.
- (G) Teacher continues to participate in professional development experiences, shares lesson plans and instructional strategies and mentors colleagues.
- (H) Teacher is proficient in all five of the SBEC Technology Applications Standards. See the standards at <http://www.sbec.state.tx.us/SBECOnline/standtest/standards/techapp.pdf>.
- (I) Teacher is considered an expert in content and technology knowledge and integrates both daily in instruction. Teacher models lessons, mentors those in need of assistance and presents to teachers, parents and community members.
- (J) Teacher and students determine professional development needs, develop a plan to meet the needs, implement the plan and evaluate learning.
- (K) Teacher uses technology tools in new and different ways. Learning becomes more collaborative, interactive and customized.
- (L) Within an on-going professional growth plan, teacher initiates, participates in and documents proficiency which supports student achievement.



Glossary

Adaptation Stage

Educators move from basic use of technology to discovery of its potential for increased productivity (e.g., use of word processors for student writing and Internet research).

AEIS

Academic Excellence Indicator System; this state data collection system pulls together a wide range of information on the performance of students at each Texas school and district.

Appropriation Stage

Having achieved complete mastery over technology, educators use it effortlessly as a tool to accomplish a variety of instructional and management tasks.

Assistive Technology Device

Any item, piece of equipment or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain or improve the functional capabilities of children with disabilities.

Campus-Level Video Conferencing

Schools have video conferencing technology available at the campus.

Collaboratively Developed Technology Plan

Plan for use of technology on a campus or district with active involvement of teachers, school staff, administrators, students, parents, industry and other community representatives.

Collaborative Learning

Instructional strategy in which several students and/or teachers work together on an assignment with individuals sharing responsibility for various tasks in an interactive process of on-going dialogue.

Community of Inquiry; Community of Learners; Professional Community of Practice

A group of persons engaged in on-going dialogue about questions of shared interest for the purpose of generating workable solutions to problems or enhancing an existing knowledge base.

Complex Thinking Strategies

Includes problem solving, decision making, investigation and reflective thinking.

Computer

A device that runs programs for displaying and manipulating text, graphics, symbols, audio, video and numbers.

Consistently

Regular, systematic or in the same way.

Dial-up Connectivity

Computers cabled to telephone port for Internet connectivity; somewhat slower than a direct connection to the Internet.

Digital Content

Digitized multimedia materials requiring students to manipulate information creatively; may include video, software, websites, simulations, streamed discussion, databases and audio files.

Direct Connection to the Internet

Computers are connected to the Internet via a high-speed line usually leased from a telecommunications provider. At many Texas schools, the connection goes to the Education Service Center and then out to the Internet.

Distance Learning by Videoconferencing

Real time instruction via telecommunication lines delivered to a computer desktop, a video conference room or portable video conference unit.

District Information System

A database of district-wide information which may include student, financial, or other administrative information necessary for local, state and national reporting requirements.

Diverse Learning Needs

Learners are unique and learn in different ways; all students must have opportunities to learn in their distinctive style.

Easy Internet Access

Ready access to a computer connected to the Internet.

Entry/Adoption Stage

Educators move from the initial learning of technology basics to successful use of technology on a basic level (e.g., integration of drill and practice software into instruction).

E-Rate

Discounts to assist schools and libraries to obtain affordable telecommunications and Internet access.

Evolving Technologies

Newer, developing technologies; ever changing digital equipment; convergence of technologies.

Flexible Scheduling

A strategy for providing access to educational resources that permits use as needed rather than on a predetermined schedule.

Higher Level Thinking

Thinking that takes place in the higher levels of the hierarchy of cognitive processing on a continuum from knowledge level to evaluation level (e.g., Bloom's Taxonomy); may include problem solving, decision making, investigation and reflective thinking.

Inquiry-based Learning

Children learn by generating new hypotheses, by taking risks and by reflecting on their accomplishments and miscues. Children engage in inquiry when they investigate questions or issues they find compelling. These questions or issues may be related to a class theme or concept.

Instructional Setting

Location where teaching and learning takes place.

Integrated/Integration

Use of technology by students and teachers to enhance teaching and learning and to support curricular objectives.

Internet

Global network of networks that connects worldwide computers through digital systems.

Internet Connected, Multimedia Computer

A computer capable of presenting combinations of text, graphics, animation and streaming audio or video; the computer also should be connected to the Internet.

Invention Stage

Educators are prepared to develop entirely new learning environments that utilize technology as a flexible tool. Learning becomes more collaborative, interactive and customized.

LAN (Local Area Network)

A network that connects computers in the same building.

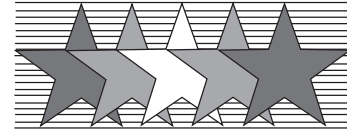
Librarians

Campus librarians are included in the term "teacher" used throughout the Texas Teacher STaR Chart.

Local Funding

Funds from district fees, bond issues, and other local initiatives.

Glossary (continued)



Long-Range Plan for Technology

Texas implementation plan for integrating technology into the school system. Four key areas are: Teaching and Learning, Educator Preparation and Development, Administration and Support Services and Infrastructure for Technology.

Managed Curriculum

Software purchased by a school or district which allows teachers to oversee curriculum covered in classroom teaching and learning.

Minimal Release Time

Less than six hours per school year.

Multimedia

Combining text, graphics, full-motion video, sound and/or combining movies, music, lighting, CD-ROMs, DVDs and the Internet and/or combining television, radio, print and the Internet.

Networked Connectivity

Computers are cabled to a data port for sharing files, storing files, printing and Internet connectivity.

On-Demand Access

Immediate access to technology tools as needed in all campus instructional settings.

Online Databases

Internet accessible databases providing resources such as encyclopedias, periodicals, biographies, historical timelines, maps and atlases, almanacs, audio clips, video clips and student and teacher resources.

Portable Technology

Easily transported equipment such as cell phones, handheld devices, laptop computers and projectors that are wireless and battery operated.

Prepackaged Software

Includes software specified for a particular curricula area such as software provided with a textbook.

Print/File Sharing Access

Both shared files and printers are available from the school or district network.

Problem-Solving Strategies

Process by which learners identify goals and obstacles, identify/research alternative ways to solve the problem, select an alternative based on evaluation criteria, test the alternative and finally evaluate results.

Professional Development

Also referred to as staff development or in-service training. Includes the National Staff Development Council's major models of professional development: training, observation/assessment, involvement in a development/improvement process, study groups, inquiry/action research, individually guided activities and mentoring.

Professional Development Follow-up

Teacher learns about and/or creates work which is implemented, shared and discussed at a later date; teacher may work with other teachers, technology specialists, or administrators to reflect upon their instructional practice for the purpose of improving student instruction.

Real Time

Now, synchronous communication.

Release Time

Time for professional development during the regular school day.

Replacement Cycle

School policy for purchase, replacement and upgrade cycle of technology equipment and software.

SBEC

State Board for Educator Certification.

Seamlessly Integrated

Using technology as a natural tool; used without thinking; becomes the way work is done.

Software

The programs, routines and symbolic language that control the functioning of a hardware system and especially a computer system; sometimes referred to as a computer program.

State and Federal Funds

State funds such as, but not limited to, the Technology Allotment; federal funds such as, but not limited to, *No Child Left Behind (NCLB)* and E-Rate.

Supplement not Supplant

Additional funds used to provide technology activities, but not used to replace local, state or federal funds already in place.

Supplemental Applications

Software which adds to or enhances instruction, but may not be required.

TA

Technology Applications.

TA TEKS

Technology Applications Texas Essential Knowledge and Skills.

Teacher

Professional employee who holds a valid certificate or permit in order to deliver instruction to students; these employees may include classroom teachers, librarians, or paraprofessionals delivering instruction under the direction of a certified teacher.

Technology

Examples: computer workstations, laptop computers, wireless computers, handheld computers, digital cameras, probes, scanners, digital video cameras, analog video cameras, televisions, telephones, VCRs, digital projectors, programmable calculators.

Technology Accommodation

Ergonomic, accessible office furniture and computer workstation accessories such as keyboards, Braille readers, pointing devices, screen readers and speech recognition for all learners.

Technology Allotment

State funds provided to Texas school districts to support the goals of the *Long Range Plan for Technology*. The current level of funding is \$30 per student.

Technology Literacy

Responsible use of appropriate technology to communicate, problem solve as well as to access, manage, integrate, evaluate and create information to improve learning in all subject areas in order to acquire 21st century knowledge and skills.

Two-Way Interactive Video Distance Learning

Interaction with video and audio between two or more sites connected by telecommunication lines for real time instruction.

Video Streaming

Video delivered to the computer desktop; video that can be viewed from the Web in real time.

WAN (Wide Area Network)

A network in which two or more buildings are connected, such as campuses in a district or districts in a region.

Wireless Connectivity

Computers with wireless capabilities to connect to the Internet when located near access points/boxes which are connected to the data ports. The computers are not cabled to the data port.

Useful Web Sites For Teachers

<http://www.ed.gov>

The U. S. Department of Education provides information selected especially for parents, teachers, students and administrators as well as press releases, photos, audio clips and video all in one place-Press Room.

<http://www.ed.gov/nclb>

The *No Child Left Behind Act of 2001* is a landmark in education reform designed to improve student achievement and change the culture of America's schools. With passage of *No Child Left Behind*, Congress reauthorized the *Elementary and Secondary Education Act (ESEA)*—the principal federal law affecting education from kindergarten through high school. In amending *ESEA*, the new law represents a sweeping overhaul of federal efforts to support elementary and secondary education in the United States.

<http://glf.org>

The George Lucas Education Foundation documents and disseminates the stories of exemplary practices in K-12 public education. Over 70 online documentaries showcase imagination and innovation in public schools. Free teaching modules created by professional development experts and education faculty are available at the website.

<http://www.iste.org>

The International Society for Technology in Education provides major resources for educators who strive to integrate technology with teaching and learning. Standards are available for both students and teachers at this site. The ISTE professional journals detail excellent examples of the integration of technology into the curriculum. Both individual and district memberships are available.

<http://www.ncrel.org>

The North Central Regional Educational Laboratory helps schools and students reach their full potential as it specializes in educational applications of technology to improve learning. Many resources are located at this site.

<http://www.ncrel.org/engage>

This site is designed to help districts and schools plan and evaluate the systemwide use of educational technology. Schools face the challenge of preparing students to live, learn and work successfully in today's knowledge-based digital society. To do so will require high-performance learning of academic content using 21st-century skills and tools. To accomplish this, schools must become high-performance learning organizations. The enGauge framework identifies Six Essential Conditions—systemwide factors critical to effective uses of technology for student learning.

<http://www.nsd.org>

The National Staff Development Council gives districts information not only on high quality training programs with intensive follow-up and support, but also other growth-promoting processes such as study groups, action research and peer coaching. NSDC, as an organization, believes that staff development is fundamentally people improvement. The library offers excellent full-text professional articles.

<http://www.21stcenturyskills.org/Route21>

A collection of web-based tools designed to support and promote achievement of Information and Communication Technologies (ICT) literacy and 21st century skills. It presents a dynamic look at highlighted examples, resources, recommendations, tools and recommended goals in each of nine key areas that support a coherent framework for 21st century education.

<http://www.sbec.state.tx.us>

The State Board of Educator Certification site assists educators in planning for quality technology applications professional development programs as well as providing information on certifications for all professional educators.

<http://www.sedl.org>

The Southwest Educational Development Laboratory (SEDL) solves significant problems facing educational systems and communities to ensure a quality education for all learners. The SEDL work focuses on an integrated program of applied research and development, professional development, assistance and services. SEDL refines work based on new findings from on-going research.

<http://www.setda.org>

Founded in the fall of 2001, the State Educational Technology Directors Association (SETDA) is the principal association representing the state directors for educational technology. SETDA's goal is to improve student achievement through technology.

<http://www.tcea.org>

The Texas Computer Education Association supports educators in learning about technology and using it in the classroom. As the sponsor of the largest Texas conference focusing on educational technology, the organization's website provides online registration, program information and student and teacher contest information.

<http://www.tea.state.tx.us>

The Texas Education Agency website provides immediate information needed daily in schools related to a variety of topics, including assessment, curriculum, teacher resources and grant information. Quick links to Education Service Centers and the State Board for Educator Certification are also provided.

<http://www.techappsnetwork.org>

The Technology Applications Teacher Network is a collaborative project between the twenty Texas Education Service Centers and the Texas Education Agency and is designed to provide Texas teachers with resources to implement the Technology Applications Texas Essential Knowledge and Skills in the K-12 classroom and meet *No Child Left Behind, Title II, Part D* requirements.

<http://tpesc.esc12.net>

The Technology Planning & E-Rate Support Center (TPESC) provides assistance and support to Texas public and charter schools in meeting the requirements for participation in the federal Schools and Libraries Universal Service Support Program, better known as E-Rate and in meeting *No Child Left Behind, Title II, Part D* requirements. TPESC also provides assistance in submission of the online Texas e-Plan and the Texas Campus S'TaR Chart.

Texas Teacher STaR Chart Summary



Using the Texas Teacher STaR Chart, select the cells in each category that best describe your knowledge and skills. Enter the corresponding number in the chart below using this scale.

1 = Early Tech 2 = Developing Tech 3 = Advanced Tech 4 = Target Tech

Key Area I: Teaching and Learning

A. Teacher Use of Technology in Instruction	B. Productive Use of Technology for Instructional Purposes	C. Design of Instructional Setting for Student Use of Technology	D. Content Area Connections	E. Integration of Technology Applications TEKS	F. Patterns of Student Use	*Total

Key Area II: Educator Preparation and Development

G. Professional Development Experiences	H. Technology Capabilities as an Educator	I. Technology Leadership: Mentoring and Modeling	J. Continuum of Professional Development Models	K. Levels of Understanding	L. Technology Professional Development Resources	*Total

Key Area III: Administration and Support Services

M. Technology Vision and Planning	N. Technical Support	O. Instructional Technology Resources (Staff/Online)	P. Budget	Q. Classroom Technology	*Total

Key Area IV: Infrastructure for Technology

R. Students per Computer in Classroom	S. Internet Access Connectivity/Speed	T. Distance Learning	U. LAN/WAN Access	V. Other Technologies	*Total

Key Area Summary

Copy your Key Area totals into the first column below and use the Key Area Rating Range to indicate the Key Area rating for each category.

Key Area	*Key Area Total	Key Area STaR Classification
I. Teaching and Learning (6 - 8 Early Tech)	_____	_____
	9 - 14 Developing Tech	15 - 20 Advanced Tech 21 - 24 Target Tech
II. Educator Preparation and Development (6 - 8 Early Tech)	_____	_____
	9 - 14 Developing Tech	15 - 20 Advanced Tech 21 - 24 Target Tech
III. Administration and Support Services (5 - 7 Early Tech)	_____	_____
	8 - 12 Developing Tech	13 - 17 Advanced Tech 18 - 20 Target Tech
IV. Infrastructure for Technology (5 - 7 Early Tech)	_____	_____
	8 - 12 Developing Tech	13 - 17 Advanced Tech 18 - 20 Target Tech

Teacher Name: _____

County/Campus Number: _____

Campus Name: _____

Completion Date: _____

E-mail: _____

School Year: _____

Check the box which best describes the subject area you teach:

- Math
 English/Language Arts
 Reading
 Social Studies
 Science
 All Subject Areas
 Other _____

Please go to the online Texas Teacher STaR Chart (www.tea.state.tx.us/starchart) to enter your results and print summary reports. Statewide aggregated data will be available in Spring 2005.

The Texas Teacher School Technology

Key Areas:		TEACHING AND LEARNING				
Teacher FOCUS AREAS:	(A) Teacher Use of Technology in Instruction	(B) Productive Use of Technology for Instructional Purposes	(C) Design of Instructional Setting for Student Use of Technology	(D) Content Area Connections	(E) Integration of Technology Applications TEKS	(F) Patterns of Student Use
LEVELS OF PROGRESS						
I. Early Tech	Uses a variety of technology tools to deliver content	Uses technology to supplement and to support instruction	Promotes student use of desktop computers in a classroom, library or computer lab setting to supplement or reinforce instruction	Makes no clear connection between technology use and content areas	Is aware of the Technology Applications TEKS	Uses software (e.g., tutorial) for drill and practice only No accommodations are made for diverse learning
II. Developing Tech	Uses technology in direct instruction and models basic technology skills for all students	Uses prepackaged, supplemental applications or materials for technology integration and administrative tasks	Promotes students' occasional use of technology for curriculum activities in various instructional settings including the classroom, library or lab	Uses technology occasionally to reinforce content	Is aware of the Technology Applications TEKS that are appropriate for content area and occasionally includes technology skills in planning and implementing classroom instruction	Uses technology individually and periodically in teacher-guided activities with some accommodations for diverse needs
III. Advanced Tech	Uses technology to enhance learning in the content areas	Routinely uses technology to encourage higher level thinking relating to classroom content and opportunity for collaboration with other teachers/staff	Promotes student movement from one instructional setting to another using a variety of networked computers to produce developmentally appropriate and collaborative projects	Uses technology to differentiate instruction and to achieve student expectations in the core curriculum TEKS	Is knowledgeable and regularly utilizes the Technology Applications TEKS as appropriate for content area and grade level	Uses and selects technology regularly as a tool for problem solving and communication with increased complexity
IV. Target Tech	Consistently uses technology to guide student learning; and provides a variety of learning environments	Works with students to utilize technology that is seamlessly and appropriately integrated in all learning experiences	Promotes students' consistent use of appropriate technologies through the development and maintenance of a community of learners in the school environment and beyond	Uses educational objectives and instructional strategies to emphasize the integration of learning and technology skills across content areas to meet individual needs	Is knowledgeable and regularly integrates the Technology Applications TEKS as appropriate for content area and grade level areas	Uses complex instructional activities to research and present authentic products consistently Students self-advocate for technology tools and accommodations
Campus STaR Chart Correlation (for reference use only)	(A) Impact of Technology on Teacher Role and Collaborative Learning	(B) Patterns of Teacher Use	(C) Frequency/Design of Instructional Setting Using Digital Content	(D) Curriculum Areas	(E) Technology Applications TEKS Assessment	(F) Patterns of Student Use

Technology and Readiness (STaR) Chart

EDUCATOR PREPARATION AND DEVELOPMENT

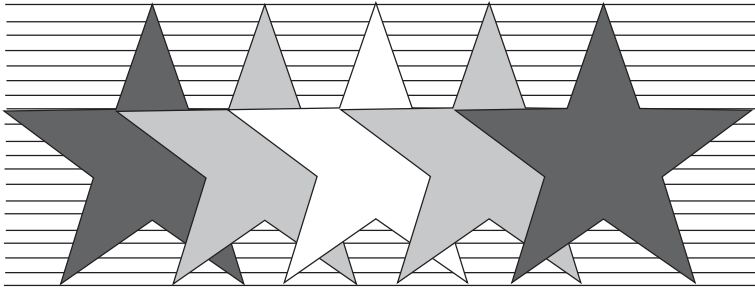
(G) Professional Development Experience	(H) Technology Capabilities	(I) Technology Leadership: Mentoring and Modeling	(J) Continuum of Professional Development Models	(K) Levels of Understanding	(L) Technology Professional Development
Has received training in technology literacy skills, district information systems and basic software applications	Is aware of the State Board for Educator Certification (SBEC) Technology Applications Standards	Attends technology training as a participant only	Participates in large group professional development to acquire technology skills	Is at entry/adoption stage of understanding	Is offered, but not mandated by the district or campus
Has received training in integration of technology into instructional activities	Meets 20% to 40% of the SBEC Technology Applications Standards	Works with others to utilize and streamline technology proficiency	Participates in large group professional development to acquire technology skills with follow up that facilitates implementation	Is at the adaptation stage of understanding	Is recommended, but not mandated by the district Minimal release time or funding for technology professional development
Has received training in the use of technology resources to enrich and extend learning	Meets 60% to 80% of the SBEC Technology Applications Standards	Mentors and models the use of technology integration in the curriculum	Is actively engaged in personal professional development that includes workshops and individual study	Is at the appropriation stage of understanding	Is mandated by the district and campus A minimum of six hours release time or funding is offered for technology professional development annually
Learns, shares and mentors within professional learning communities	Meets 100% of the SBEC Technology Applications Standards	Is recognized as knowledgeable in the integration of technology into instruction Provides expertise to professional and community populations (e.g. via presentations, just-in-time support or supporting parent trainings)	Creates communities of inquiry and knowledge building Anytime, anywhere learning is available through a variety of delivery systems	Is at the invention stage of understanding	Is mandated by the district and campus in order to achieve required technology proficiencies Multiple opportunities are provided for technology professional development including before or after the school day, release time, and just-in-time assistance
(G) Content of Training	(H) Capabilities of Educators	(I) Leadership and Capabilities of Administrators	(J) Models of Professional Development	(K) Levels of Understanding and Patterns of Use	(L) Technology Budget Allocated to Technology Professional Development

The Texas Teacher School Technology

ADMINISTRATION AND SUPPORT SERVICES				
(M) Technology Vision and Planning	(N) Technical Support	(O) Instructional Technology Resources (Staff/Online)	(P) Budget	(Q) Classroom Technology
<i>Responses to the Administration and Support Services section should reflect the teacher's perception of the instructional environment.</i>				
<p>Understands campus/district technology plan and how it impacts instruction</p> <p>Unaware of the state <i>Long-Range Plan for Technology</i></p>	<p>Knows who and when to call for help when technical problems arise</p>	<p>Is aware of instructional resources</p> <p>Is not aware of campus/district instructional technology support</p>	<p>Is not provided for classroom technology</p>	<p>Has not been upgraded</p>
<p>Contributes ideas to campus/district technology plan when asked</p> <p>Begins to align instructional planning to the campus/district technology plan</p> <p>Is aware of the state <i>Long-Range Plan for Technology</i></p>	<p>Can communicate technical problems to appropriate personnel</p> <p>Is aware of campus procedure for technical support</p>	<p>Is provided additional instructional technology resources</p> <p>Is aware of campus/district instructional support</p>	<p>Provides approximately \$500 for technology in the classroom this year</p>	<p>Is upgraded at least every five years</p>
<p>Evaluates and contributes to updating the campus/district technology plan as needed</p> <p>Accesses and utilizes the state <i>Long-Range Plan for Technology</i> in instructional planning</p>	<p>Solves basic technical problems such as rebooting, checking cables and power connections</p> <p>Recognizes severity of problem and knows where to go for help</p> <p>Refers to technical support for complex problems</p>	<p>Develops new instructional technology resources and shares with campus/district instructional personnel</p> <p>Accesses campus or district instructional support</p>	<p>Provides approximately \$1000 for technology in the classroom this year</p>	<p>Is upgraded at least every four years</p>
<p>Collaborates with other professionals in the implementation and revision of the district/campus technology plan to ensure alignment to the state <i>Long-Range Plan for Technology</i></p>	<p>Provides just-in-time support for colleagues when technical problems arise, such as: printing grade book reports and accessing files on network drives/servers</p> <p>Reports continuous patterns of technical problems</p>	<p>Collaborates to create new instructional technology resources and shares with campus/district colleagues</p>	<p>Provides more than \$1000 for technology in the classroom this year</p>	<p>Is upgraded at least every three or less years</p>
(M) Vision and Planning	(N) Technical Support	(O) Instructional and Administrative Staffing	(P) Budget	(Q) Funding

Technology and Readiness (STaR) Chart

INFRASTRUCTURE FOR TECHNOLOGY				
(R) Students per Computer in Classroom	(S) Internet Access Connectivity/Speed in the Classroom	(T) Distance Learning Opportunities	(U) LAN/WAN Access	(V) Other Technologies
<i>Responses to the Infrastructure for Technology section should reflect the teacher's perception of the instructional environment.</i>				
Has ten or more students for each computer in the classroom	Has dial-up connectivity to the Internet Dial-up is available on a few student computers	Does not have access to any type of distance learning	Provided for teachers to access print/file sharing at the campus level	Has use of resources, such as: TVs, VCRs, digital cameras, scanners, classroom sets of programmable calculators
Has between five and nine students for each Internet-connected, multimedia computer in the classroom and is aware that the replacement cycle established by the district/campus occurs every five years	Has direct connectivity to the Internet available on 50% of the Internet-ready computers in the classroom The computers run at a speed that prevents most delays	Has some access to campus distance learning, such as: web based/online learning, satellite based learning and two-way interactive video distance learning	Provided for teachers and students to access print/file sharing and some applications outside the classroom.	Has a computer designated for teacher use only Shares resources, such as: TVs, VCRs, digital cameras, scanners, digital projectors, analog video cameras and classroom sets of programmable calculators
Has four or less students for each Internet-connected, multimedia computer in the classroom and is aware that the replacement cycle established by the district/campus occurs every four years	Has direct connectivity to the Internet available on 75% of the Internet-ready computers in the classroom The computers run at a speed that prevents most delays	Has regularly scheduled access to campus distance learning, such as: web based/online learning, satellite based learning and two-way interactive video distance learning	Provided for teachers and students to access print/file sharing, multiple applications and district servers	Has a computer designated for teacher use only Dedicates use of commonly used technologies, such as: computer with projection devices, TVs, VCRs, programmable calculators assigned to each student and telephones in each classroom Shares use of specialized technologies, such as: digital cameras, scanners, document cameras, digital projectors and digital video cameras
Has four or less students for each Internet-connected, multimedia computer in the classroom and on-demand access for every student as recommended by the state <i>Long Range Plan for Technology</i> Is aware that the replacement cycle established by the district/campus occurs every three years or less	Has direct connectivity to the Internet available on all of the Internet-ready computers in the classroom The computers run at a speed that prevents most delays Has access to wireless connectivity	Has unlimited access to campus distance learning including web based/online learning, satellite-based learning and two-way interactive video distance learning	Provided for teachers and students to easily access wireless connectivity to print/file sharing, multiple applications and districtwide resources on the campus network	Has a computer designated for teacher use only A fully equipped classroom is provided with readily available technology to enhance student instruction including the use of new and emerging technologies
(R) Students per Computer	(S) Internet Access Connectivity/Speed	(T) Distance Learning	(U) LAN/WAN	(V) Other Technologies



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Educational Technology Unit
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**Additional information on the
Texas Teacher STaR Chart
is available on the World Wide Web at
www.tea.state.tx.us/starchart**

