

The Texas Campus School Technology and Readiness (STaR) Chart

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
Most teachers have completed professional development in technology literacy skills, including the Internet, district information systems, and basic software applications	Our campus provides large group professional development sessions that focus on skills development and basic technology integration	Most of the teachers on my campus demonstrate one of the SBEC Technology Applications Standards	Less than 9 hours of technology professional development available per school year for all teachers	Most teachers understand technology basics and how to use teacher productivity tools	Most teachers have participated in professional development on the use of online learning
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	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	Most of the teachers on my campus demonstrate two to three of the SBEC Technology Applications Standards	9-18 hours of technology professional development available per school year for all teachers	Most teachers adapt technology knowledge and skills for content area instruction	Most teachers have participated in professional development on the customization of online courses or content for appropriate subject area
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	Our campus provides on-going professional development utilizing multiple staff development models including training, observation/assessment study groups and mentoring	Most of the teachers on my campus demonstrate four SBEC Technology Applications Standards	19-29 hours of technology professional development available per school year for all teachers	Most teachers use technology as a tool in and across content areas to enhance higher order thinking skills	Most teachers have participated in professional development to teach online
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	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	Most teachers on my campus demonstrate all of the SBEC Technology Applications Standards	30 or more hours of technology professional development available per year school year for all teachers	Most teachers create new interactive, collaborative, customized learning environments	Most teachers customize online content and have taught or are teaching content units or courses online
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