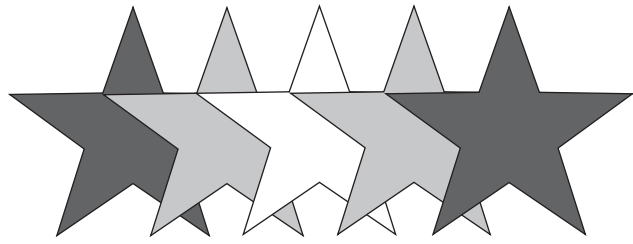**TEXAS**

ST★R CHART

School **T**echnology **and R**eadiness
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**

Texas Teacher STaR Chart

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www.tea.state.tx.us/starchart

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

To: All Texas Teachers

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

Subject: Update of the Texas Teacher STaR Chart

Date: Fall 2006

A special online resource tool called the Texas Teacher STaR Chart has been used for the past two years 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. This version of the chart has been updated to align with the new *Texas Long-Range Plan for Technology, 2006-2020*. 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 into content areas across the curriculum. The legislation also requires that all students should be technology literate by the time they leave the eighth grade.

The chart focuses on the four areas of the new long range plan: *Teaching and Learning; Educator Preparation and Development; Leadership, Administration and Instructional Support; and Infrastructure for Technology*. In each area, 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. The data from the first two areas feeds automatically into the electronic version of the Texas Campus STaR Chart. This feature provides valuable information to the campus principal when completing the campus chart. The data from the last two areas will be available to campus administrators, but aggregated at the state level and reported separately. Again, the Target Tech level is the goal.

The Teacher STaR Chart has been voluntary since its introduction and over 172,039 teachers completed it in the 2004-2005 school year and more than 172,783 in the 2005-2006 school year. Statewide reports are available at http://www.tea.state.tx.us/starchart. Beginning with the 2006-2007 school year, all Texas teachers are required to complete the online version of the Texas Teacher STaR Chart annually. Statewide reports from the Texas Teacher STaR Chart 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. Additional data is also shared with state and federal policymakers and used to complete reports on various technology grant programs. Teachers may find review of the printed version helpful in completing the online version at http://www.tea.state.tx.us/starchart.

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 http://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, 2006-2020*: *Teaching and Learning; Educator Preparation and Development; Leadership, Administration and Instructional Support;* 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 districts.

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 online learning, technology resources, instructional support, 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?

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 should complete the survey online and use the profile annually to gauge their progress in integrating technology into teaching and learning. 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. Statewide summary data is reported to state and federal policymakers.

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 should 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; Leadership, Administration and Instructional Support; 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 Leadership, Administration and Instructional Support 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 Leadership, Administration and Instructional Support, 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

TL1. Teacher uses technology to complete tasks such as gradebook and attendance; e-mail; produce documents; manage curriculum and administrative tasks; and present electronic information to students.

TL2. Teacher has limited access and use of technology for students. Technology settings and tools for students must be scheduled or shared with multiple users.

TL3. Teacher and students may use technology, but use is not directly related to content objectives.

TL4. Teacher at K-8 is aware of TA TEKS and adopted instructional materials for all students. (www.tea.state.tx.us/technology/ta) Teacher at 9-12 is aware that TA is a required curriculum and that there are adopted instructional materials for TA courses.

TL5. Teacher estimates up to 25% of his/her students have mastered TA TEKS. The State provides instructional materials to support the teaching and evaluation of K-8 TA TEKS and 9-12 TA courses. For other 9-12 courses, teachers should evaluate TA TEKS mastery through students' ability to use technology in the course to acquire information, solve problems, and communicate. TA Guidelines are available for PreK students.

TL6. Teacher has developed supplemental instruction such as reinforcement or enrichment activities and made those available to students through a location on the web.

EP1. Teacher has received training in skills including basic operations skills, electronic attendance, grade book, e-mail, and integrated learning systems.

EP2. Teacher attends large group professional development to learn basic technology skills with little or no follow-up.

EP3. Teacher knows about the SBEC Technology Applications Standards and meets at least one of these standards (www.sbec.state.tx.us/SBECOnline/standtest/standards/techapp.pdf).

EP4. Teacher attends less than 9 hours of technology professional development annually.

EP5. Teacher has 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.

EP6. Teacher has taken professional development on the use of web-based or online learning.

II. Developing Tech

TL1. Teacher uses technology to present information to students, to model teacher directed activities, and to complete administrative functions. Teacher directs students to use productivity software applications for technology integration projects with assistance from adopted TA instructional materials. Teacher uses available online library databases and digital diagnostic/assessment tools.

TL2. Students have regular weekly access to desktop computers, laptops, or handheld devices in the classroom, library or labs.

TL3. All students use the same technology tools and participate in the same activities such as writing process activities, research on the Internet and produce projects to reinforce content regardless of their level of knowledge or understanding of the curriculum. Preliminary alignment made between technology and subject areas.

TL4. Teacher occasionally selects and implements TA TEKS appropriate for content area. The adopted TA instructional materials are used to assist in the teaching of the technology knowledge and skills and the integration into the content area (K-8).

TL5. Teacher estimates up to 50% of his/her students have mastered TA TEKS. The State provides instructional materials to support the teaching and evaluation of K-8 TA TEKS and 9-12 TA courses. For other 9-12 courses, teachers should evaluate TA TEKS mastery through students' ability to use technology in the course to acquire information, solve problems, and communicate. TA Guidelines are available for PreK students.

TL6. Teacher has created more than two online lessons that include TEKS aligned content such as explanations, examples, links to online resources, additional activities; class communicates and interacts online.

EP1. Teacher receives professional development on how to integrate technology into the curriculum, help with classroom management skills, and increase teacher productivity.

EP2. Teacher attends and actively participates in large group sessions. Follow-up activities and support are offered to give feedback or coaching in the classroom.

EP3. Teacher is proficient in two or three of the SBEC Technology Applications Standards (www.sbec.state.tx.us/SBECOnline/standtest/standards/techapp.pdf).

EP4. Teacher attends 9-18 hours of technology professional development each year.

EP5. Teacher modifies instruction through the use of technology (e.g., Internet research to locate contemporary sources, use of word processors for student writing and editing, etc.).

EP6. Teacher has taken professional development on the way classroom content can be adapted from web-based content or for online delivery.

TL1. Teacher structures classroom learning to student experiences based on inquiry and higher level thinking processes using age appropriate graphics, animation, multimedia, and/or video. Curriculum activities are integrated with technology allowing all students to solve problems and make decisions.

TL2. Students and teachers identify appropriate technology tools; then access and use tools weekly in a variety of flexible settings such as the classroom, libraries, labs, and mobile technologies.

TL3. Technology is available for students to choose the best tools to analyze and synthesize data to make informed decisions, communicate knowledge and understanding of content, and share results with peers and others outside the classroom.

TL4. Teacher consistently integrates Technology Applications TEKS into student instruction, selects and implements TA TEKS appropriate for content area. The adopted TA instructional materials are used to assist in the teaching of the technology knowledge and skills and the integration into the content area.

TL5. Teacher estimates up to 85% of his/her students have mastered TA TEKS. The State provides instructional materials to support the teaching and evaluation of K-8 TA TEKS and 9-12 TA courses. For other 9-12 courses, teachers should evaluate TA TEKS mastery through students' ability to use technology in the course to acquire information, solve problems, and communicate. TA Guidelines are available for PreK students.

TL6 Teacher has created many online lessons that include TEKS aligned content such as explanations, examples, links to online resources, and additional activities; class communicates and interacts online.

EP1. Teacher receives professional development on how to integrate technology to enhance and advance instruction in new ways (i.e., student collection, analysis, and presentation of real-world data, use of edited digital video to synthesize related concepts, cross-curricular activities in various content areas, and vertical alignment across grade levels to connect concepts).

EP2. Teacher actively participates in multiple forms of ongoing professional development focused on specific interests (i.e., study groups on a single topic, problem-solving within a content area, modeling, and mentoring other teachers, etc.).

EP3. Teacher is proficient in four of the SBEC Technology Applications Standards (www.sbec.state.tx.us/SBECOnline/standtest/standards/techapp.pdf).

EP4. Teacher attends 19-29 hours of technology professional development annually.

EP5. Teacher achieves mastery of technology and uses it to advance higher order thinking skills and thought processes. Teacher no longer thinks about technology separately but uses a variety of technologies and instructional methods in combination to accomplish instructional outcomes.

EP6. Teacher has taken professional development on how to create web-based lessons or how to teach online.

IV. Target Tech

TL1. Teacher and students use appropriate technologies as a natural and necessary way of gaining knowledge and understanding. Students have increased control of their learning. Students work with teachers, businesses, higher education, and the community to solve real-world problems.

TL2. Teacher and students have anytime/anywhere access to technology and digital content within the campus, district, home, or community.

TL3. Teacher and students focus on cross-curricular learning using developmentally appropriate instructional strategies and skills that are integrated into the collaborative work of a community.

TL4. Teacher uses a variety of technology tools to seamlessly integrate curriculum TEKS and TA TEKS in content-based learning.

TL5. Teacher estimates 86 to 100% of his/her students have mastered TA TEKS. The State provides instructional materials to support the teaching and evaluation of K-8 TA TEKS and 9-12 TA courses. For other 9-12 courses, teachers should evaluate TA TEKS mastery through students' ability to use technology in the course to acquire information, solve problems, and communicate. TA Guidelines are available for PreK students.

TL6. Teacher has integrated into curriculum TEKS-aligned online lessons that include class content such as explanations, examples, links to online resources, enrichment, and reinforcement; class is communicating and interacting online.

EP1. Teacher continues to participate in professional development experiences but expands his/her influence by collaborating, mentoring, and training others. Teacher encourages the development of student led learning environments.

EP2. Teacher actively pursues additional professional development opportunities based on personal needs and shares within expanded learning communities.

EP3. Teacher is proficient in all five of the SBEC Technology Applications Standards (www.sbec.state.tx.us/SBECOnline/standtest/standards/techapp.pdf).

EP4. Teacher attends 30 or more hours of technology professional development annually.

EP5. Teacher uses technology tools in new ways where learning becomes more collaborative, interactive, and customized. Teacher provides opportunities for students to extend their learning with project-based, individualized activities as the norm, resulting in increased student independence and sophisticated products.

EP6. Teacher has taken professional development on how to create and integrate web-based lessons using TEKS-based content, resources, and learning activities that support learning objectives; or, has taken professional development to create and teach online.

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 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 styles.

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.

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, 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 and E-Rate.

Streaming Video

Moving images that are sent in a continuous stream and played as they arrive; 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.

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://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.nacol.org
 The North American Council for Online Learning (NACOL) is dedicated to fostering a learning landscape that promotes student success and lifelong learning. NACOL increases educational opportunities and enhances learning by providing collegial expertise and leadership in K-12 online teaching and learning.

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.sreb.org/programs/EdTech/edtechindex.asp
 The Southern Regional Education Board (SREB) Educational Technology Cooperative, comprised of state higher education and K-12 states, including Texas. It monitors and reports on a wide array of educational technology topics and works with states to use technology wisely.

http://www.tasanet.org
 The mission of the Texas Association of School Administrators is to promote, provide, and develop leadership that champions educational excellence.

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.

The Texas Teacher School Technology and Readiness (STaR) Chart

KEY AREA:	TEACHING & LEARNING					
Focus Area:	**TL 1**	**TL 2**	**TL 3**	**TL 4**	**TL 5**	**TL 6**
Levels of Progress:	**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**
Early Tech	I occasionally use technology to supplement instruction, streamline management functions, and present teacher-centered lectures My students use software for skill reinforcement	I occasionally use technology to supplement or reinforce instruction in my classroom, library, or lab	I use technology for basic skills with little or no connections with content objectives	I am aware that there are Technology Applications (TA) TEKS for Grades K-12 and adopted Technology Applications instructional materials	Up to 25% of my students have mastered Technology Applications TEKS	I have used a few web-based learning activities with my students
Developing Tech	I use technology to direct instruction, improve productivity, model technology skills, and direct students in the use of applications for technology integration My students use technology to communicate and present information	I have regular weekly access and use of technology and digital resources for curriculum activities in my classroom, library, or lab	I use technology to support content objectives	I am aware of the TA TEKS that are appropriate for content area TEKS and occasionally include technology skills in planning and implementing instruction I use adopted TA instructional materials to assist in instruction (where applicable)	26-50% of my students have mastered Technology Applications TEKS	I have customized several web-based lessons which include online TEKS-based content, resources, and learning activities that support learning objectives
Advanced Tech	I use technology in teacher-led as well as some student-centered learning experiences to develop higher order thinking skills and provide opportunities for collaboration with content experts, peers, parents, and community My students evaluate information, analyze data and content to solve problems	I have regular weekly access and use of technology and digital resources in various instructional settings such as in my classroom, library, lab, or through mobile technology	I use technology as a collaborative tool and integrate technology in subject area TEKS, to support development of higher-order thinking skills	I am knowledgeable of and consistently use Technology Applications (TA) TEKS as appropriate for content area and grade level	51 to 85% of my students have mastered Technology Applications TEKS	I have created many web-based lessons which include online TEKS-based content, resources, learning activities, and interactive communications that support learning objectives
Target Tech	My classroom is a student-centered learning environment where technology is seamlessly integrated to solve real world problems in collaboration with business, industry, and higher education Learning is transformed as my students propose, assess, and implement solutions to problems	My students and I have on-demand access to all 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	My students and I seamlessly apply technology across all subject areas to provide learning opportunities beyond the classroom that are not possible without the technology	I seamlessly integrate Technology Applications (TA) TEKS in collaborative, cross-curricular units of instruction	86 to 100% of my students have mastered Technology Applications TEKS	I have created and integrated web-based lessons which include online TEKS-based content, resources, learning activities, and interactive communications that support learning objectives throughout the curriculum
Campus STaR Chart Correlation	**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**

The Texas Teacher School Technology and Readiness (STaR) Chart

EDUCATOR PREPARATION & DEVELOPMENT					
EP 1	**EP 2**	**EP 3**	**EP 4**	**EP 5**	**EP 6**
Professional Development Experiences	**Models of Professional Development**	**Capabilities of Educators**	**Technology Professional Development Participation**	**Levels of Understanding and Patterns of Use**	**Capabilities of Educators with Online Learning**
I have received professional development on basic technology literacy skills and district information systems	I participate in large group professional development sessions to acquire basic technology skills	I am aware of the State Board of Educator Certification (SBEC) Technology Applications Standards (I-V) and meet at least one of these standards	I participate in less than 9 hours of technology professional development per year	I understand technology basics and how to use teacher productivity tools	I have participated in professional development on the use of web-based/online learning
I have received professional development on integrating technology into content area activities for students as well as to streamline productivity and management tasks	I participate in large group professional development sessions that focus on increasing teacher productivity and building capacity to integrate technology effectively into content areas with follow-up that facilitates implementation	I meet 2 to 3 of the SBEC Technology Applications Standards	I participate in 9 to 18 hours of technology professional development per year	I adapt technology knowledge and skills for content area instruction	I have participated in professional development on the customization of web-based/online learning content for my subject area or student courses
I have received professional development on technology integration into the curriculum through the creation of new lessons and activities that promote higher order thinking skills and collaboration with experts, peers, and parents	I actively engage in on-going professional development, including training, observation/assessment, study groups, and mentoring	I meet 4 of the SBEC Technology Applications Standards	I participate in 19 to 29 hours of technology professional development per year	I use technology as a tool in and across content areas to enhance higher order thinking skills	I have participated in professional development to create web-based lessons or to teach online
I collaborate with other professionals in the development of new learning environments which empowers students to think critically to solve real-world problems and communicate with experts across business, industry and higher education	I actively participate in multiple professional development opportunities that support anytime, anywhere learning available through delivery systems including individually guided activities, inquiry/action research, and involvement in a developmental/improvement process	I meet all 5 of the SBEC Technology Applications Standards	I participate in 30 or more hours of technology professional development per year	I create new, interactive, collaborative, and customized learning environments	I have participated in professional development to create and integrate web-based lessons or to teach content units or courses online
Content of Professional Development	**Models of Professional Development**	**Capabilities of Educators**	**Access to Professional Development**	**Levels of Understanding and Patterns of Use**	**Capabilities of Educators with Online Learning**

The Texas Teacher 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**
Responses to the Leadership, Administration & Instructional Support section should reflect the teacher's perception of the instructional environment.					
My campus leadership has basic awareness of the potential of technology in education to lead to student achievement	My campus has few technology goals and objectives incorporated in the campus improvement plan	My campus has limited opportunity for technology integration planning or professional development	My campus has limited use of technology for written communication with teachers and parents	My campus has limited discretionary funds for implementation of technology strategies to meet goals and objectives outlined in the campus improvement plan	My campus leadership has a basic understanding about the use of online learning, but does not encourage my use of it
My campus leadership develops a shared vision and begins to build buy-in for comprehensive integration of technology leading to increased student achievement	My campus has several technology goals and objectives that are incorporated in the campus improvement plan	My campus provides time for professional development on the integration of technology	Technology is used at my campus 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	My campus leadership communicates and collaborates with administrators, teachers, and others regarding integration of online learning into the curriculum
My campus leadership communicates and implements a shared vision and obtains buy-in for comprehensive integration of technology leading to increased student achievement	My campus has a technology-rich campus improvement plan along with a leadership team that sets annual technology benchmarks based on SBEC Technology Applications standards	My campus has teacher cadres to work with me to create and participate in learning communities that stimulate, nurture, and support the use of 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	My campus leadership encourages my use of online learning and supports my use with professional development
My campus leadership promotes a shared vision with policies that encourage continuous innovation with technology leading to increased student achievement	My 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	At my campus, 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	My campus leadership facilitates my use of online learning and supports my use with professional development
Leadership and Vision	**Planning**	**Instructional Support**	**Communication and Collaboration**	**Budget**	**Leadership and Support for Online Learning**

The Texas Teacher School Technology and Readiness (STaR) Chart

INFRASTRUCTURE FOR TECHNOLOGY					
INF 1	INF 2	INF 3	INF 4	INF 5	INF 6
Students per Classroom Computers	**Internet Access Connectivity Speed**	**Classroom Technology**	**Technical Support**	**Local Area Network Wide Area Network**	**Distance Learning Capacity**
Responses to the Infrastructure for Technology section should reflect the teacher's perception of the instructional environment.					
There are less than two Internet-connected multimedia computers in my classroom for student use	I do not have access to the Internet in my classroom.	I have shared access to resources such as, but not limited to digital cameras, PDAs, MP3 players, probes, interactive white boards, projection systems, scanners, classroom sets of graphing calculators	When I need technology technical support the response time is greater than 24 hours	My students and I have access to technologies such as print/file sharing and some shared resources outside the classroom	My students have access to text based online learning with still images and audio
There are 2-5 Internet-connected multimedia computers available in my classroom for student use	I have Internet access on at least one computer in my classroom	I have access to a designated computer and shared use of resources such as, but not limited to digital cameras, PDAs, MP3 players, probes, interactive white boards, projection systems, scanners, classroom sets of graphing calculators	When I need technology technical support, the response time is less than 24 hours	My students and I have access to technologies such as print/file sharing, multiple applications, and district servers	My students have scheduled access to online learning with rich media such as streaming video, podcasts, applets, animation, etc.
There are 6 or more Internet-connected multimedia computers available in my classroom for student use	I have direct Internet access with reasonable response times in my classroom	I have access to a designated computer and dedicated and assigned use of commonly used technologies such as, but not limited to digital cameras, PDAs, MP3 players, probes, interactive white boards, projection systems, scanners, classroom sets of graphing calculators	When I need technology technical support, the response time is less than 8 hours	My students and I have access to technologies such as print/file sharing, multiple applications, and district-wide resources on my campus network	My students have simultaneous access to online learning with rich media such as streaming video, podcasts, applets, animation, etc.
There is 1-to-1 access to Internet-connected multimedia computers available in my classroom for all my students when needed	I have direct Internet connectivity and can receive district-wide resources in my classroom with adequate bandwidth to access e-learning technologies and resources for all students	I have ready access to a designated computer and a fully equipped classroom to enhance student instruction. Technologies include those listed above, as well as the use of new and emerging technologies	When I need technology technical support, the response time is less than 4 hours	All rooms are connected to a robust LAN/WAN that allows for easy access to multiple district-wide resources for students and teachers, including but not limited to, video streaming and desktop videoconferencing	My students have 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**	**Technical Support**	**Local Area Network/ Wide Area Network**	**Distance Learning Capacity**

Texas Teacher STaR Chart Summary

Using the Texas Teacher STaR Chart, select the cell in each category that best describes 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

TL1 Patterns of Classroom Use	TL2 Frequency/ Design of Instructional Setting Using Digital Content	TL3 Content Area Connections	TL4 Technology Applications (TA) TEKS Implementation (TAC Chapter 26)	TL5 Student Mastery of Technology Applications (TA) TEKS	TL6 Online Learning	*Total

Key Area II: Educator Preparation and Development

EP1 Professional Development Experiences	EP2 Models of Professional Development	EP3 Capabilities of Educators	EP4 Technology Professional Development Participation	EP5 Levels of Understanding and Patterns of Use	EP6 Capabilities of Educators with Online Learning	*Total

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

Key Area IV: Infrastructure for Technology

INF1 Students per Classroom Computers	INF2 Internet Access Connectivity Speed	INF3 Classroom Technology	INF4 Technical Support	INF5 Local Area Network Wide Area Network	INF6 Distance Learning Capacity	*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. 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)

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 Subjects
☐ Other _____

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