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School Technology and Readiness
A Teacher Tool for Planning and Self-Assessing
aligned with the
Long-Range Plan for Technology, 2006-2020

Instructional Materials and Educational Technology Division
Texas Education Agency

Using the Texas Campus STaR Chart, select the cells in each category that best describes your campus
Enter the corresponding number in the chart below using this scale:

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



Texas Campus STaR Chart

Table of Contents

Letter to All Texas Administrators 1

A Tool for Planning and Assessing..... 2

Completing a Texas Campus STaR Chart Profile..... 3

SBEC Technology Applications Standards..... 3

The Texas Challenge 4

Texas Campus STaR Chart: A Tool for Planning and Assessing School Technology and Readiness aligned with the *Long-Range Plan for Technology*

Glossary 6

Related Websites 8

Texas Campus STaR Chart Summary 9



www.tea.state.tx/starchart

Researchers, technology planning teams, and interested citizens may now review Texas STaR Chart summary data at www.tea.state.tx.us/starchart/search

Key Area I: Teaching and Learning

TL1 Patterns of Classroom Use	TL2 Frequency/ Design of Instructional Setting	TL3 Content Area Connections	TL4 Technology Applications (TA) TEKS Implementation	TL5 Student Mastery of Technology Applications	TL6 Online Learning	*Total
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Key Area II: Educator Preparation and Development

EP1 Professional Development Experiences	EP2 Models of Professional Development	EP3 Capabilities of Educators	EP4 Access to Professional Development	EP5 Levels of Understanding and Patterns of Use	EP6 Professional Development for Online Learning	*Total
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Key Area III: Leadership, Administration and Instructional Support

L1 Leadership and Vision	L2 Planning	L3 Instructional Support	L4 Communication and Collaboration	L5 Budget	L6 Leadership and Support for Online Learning	*Total
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Key Area IV: Infrastructure for Technology

INF1 Students per Computers	INF2 Internet Access Connectivity Speed	INF3 Other Classroom Technology	INF4 Technical Support	INF5 Local Area Network Wide Area Network	INF6 Distance Learning Capacity	*Total
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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- 4 Developing Tech	15-20 Advanced Tech	21-24 Target Tech)	
III. Leadership, Administration & Instructional Support (6-8 Early Tech	9-14 Developing Tech	15-20 Advanced Tech	21-24 Target Tech)	
IV. Infrastructure for Technology (6-8 Early Tech	9-14 Developing Tech	15-20 Advanced Tech	21-24 Target Tech)	

Campus Name: _____ County/District/Campus Number: _____

School Year: _____ Completion Date: _____

Completed by : _____ Email: _____

Please go to the online Texas Campus STaR Chart (www.tea.state.tx.us/starchart) to enter the campus results and print reports.

Related Websites

<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://glef.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.nsdcc.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 finding 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 20 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 ePlan and the Texas Campus STaR Chart.

To: Administrator Addressed

From: Anita Givens, Senior Director of Instructional Materials and Educational Technology

Subject: The Texas Campus STaR Chart

Date: Fall 2006

The Texas Education Agency Educational Technology Advisory Committee (ETAC) developed the Texas School **Technology and Readiness (STaR) Chart**, an online resource tool for self-assessment of your campus' and district's efforts to effectively integrate technology across the curriculum. This rubric serves as the standard for assessing technology preparedness in Texas K-12 schools. This chart has been updated to align with the new Long-Range Plan for Technology, 2006-2020.

The No Child Left Behind Act of 2001 emphasizes student achievement and assessment of fundamental knowledge and skills. In addition, No Child Left Behind requires that students be technology literate by the end of the eighth grade. The required Texas Technology Applications curriculum supports these requirements by focusing on teaching, learning, and integration of digital technology skills across the curriculum at all grade levels. In order to assess progress toward meeting these standards, teachers must complete the Texas Teacher STaR Chart. Campuses and districts must complete the Texas Campus STaR Chart online each year and use the profiles to gauge their progress annually in order to comply with federal and state requirements.

The **Texas Campus STaR Chart** is a tool designed for use in technology planning, budgeting for resources, and evaluation of progress in local technology projects. All applications for state funded technology grants require a completed campus or district Texas STaR Chart profile to be filed with the application as an indicator of current status and progress and as a formative and/or summative evaluation tool. Campuses must retain documentation of supporting data used to complete the chart. The online assessment may be used as a basis for dialogue with staff, administrators, technology directors, school board members, and community leaders to plan for future growth. Statewide reports are used to report on progress toward 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 Public STaR Chart** is an online tool to allow all stakeholders to view the technology readiness of all campuses across the state. The search features enable a variety of reports such as all campuses that are Early or Target Tech in one or more focus areas. Reports may be organized by district, ESC region, legislative district, or campus type. Data is currently available from the Texas Campus STaR Charts completed in 2004, 2005, and 2006. The public site is available at www.tea.state.tx.us/starchart/search.

The **Texas Teacher STaR Chart** to be completed by individual teachers models and correlates with the Texas Campus STaR Chart and draws measures from a variety of national and state technology guidelines. It establishes a clear framework for measuring how well teachers are prepared to equip students with the knowledge and skills they need to thrive in today's information and communication technologies (ICT) economy.

The **Texas Campus STaR Chart** produces a profile of your campus' status toward reaching the goals of the *Long Range Plan for Technology* (LRPT) and No Child Left Behind. The profile indicators place your campus at one of four levels of progress in each key area of the LRPT: Early Tech, Developing Tech, Advanced Tech, or Target Tech.

Please use the data entered by teachers in the Teacher STaR chart to complete the Texas Campus STaR Chart survey located at <http://www.tea.state.tx.us/starchart>. Use the printed charts, graphs and information as well as reports from the public site to compare your campus' progress to like-sized campuses and to the statewide profile. Your data will be compiled with those of other Texas campuses to provide an overall picture of the state of technology preparedness and implementation in Texas and reported to federal and state policymakers.

The printed version of the Texas Campus STaR Chart materials is provided for your reference.

Texas Campus STaR Chart: A Tool for Planning and Assessing School Technology and Readiness

The Texas Campus STaR Chart has been developed around the four key areas of the *Long-Range Plan for Technology, 2006-2020*: Teaching and Learning; Educator Preparation and Development; Leadership, Administration and Instructional Support; and Infrastructure for Technology. The Texas Campus STaR Chart is designed to help 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 Campus STaR Chart will also assist in the measurement of the impact of federal, state, and local efforts to improve student learning through the use of technology. Data from the chart is used to report progress toward the requirements in *No Child Left Behind, Title II, Part D*.

The Texas Campus STaR Chart Will Help Campuses and Districts Answer Critical Questions

- 1) What are your campus' and district's current educational technology profiles?
- 2) What evidence can be provided to demonstrate their progress is meeting the goals of the *Long Range Plan for Technology*?
- 3) What areas should your campus and district focus on to improve the level of technology integration to ensure the best possible teaching and learning for all students?

The Texas Campus STaR Chart Can Be Used:

- ★ To create and/or update the district's technology plan.
- ★ To help conceptualize your campus or district vision of technology.
- ★ To set benchmarks and goals. Campuses and districts may use the chart to identify current education technology profiles, establish goals, and monitor progress.
- ★ To measure student and teacher proficiencies with regard to the integration of technology into all content areas.
- ★ By the campus and district to document progress toward meeting *No Child Left Behind, Title II, Part D* requirements for technology literacy for students and teachers as well as technology integration across the curriculum. Our state's definition of "technology literate" is proficiency in the Technology Applications TEKS for students and the SBEC Technology Applications Standards for teachers.
- ★ To apply for grants. The Texas Campus STaR Chart will help schools identify their educational technology needs as they apply for grants.
- ★ To determine funding priorities. Education administrators and policy makers can use the Texas Campus STaR Chart to determine where to allocate funds.
- ★ To track progress on use of *No Child Left Behind Title II, Part D* formula and discretionary funds.

Texas campuses must complete the survey online and use the profile annually to gauge their progress in integrating technology into the school and aligning with national and state standards. The progress data can be reported to school boards, community groups, campus and district planning committees. Statewide summary data is reported to state and federal policymakers.

LRPT (Long-Range Plan for Technology)

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

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.

Online Learning

Sometimes referred to as web-based learning, virtual learning or e-learning, Online learning is a highly interactive form of distance learning that is primarily delivered via the Internet. Content and resources are accessed via the web. Communication, learning activities, and instruction from a teacher take place in a virtual (web-based) environment.

Portable Technologies

Technologies that are lightweight and small enough to carry such as laptop computers, hand-held devices, and PDAs (Personal Digital Assistant).

Print/File Sharing Access

Both 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.

Replacement Cycle

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

Rich media

Digital information that includes advanced capabilities such as streaming video, applets, and animation which require more bandwidth and storage than normal text.

SBEC

State Board for Educator Certification.

Seamless Technology Integration

Using technology as a natural tool; used routinely 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.

Streaming Video

Moving images that are sent in a continuous stream and played as it arrives; the web user does not have to wait to download a large file before seeing the video or hearing the sound.

Supplement not Supplant

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

Supplemental Applications

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

Technology Applications / Technology Applications TEKS

Technology Applications is the curriculum area that defines what all students should know and be able to do with technology K-12. Technology Applications Texas Essential Knowledge and Skills are available for Grades K-12.

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, interactive white boards.

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 per year.

Technology Literacy

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century. The Technology Applications curriculum defines the technology literacy requirements for students and teachers specified in NCLB Title II, Part D.

Videoconferencing

One method by which distance learning may be delivered. Entails real time (synchronous) instruction via telecommunication lines which enable two-way audio and video interaction between two or more sites, using specialized equipment in a videoconference room or portable videoconference unit.

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.

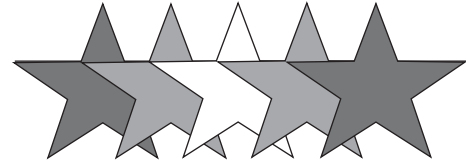
Web-based Learning

See Online learning.

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.





“Issues of support and maintenance for the existing and evolving technologies will test our true commitment to connected schools.”

Challenges in Leadership, Administration and Instructional Support

The process of integrating technology in schools, in itself, promotes school reform. It is complex school-wide innovation, and, as such, vision-building, administrator commitment, and skilled leadership play pivotal roles in success. Texas faces a significant challenge in providing visionary school leadership with the necessary background requisite skills to lead and nurture the changes technology brings.

Rapid changes on many fronts make it virtually impossible for any individual within a school system to maintain the necessary knowledge to represent all facets of planning for and implementing technology. For this reason, collaborative and on-going planning consistent with the *Long-Range Plan for Technology* and articulated with campus and district plans is necessary if schools are to see improved student learning based on data-driven decisions. Fulfilling the vision of technology requires district, campus, and teacher leaders who articulate and advocate a vision of what technology can do for teaching and learning as well as school operations.

Systems of technical support, staffing patterns, budgeting functions, and funding acquisitions require on-going professional and staff growth. Appropriate technical support services are required in order to maximize educational benefits from our investment in technology. Schools are vulnerable to special challenges for staff retention as demands grow in the booming digital and ICT sectors for personnel. School decision makers are challenged to budget real costs of technology, both initial and on-going, to secure funding to support that budget.

Again, the *No Child Left Behind, Title II, Part D (NCLB)* Education Technology Program supports local challenges with a focus on strategic national, state, and local technology planning. Only through a strategic planning process may key success elements such as intensive, sustained, high quality professional development, enhancement of existing technologies and comprehensive data analysis, and communication through technology become reality for each Texas campus.

Challenges in Infrastructure for Technology

Texas has made tremendous strides during the last decade in connecting schools to each other, to external resources, and to the Internet. Texas schools have been fortunate to have the support of the Texas legislature and the federal government in building the

technology infrastructure that will allow students and teachers to make use of technology tools that are basic and necessary for education today and in the future. Challenges clearly remain, however. Not all districts, campuses, and classrooms have the connectivity and tools that they need to integrate technology into the teaching and learning process. Work remains to ensure that connectivity reaches all instructional and professional work areas and that infrastructure capacity supports promising practices in instruction, school leadership, and operations.

Issues of support and maintenance for existing and evolving technologies will test our true commitment to connect schools. Maintaining appropriate funding levels, securing and retaining qualified staff, maintaining the infrastructure, providing upgrades, and greater bandwidth all provide significant challenges for schools.

The infrastructure of a school is the critical element of support for all areas: teaching and learning, educator preparation and development, as well as administration and support services. While school connectivity presents tremendous challenges, implementing that connectivity offers new and exciting opportunities for transforming the institution of schooling.

“Learning and teaching must be different.”

Summary

Learning for the 21st Century requires new skills, new tools, new online assessments, and new knowledge. Students today must learn different ways to work with tools, different ways to work with information and different ways to work with people. Our students will function in ever-changing and richly diverse workgroups that often cross national boundaries. One of the greatest challenges our schools face is ensuring that each student is equipped to flourish within a wide array of learning and work communities. Today’s world demands this environment, and technology facilitates it.

Schools must also foster flexibility since the 21st Century demands that its citizens are able to deal with continuous and significant change. Finally, precisely because of on-going change, Texas students must learn to learn. They must develop skills and habits of learning that will serve them for a lifetime.

Glossary

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.

Anytime, Anywhere Learning

When learning can occur independent of location or time of day.

Applets

An applet is a small program that extends the capability of an application, particularly a web browser. An applet cannot run by itself; it needs to run within the application program like a browser. Examples include for example, a popup calculator or a popup instant messenger program.

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.

Bandwidth

The capacity of a network or data connection to transmit data.

Blended technologies

The combination of two or more different technologies (i.e. Internet, satellite, videoconferencing, and emerging technologies) for effective, interactive communications.

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 ongoing dialogue.

Community of Inquiry

All terms are used interchangeably to identify a group of persons engaged in ongoing dialogue about questions of shared interest or mutual concern for the purpose of generating workable, productive solutions to meaningful problems or adding enhancement to an existing knowledge base related to common interests.

Complex Thinking Strategies

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

Computer

A device that runs programs to display and manipulate text, graphics, symbols, audio, video, and numbers.

Dial-up Connectivity

Computers cabled to a 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 telephone line usually leased from the telephone company. At many Texas schools, the connection goes to the Education Service Center and then out to the Internet.

Distance Learning

An educational process delivered and supported by technology in which the teacher and student are in different locations. (Internet, satellite, videoconferencing, and emerging technologies, etc.)

District Information System

A database of district-wide information, which may include student, financial, or other administrative information necessary for local, state, and federal 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 for educator or students’ use.

Educator

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

Emerging Technologies

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

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.

Interactive Communications

Two-way communications that may be synchronous or asynchronous and that are distinguished by mutually active responses. In online learning, interactive communications refers to a learning environment that includes a significant amount of discussion and other forms of communications between teachers and students that are enabled by technology. Examples include an Internet-based listserv, class newsgroups, discussion boards, or chat features.

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.

LAN (Local Area Network)

A network that connects computers in the same building.

Learning Communities

Schools, parents, and community collaborate to meet needs by pooling resources.

Librarians

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

Local Funding

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

Instructions for Completing the Texas Campus STaR Chart Profile

The printed Texas Campus STaR Chart may be used for discussion and collection of data. This chart should be completed online by each campus in the district. The online Texas Campus STaR Chart provides campus and district reports that include charts and graphs. Use the instructions below and those online at the Web site <http://www.tea.state.tx.us/starchart> to develop Campus STaR Chart profiles.

1. Coordinate the completion of your Texas Campus STaR Chart with your district's director of technology and technology leadership team. The campus principal should be identified as the contact person and should enter the campus data and ensure that campus teachers complete the Teacher STaR Chart.
2. The Teacher STaR Chart and Campus STaR Chart are both divided into the four Key Areas of the Long-Range Plan for Technology: Teaching and Learning; Educator Preparation and Development; Leadership, Administration and Instructional Support; and Infrastructure for Technology.
3. Each Key Area is divided into six Focus Areas. Within each Focus Area, indicators are provided for assessing the campus' Level of Progress. It is possible that the campus may have indicators in more than one Level of Progress. Select the one Level of Progress that best describes your campus readiness.
4. The Texas Teacher STaR Chart provides supporting data for the campus chart. The first two areas automatically feed the electronic version of the campus chart. This feature provides valuable information to the campus principal when completing the campus chart. The summary data from the last two areas will also be available to campus administrators and aggregated at the state level but reported separately.
5. After you have filled out the Campus STaR Chart Summary on page 9, register to enter the scores on this summary online at <http://www.tea.state.tx.us/starchart>. Once you have completed the online form you will be able to view and generate summary charts and graphs.

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.

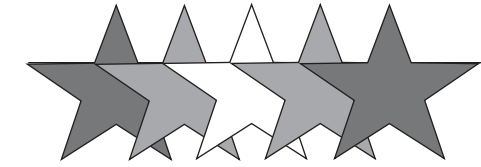
Standard II. All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

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.

THE TEXAS CHALLENGE



In order to continue improvements in teaching and learning in Texas, educators must assure that the knowledge and skills students learn is directly related to the knowledge and skills required to live and work in the 21st century. Accelerating technological change, rapidly accumulating knowledge, increasing global competition and rising workforce capabilities around the world make the integration of relevant knowledge and skills essential to our students.

The world is different, and never in our history has success of the State and its citizens been so tightly linked to on-going learning. If the economic, technological, informational, demographic, and political opportunities are to be shared by all Texans, our citizens—and especially our young citizens—must be guaranteed an excellent 21st Century education.

Texas' Long-Range Plan for Technology organizes recommendations for effective integration of technology in schools within four key areas with clear challenges in each area. The areas include: Teaching and Learning, Educator Preparation and Development, Administration, Leadership Support, and Infrastructure for Technology.

Challenges in Teaching and Learning

The traditional model of schooling with the teacher choosing what is to be learned and then serving as the source of knowledge as the student acts as the receiver of that knowledge is not adequate for 21st Century world-class education. Roles of teacher and learner must continue to change. In the Digital Age the sheer volume of information means that Texas students cannot be passive recipients of instruction; rather, Texas students must become active participants in the learning process. It is vitally important that students know how to be sure their sources are credible. It is important that students gain skills for collaboratively constructing, using, and communicating the knowledge they need for a chosen task, project, or other learning pursuit. Learning and teaching must focus on connecting to students' lives and reflect what research reveals about how people learn.

Information and communications technologies (ICT) empower learners to undertake authentic projects for learning and productivity even in early grades. These technologies make possible collaboration of diverse work and learning groups and provide access to rich resources and expertise previously unavailable. Indeed, these technologies enable us to envision learning and student productivity that extend far beyond the walls of the classroom and far beyond the rigidity of traditional school schedules. Our challenge in teaching and learning is to move from the traditional teacher-led learning model to a student-centered collaborative model in order to empower our young citizens to succeed in a global and digital world of information. This transformation is not a simple undertaking, but it is one that must occur if we are to prepare young Texans for their future lives.

The landmark *No Child Left Behind, Title II, Part D* (NCLB) Education Technology Program addresses these challenges by setting national goals to improve student academic achievement through the use of technology, ensure that all students become technologically literate by the end of the eighth grade, promote the effective integration of technology into on-going professional development and advance research-based instruction through technology integrated curriculum development.

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Challenges in Preparation and Development of Educators

Preparing teachers and administrators to effectively facilitate and manage 21st Century learning in technology and information rich settings involves radical retooling of the existing professional

core of the educational system. Securing time, resources, and effective models for educator professional development presents a tremendous challenge to our state and to the entire nation. Professional development carries the urgent charge of supporting—indeed of catalyzing—the move from traditional schooling to 21st Century education.

As the “baby boom” educators move into retirement, it will be our systems of teaching and administrator preparation that fuel the education of young Texans with qualified and skilled personnel. The number of new teachers and administrators needed within the next decade based on student growth and projected retirement rates is alarming. We must also prepare teachers for significantly different roles, different students, different tools, and different resources. This realization presents the PK-12 community and teacher preparation institutions with the greatest challenges in their history.

The Texas Campus School Technology and Readiness (STaR) Chart

KEY AREA:	TEACHING & LEARNING					
Focus Area:	TL 1	TL 2	TL 3	TL 4	TL 5	TL 6
	Patterns of Classroom Use	Frequency/ Design of Instructional Setting Using Digital Content	Content Area Connections	Technology Applications (TA) TEKS Implementation (TAC Chapter 126)	Student Mastery of Technology Applications (TA) TEKS	Online Learning
Levels of Progress:	<p>Teachers primarily use technology to supplement instruction, streamline management functions, and present teacher-centered lectures</p> <p>Students use software for skill reinforcement</p>	<p>Most teachers occasionally use technology to supplement or reinforce instruction in classroom, library, or lab</p>	<p>Most teachers use technology for basic skills with little or no connections with content objectives</p>	<p>K-8 Campuses: Teachers are aware of the TA TEKS and the adopted TA instructional materials</p> <p>9-12 Campuses: At least 4 high school TA courses are offered</p>	<p>K-8 Campuses: Within each grade level cluster (K-2, 3-5, 6-8), TA TEKS are mastered by up to 25% of the students</p> <p>9-12 Campuses: TA TEKS are mastered by up to 25% of the students as measured by integration in core classrooms and TA</p>	<p>Most teachers use a few web-based learning activities</p>
Developing Tech	<p>Teachers primarily use technology to direct instruction, improve productivity, model technology skills, and direct students in the use of productivity applications for technology integration</p> <p>Students use technology to access, communicate and present information</p>	<p>Most teachers have regular weekly access and use of technology and digital resources for curriculum activities in the classroom, library, or lab</p>	<p>Most teachers use technology to support content objectives</p>	<p>K-8 Campuses: Teachers are aware of the TA TEKS appropriate to content areas and regularly include technology skills in planning and implementing instruction; use adopted TA materials</p> <p>9-12 Campuses: At least 4 high school TA courses offered and at least 2 taught</p>	<p>K-8 Campuses: Within each grade level cluster (K-2, 3-5, 6-8), TA TEKS are mastered by 26 to 50% of the students</p> <p>9-12 Campuses: TA TEKS are mastered by 86 to 100% of the students as measured by integration in core classrooms and TA courses</p>	<p>Most teachers customize several web-based lessons which include online TEKS-based content, resources, learning activities and interactive communication that support learning objectives</p>
Advanced Tech	<p>Teachers primarily use technology in teacher-led and some student-led learning experiences to develop higher-order thinking skills and provide opportunities for collaboration with content experts, peers, parents, and community</p> <p>Students evaluate and analyze data to solve problems</p>	<p>Most teachers have regular weekly access and use of technology and digital resources in various instructional settings such as in classroom, library, lab, or through mobile technology</p>	<p>Most teachers incorporate technology in their subject area TEKS. Classroom applications of technology support the development of higher-order thinking skills and encourage collaboration</p>	<p>K-8 Campuses: Teachers are knowledgeable and consistently use the TA TEKS as appropriate for content area and grade level</p> <p>9-12 Campuses: At least 4 high school TA courses offered and at least 4 taught</p>	<p>K-8 Campuses: Within each grade level cluster (K-2, 3-5, 6-8), TA TEKS are mastered by 51 to 85% of the students</p> <p>9-12 Campuses: TA TEKS are mastered by 51 to 85% of the students as measured by integration in core classrooms and TA courses</p>	<p>Most teachers create web-based lessons which include online TEKS-based content, resources, learning activities, and interactive communications that support learning objectives</p>
Target Tech	<p>Teachers seamlessly integrate technology in a student-led learning environment where technology is used to solve real world problems in collaboration with business, industry, and higher education</p> <p>Learning is transformed as students propose, assess, and implement solutions to problems</p>	<p>Most teachers and students have on-demand access to appropriate technology and digital resources anytime/anywhere for technology integrated curriculum activities on the campus, in the district, at home, or key locations in the community</p>	<p>Most teachers and students seamlessly apply technology across all subject areas to provide learning opportunities beyond the classroom that are not possible without the technology</p>	<p>K-8 Campuses: Teachers are knowledgeable of and seamlessly integrate the TA TEKS as appropriate for content area and grade level</p> <p>9-12 Campuses: At least 4 high school TA courses offered and at least 4 taught or included as new courses developed as independent study or innovative courses</p>	<p>K-8 Campuses: Within each grade level cluster (K-2, 3-5, 6-8), TA TEKS are mastered by 85 to 100% of the students</p> <p>9-12 Campuses: TA TEKS are mastered by 86 to 100% of the students as measured by integration in core classrooms and TA courses</p>	<p>Most teachers create and integrate web-based lessons which include online TEKS-based content, resources, learning activities, and interactive communications that support learning objectives throughout the curriculum</p>
Correlation to Teacher STaR Chart	Patterns of Classroom Use	Frequency/ Design of Instructional Setting Using Digital Content	Content Area Connections	Technology Applications (TA) TEKS Implementation (TAC Chapter 126)	Student Mastery of Technology Applications (TA) TEKS	Online Learning

EDUCATOR PREPARATION & DEVELOPMENT					
EP 1	EP 2	EP 3	EP 4	EP 5	EP 6
Content of Professional Development	Models of Professional Development	Capabilities of Educators	Access to Professional Development	Levels of Understanding and Patterns of Use	Professional Development for Online Learning
<p>Most teachers have completed professional development in technology literacy skills, including the Internet, district information systems, and basic software applications</p>	<p>Our campus provides large group professional development sessions that focus on skills development and basic technology integration</p>	<p>Most of the teachers on my campus demonstrate one of the SBEC Technology Applications Standards</p>	<p>Less than 9 hours of technology professional development available per school year for all teachers</p>	<p>Most teachers understand technology basics and how to use teacher productivity tools</p>	<p>Most teachers have participated in professional development on the use of online learning</p>
<p>Most teachers have completed professional development on the integration of technology specific to their content area and to increase productivity to accomplish a variety of instruction and management tasks</p>	<p>Our campus provides large group professional development sessions that focus on increasing teacher productivity and building capacity to integrate technology effectively into content areas, and include follow-up to facilitate implementation</p>	<p>Most of the teachers on my campus demonstrate two to three of the SBEC Technology Applications Standards</p>	<p>9-18 hours of technology professional development available per school year for all teachers</p>	<p>Most teachers adapt technology knowledge and skills for content area instruction</p>	<p>Most teachers have participated in professional development on the customization of online courses or content for appropriate subject area</p>
<p>Most teachers have completed professional development on integration of technology and use of proven strategies that facilitate the development of higher order thinking skills and collaboration with experts, peers, and parents</p>	<p>Our campus provides on-going professional development utilizing multiple staff development models including training, observation/assessment study groups and mentoring</p>	<p>Most of the teachers on my campus demonstrate four SBEC Technology Applications Standards</p>	<p>19-29 hours of technology professional development available per school year for all teachers</p>	<p>Most teachers use technology as a tool in and across content areas to enhance higher order thinking skills</p>	<p>Most teachers have participated in professional development to teach online</p>
<p>Most teachers participate in or mentor others in the development of strategies for creating new learning environments that empower students to think critically to solve real-world problems and collaborate with experts across business, industry and higher education</p>	<p>Our campus promotes anytime, anywhere learning available through a variety of delivery systems including individually guided activities, inquiry/action research, and involvement in a developmental/ improvement process</p>	<p>Most teachers on my campus demonstrate all of the SBEC Technology Applications Standards</p>	<p>30 or more hours of technology professional development available per year school year for all teachers</p>	<p>Most teachers create new interactive, collaborative, customized learning environments</p>	<p>Most teachers customize online content and have taught or are teaching content units or courses online</p>
Professional Development Experiences	Models of Professional Development	Capabilities of Educators	Technology Professional Development Participation	Levels of Understanding and Pattern of Use	Capabilities of Educators with Online Learning

The Texas Campus School Technology and Readiness (STaR) Chart

LEADERSHIP, ADMINISTRATION, & INSTRUCTIONAL SUPPORT					
L 1	L 2	L 3	L 4	L 5	L 6
Leadership and Vision	Planning	Instructional Support	Communication and Collaboration	Budget	Leadership and Support for Online Learning
Campus leadership has limited vision or awareness of the potential of technology in education to lead to student achievement	Campus has limited technology goals and objectives incorporated in the Campus Improvement Plan	Campus has limited instructional support for the integration and use of technology in content areas	Campus has limited use of technology to communicate with teachers and parents	Campus has limited discretionary funds for implementation of technology strategies to meet goals and objectives outlined in the Campus Improvement Plan	<p>Grades K-8: Campus leadership has minimal understanding about the use of online learning</p> <p>Grades 9-12: Online for-credit courses are not available to students to meet individual learning needs</p>
Campus leadership develops a shared vision and begins to build buy-in for comprehensive integration of technology leading to increased student achievement	Campus has technology goals and objectives that are incorporated in the Campus Improvement Plan	Campus provides regular access to instructional support for the integration and use of technology in content areas.	Campus uses technology for communication and collaboration among colleagues, staff, parents, students and the larger community	Campus discretionary funds and other resources are allocated to advance implementation of some technology strategies to meet goals and objectives outlined in the Campus Improvement Plan	<p>Grades K-8: Campus uses online learning and educators collaborate on the integration of online learning into the curriculum</p> <p>Grades 9-12: Online for-credit courses are available to meet individual needs learning needs in a limited number (1-2) of specific circumstances</p>
Campus leadership communicates and implements a shared vision and obtains buy-in for comprehensive integration of technology leading to increased student achievement	Campus has a technology-rich Campus Improvement Plan along with a leadership team that sets annual technology benchmarks based on SBEC Technology Applications standards	Teacher cadres have been established to create and participate in learning communities that stimulate, nurture, and support faculty in using technology to maximize teaching and learning	Current information tools and systems are used at my campus for communication, management of schedules and resources, performance assessment, and professional development	Campus discretionary funds and other resources are allocated to advance implementation of most of the technology strategies to meet the goals and objectives outlined in the Campus Improvement Plan	<p>Grades K-8: Online learning is encouraged and supported through professional development; goals for the online learning are being developed for the Campus Improvement Plan</p> <p>Grades 9-12: Online for-credit courses are available to students to meet a variety (more than 2) of specific circumstances</p>
Campus leadership promotes a shared vision with policies that encourage continuous innovation with technology leading to increased student achievement	Campus leadership team has a collaborative, technology-rich Campus Improvement Plan that is grounded in research and aligned with the district strategic plan that is focused on student success	Educational leaders and teacher cadres facilitate and support my use of technologies to enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills	Campus uses a variety of media and formats, including telecommunications and the school website are used to communicate, interact, and collaborate with all education stakeholders	Campus discretionary funds and other resources are allocated to advance implementation of all the technology strategies to meet the goals and objectives outlined in the Campus Improvement Plan	<p>Grades K-8: Online learning is facilitated and supported through professional development and integrated into the Campus Improvement Plan</p> <p>Grades 9-12: Online for-credit courses are available to students as desired to meet their individual learning needs</p>
Leadership and Vision	Planning	Instructional Support	Communication and Collaboration	Budget	Leadership and Support for Online Learning

INFRASTRUCTURE FOR TECHNOLOGY					
INF 1	INF 2	INF 3	INF 4	INF 5	INF 6
Students per Computers	Internet Access Connectivity/ Speed	Other Classroom Technology	Technical Support	Local Area Network Wide Area Network	Distance Learning Capacity
Ten or more students per Internet-connected multimedia computers	Direct connectivity to the Internet available at the campus level and 50% of the rooms, including the library	Shared use of technologies such as computers, digital cameras, classroom phones, flash drives, portable digital devices, probes, interactive white boards, projection systems, classroom sets of graphing calculators	One technical staff to more than 750 computers	LAN/WAN provides teachers and students access to print/file sharing and some shared resources	Access to online learning: text-based with still images and audio
Between 5 and 9 students per Internet-connected multimedia computer	Direct connectivity to the Internet available at the campus in at least 50% of the rooms, including the library	Dedicated computer per educator with shared use of technologies such as digital cameras, classroom phones, flash drives, portable digital devices, probes, interactive white boards, projection systems, and classroom sets of graphing calculators	At least one technical staff to 501-750 computers	At least half the rooms connected to the LAN/WAN with access for teachers and students to print/file sharing, multiple applications and district servers	Scheduled access to online learning with rich media such as streaming video, podcasts, applets, animation, etc.
Four or less students per Internet-connected multimedia computer	Direct connectivity to the Internet available at the campus in at least 75% of the rooms, including the library	Dedicated computer per educator with assigned use of technologies such as digital cameras, classroom phones, flash drives, portable digital devices, probes, interactive white boards, projection systems, and classroom sets of graphing calculators	At least one technical staff to 351-500 computers	Broadband access to the campus with most rooms connected to the LAN/WAN with access for teachers and students to print/file sharing, and district-wide resources on the campus network.	Simultaneous access to online learning with rich media such as streaming video, podcasts, applets, animation, etc.
All students have 1 to 1 access to Internet-connected multimedia computers when needed	Direct connectivity to the Internet available in all rooms with adequate bandwidth	Fully equipped classrooms with readily available technology to enhance student instruction, including all the above as well and emerging technologies	At least one technical staff to 350 or less computers	All rooms connected to a robust LAN/WAN that allows for easy access to multiple district-wide resources for students, teachers, and administrators, such as video streaming, desktop videoconferencing, online assessment and data access	Simultaneous access to online learning with rich media such as streaming video, podcasts, applets, and animation, and sufficient bandwidth and storage to customize online instruction
Students per Classroom Computers	Internet Access Connectivity Speed Classroom Technology	Classroom Technology	Technical Support	Local Area Network Wide Area Network	Distance Learning Capacity