

2012 PROGRESS REPORT ON THE LONG-RANGE PLAN FOR TECHNOLOGY, 2006-2020

INTRODUCTION

TEACHING
AND
LEARNING

EDUCATOR
PREPARATION
AND
DEVELOPMENT

LEADERSHIP,
ADMINISTRATION
AND
INSTRUCTIONAL
SUPPORT

INFRASTRUCTURE
FOR
TECHNOLOGY

CONCLUSION
AND
NEXT STEPS



**A REPORT TO THE 83RD TEXAS LEGISLATURE
SUBMITTED BY
THE TEXAS EDUCATION AGENCY**

2012 Progress Report on the Long-Range Plan for Technology, 2006-2020

2012 Progress Report on the Long-Range Plan for Technology, 2006-2020

[Report Home](#)

Presented to the 83rd Texas Legislature from the Texas Education Agency



Submitted to the Governor, Lieutenant Governor, Speaker of
the House of Representatives, and Members of the
Eighty-third Texas Legislature

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December 2012

The Honorable Rick Perry, Governor of Texas
The Honorable David Dewhurst, Lieutenant Governor of Texas
The Honorable Joe Straus, Speaker of the House of Representatives
Members of the 83rd Texas Legislature

Over twenty years ago, the first *Long-Range Plan for Technology, 1988-2000* was adopted. The recommendations made in the first plan and subsequent updated plans have set the course for educational technology in Texas schools and have served as models across the nation. Through the years, the Texas Long-Range Plan for Technology has been visionary and has withstood a multitude of changes in technology, new models for teaching and learning, strategies for planning and professional development, and access to digital content and resources. The latest plan, adopted in 2006, is the *Long-Range Plan for Technology, 2006-2020*. It supports an engaging, relevant, and future-focused system of education for young Texas learners, preparing each student for success and productivity as a lifetime learner, a world-class communicator, a competitive and creative knowledge worker, and an engaged and contributing member of our emerging digital society. The *Long-Range Plan for Technology, 2006-2020*, made recommendations for the various stakeholders targeting the areas of Teaching and Learning; Educator Preparation and Development; Leadership, Administration and Instructional Support; and Infrastructure for Technology.

The Texas Education Code, Section 32.001, requires the State Board of Education to develop a long-range plan for technology. Section 39.334 requires the agency to prepare and deliver to the governor, the lieutenant governor, the speaker of the house of representatives, and each member of the legislature a technology report covering the preceding two school years and containing information on the status of the implementation of and revisions to the long-range technology plan, including the equity of the distribution and use of technology in public schools.

This progress report documents the state’s progress and accomplishments in meeting recommendations from September 2010 through August 2012. Identified in the report are the various activities initiated by Texas public schools, regional Education Service Centers, and the Texas Education Agency to work toward the goals outlined in the plan. The *Progress Report on the Long-Range Plan for Technology, 2006-2020*, includes recommendations from various education stakeholders.

Sincerely,



Michael L. Williams
Commissioner of Education

Executive Management

Michael L. Williams
Commissioner of Education

Lizzette C. González Reynolds
Chief Deputy Commissioner

Michael Berry
Deputy Commissioner, Policy and Programs

Anita Givens
Associate Commissioner, Standards and Programs

John Lopez
Managing Director
Instructional Materials and Educational Technology

Karen Kahan
Director, Educational Technology

Tammy L. Brite
Educational Technology Specialist

Kathy Ferguson
Educational Technology Specialist

Richard LaGow
Educational Technology Specialist

Contributors

Carol Willis, Education Service Center Region 13
ESC Technology Task Force

AMS Pictures for Videos and Digital Images

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Overview of the Long-Range Plan for Technology



This video addresses the question “Why 21st Century Learning?” It was produced by AMS Pictures as a part of the Texas Education Agency’s POWER ON TEXAS best practices project.

The Long-Range Plan for Technology, 2006-2020 charts the course for educational technology in Texas and provides recommendations to various stakeholders. The vision of the Long-Range Plan focuses on preparing students to learn and work in the 21st century.

Developing a plan for educational technology through 2020 requires systematic planning and step-by-step strategies implemented over time to make the vision a reality. The Texas education system is built upon a commitment to excellence and equity, providing a quality education to all students.

Rigorous curriculum standards, quality instructional materials, and comprehensive student assessments provide the framework for ensuring student success. Visionary school leaders and well prepared teachers build upon that framework to provide opportunities for students to reach their full potential.



Phases of the Long-Range Plan for Technology, 2006-2020

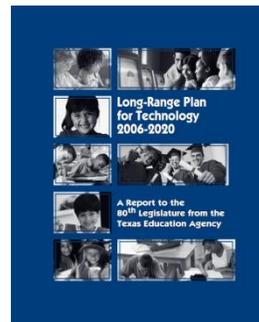
Phase I: Previous progress reports have provided accomplishments of the Long-Range Plan for Technology from Phase I, 2006-2010.

Phase II: The current phase spans the years 2011-2015.

Phase III: The final phase of the *Long-Range Plan for Technology, 2006-2020*, will cover the years 2016-2020.

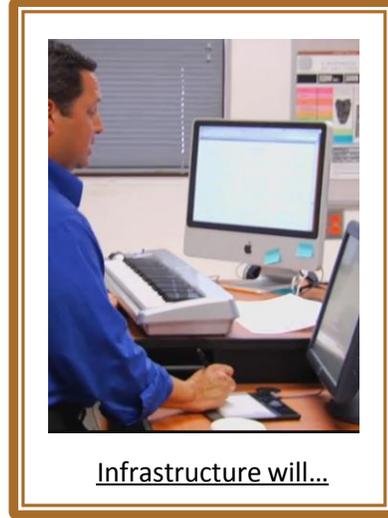
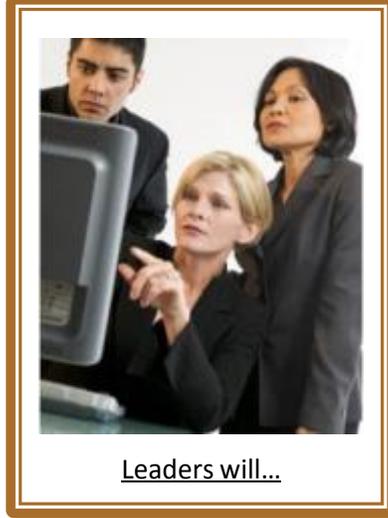
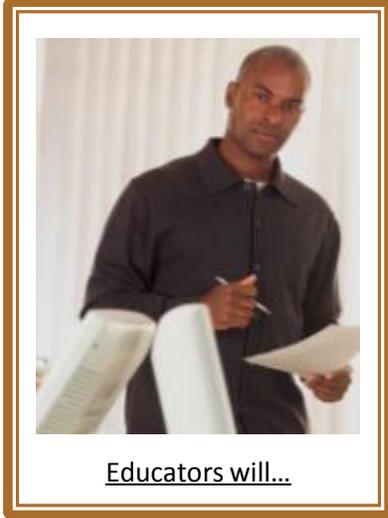
This progress report addresses accomplishments from September 1, 2010 to August 31, 2012, as well as priorities and recommendations from the *Long-Range Plan for Technology, 2006-2020*. The recommendations reflect many new teaching and learning practices in the classroom that extend to home and encourage teachers to embrace personal learning and new innovative models to meet the needs of students and prepare them for college and careers.

In this biennium, there have been many accomplishments and changes that have impacted Texas schools and their progress in meeting the recommendations. To gauge progress, schools have used the Texas Campus and Teacher School Technology and Readiness (STaR) Charts.



Vision for the Long-Range Plan for Technology: Successful Implementation of the Plan

Successful implementation of the Long-Range Plan in Texas schools will result in an education system in Texas in which by 2020:



*At **Blanco ISD** technology is a lot more than hardware and software, it is a philosophy. We believe that instruction should drive technology. Our students will face the future well prepared. Therefore, the technological needs of the students and the teachers are paramount.*

Our classrooms are networked with server access and high-speed Internet. Ceiling mounted data projectors, student response cards, and interactive whiteboards enhance the learning experience. Our high school distance learning lab enables our students to take dual credit courses. Our staff benefits from its use for professional development. Each campus has a minimum of two dedicated servers connected by a fiber optic ring. Servers and switches are constantly updated ensuring reliable service to our campuses. Internet is accessed via a fiber optic connection giving us high-speed access that is load balanced between campuses. A variety of software is utilized as teaching tools, academic intervention, administrative applications and for test data analysis and dissemination.

*Our children are our future; technology advancements play a major role in that future.
—Blanco ISD*

Vision–To Promote Academic Excellence

Teaching
and
Learning

Learners will:

- use digital media content and social networking technologies to collaborate, construct knowledge, and provide solutions to real-world problems.
- use research-based strategies and critical thinking in all subject areas to improve academic achievement.
- use digital media and environments to communicate effectively in a variety of formats for diverse audiences.
- create digital portfolios to document academic growth.
- use personal, Internet-ready devices for learning.

Educator
Preparation
and
Development

Educators will:

- graduate from a preparation program that infuses current technology in instructional and administrative practices.
- use technology effectively in the teaching-learning process as demonstrated by the State Board for Educator Certification (SBEC), Technology Applications Standards and integrate appropriate technology throughout all curriculum and instruction.
- develop new learning environments that use technology as a flexible tool.
- keep up-to-date with emerging trends and technologies and implement new teaching strategies into everyday teaching and learning.

Leadership,
Administration
and
Instructional Support

Leaders will:

- inspire and lead development and implementation of a shared vision for the transformation of teaching and learning using technology.
- create, promote, and sustain a dynamic, technology-rich environment that provides a rigorous, relevant, and engaging education for all students.
- promote an environment of professional learning and innovation to enhance student opportunities through the infusion of a variety of technologies and digital resources.
- provide for the effective use of information and technology resources.
- model and facilitate understanding of social, ethical, and legal issues and responsibilities related to a digital environment.

Infrastructure
for
Technology

Infrastructure will:

- provide equitable access to all digital technologies through ubiquitous broadband resources available 24/7 for all users at school and at home.
- ensure just-in-time technical assistance to support teaching and learning.
- provide for measures to ensure all data is secure and accurate.
- have measures to ensure security of any device connected to the district’s infrastructure.
- implement the most cost-efficient approach to supporting the technology environment.
- ensure uniform data standard to support the Texas Student Data System, interoperability, and accessibility for all users.

Priorities of the Long-Range Plan

The vision of this plan focuses on preparing students to learn and work in the 21st century. Charting the course for educational technology through 2020 requires systematic planning and step-by-step strategies implemented over time to make the vision a reality. The Texas education system is built upon a commitment to excellence and equity, providing a quality education to all students. Rigorous curriculum standards, quality instructional materials, and comprehensive student assessments provide the framework for ensuring student success. Visionary school leaders as well as prepared teachers build upon that framework to provide opportunities for students to reach their full potential. Priorities were established to assist with meeting the recommendations in the plan.

Priorities for Phase II

- Continue to refine and align curriculum content standards that reflect 21st century expertise that take advantage of the flexibility and power of technology to reach all learners anytime and anywhere to produce graduates who are equipped to excel in the workplace and post-secondary education.
- Develop a vision and roadmap for shifting to digital learning, including the use of digital content and open education resources.
- Provide quality instructional materials, aligned to content standards, and deliver in print and digital formats to meet the needs of all students.
- Provide anytime/anywhere professional development for educators that models best practices for embedding digital resources into all curricular areas, for personalizing instruction, and for using data to inform instructional practice.
- Build capacity for all members of the education community to effectively use, adapt, and construct digital tools.
- Demonstrate and measure digital literacy skills of educators in all content areas as outlined in the technology applications standards.
- Adopt the mindset of career-long professional growth for educators to keep abreast of latest technology trends.
- Replace time-based staff development standards with competency-based standards including measurable performance indicators.
- Build capacity of leaders in education to use current and emerging technologies so that the educational community reflects a changing world.
- Leverage TEA digital initiatives to support learning, collaborations, professional development and school operations.
- Eliminate barriers and provide opportunities for students and educators to use personally owned Internet-ready devices for learning and collaboration.
- Determine and implement the most cost-efficient 21st century infrastructure to support classroom instruction, virtual learning, assessment, professional development, and school operations.
- Build the architecture to sustain equitable, high-speed access for all members of the education community such that anytime/anywhere learning can occur.

Developments Impacting the Plan

Developments in Technology

The emergence and proliferation of mobile Internet-ready devices represents a key turning point in education. This leap forward in personal technology access has expanded opportunities for students and educators to reach beyond the classroom. Schools are determining how to best use and integrate these tools.

This progress report takes into consideration the drastic changes to the Internet over the past few years. The Internet has evolved beyond a knowledge retrieval tool into an environment offering web-based applications and embracing cloud computing solutions. The Internet has also become a more social environment, supplying unique collaboration tools that establish distance learning as an integral part of education and make supplementary forms of communication a possibility for users.

How to address issues that arise with a more social and connected generation of students has been a key focus for education entities over the past few years. For example, access to advanced broadband networks to support increased bandwidth requirements on and off campus is a key topic for many educational entities.

Emerging technologies are impacting schools. Augmented reality, game-based learning, and gesture-based computing are some examples of emerging technologies that are beginning to play a key role in the future of education. Leveraging these immersive, interactive technologies to benefit education will continue to expand as vital aspects of digital learning.



Developments Impacting the Plan

Changes in the Classroom

Along with the technology, the classroom has changed to include elements that are not confined to the physical structure of the school. Anytime/anywhere learning is now a reality with schools engaging students in blended learning environments, flipped classrooms, and various other distance learning opportunities. Many educators have learned how they best can reach students within these new learning environments.



At the forefront of this change is the role of the teacher. No longer the sole repository of knowledge within a classroom, the teacher has taken on the role of facilitator and co-learner, helping students navigate the wealth of information available to them. Teachers have developed strategies to support this type of instruction and succeed in the changing classroom.

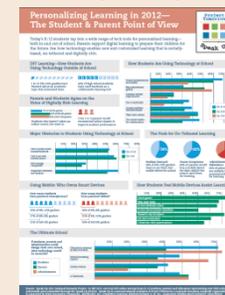
Digital content, open-source educational resources, and global collaborations are other innovations that have impacted students' opportunities in the classroom and at home. Texas schools have planned for the use of technology, including "digital content options" to transform learning in the 21st century classroom. In addition, there is a new focus on personalized learning where students' learning environments are customized for their individual needs.



Project Tomorrow released the report "Mapping a Personalized Learning Journey—K-12 Students and Parents Connect the Dots with Digital Learning." The report shared student and parent national findings from the **Speak Up 2011 report**. A number of Texas schools participated in Speak Up 2011. Project Tomorrow is a national education nonprofit group.

Key Findings from the report include:

- Students are adopting technologies and then adapting them to support their own self-directed learning. For example, one in ten high school students have Tweeted about an academic topic. Forty-six percent of students have used Facebook as a collaboration tool for schoolwork.
- Parents are supporting their children's personalized learning journeys. Sixty-four percent of parents report that they would purchase a mobile device for their child's academic use at school.
- There is a gap in offerings between what schools offer and what students want to learn. As a result, students are looking outside of the classroom to meet their personalized learning goals. For example, twelve percent of high school students have taken an online class on their own, outside of the classroom, to learn about a topic that interested them.
- Parents' definition of academic success for their children places a strong emphasis on learning the right skills to be successful (seventy-three percent)—more than any other metric for success, including monetary success or getting into a good college.



[Click to Download Infographic](#)

Developments Impacting the Plan

Increased Expectations by Business and Industry

Business and industry are requiring an educated workforce capable of utilizing integrated technologies and collaborative work environments. Today’s workforce should understand how to employ basic digital tools in an effective, cooperative, and responsible manner. The simplest jobs now demand educated and informed digital citizens, who know how to appropriately manage their digital footprint while collaborating online.

During the past few years, there has been a movement of business and industry to reach out to the education institutions in their communities. By partnering with local education entities, they have assisted in building technology and other skills that are expected from the workforce as well as making it possible to have access to various technologies. Recommendations in the Long-Range Plan for Technology address such collaboration between private industry and K-12 schools, by recommending students with opportunities for internships or by incorporating expert interaction in the classroom.



Increased Expectations for Students

The State Board of Education (SBOE) has legislative authority to adopt the Texas Essential Knowledge and Skills (TEKS) for each subject of the required curriculum. SBOE members nominated educators, parents, business and industry representatives, and employers to serve on the Technology Applications review committees. The revisions to 19 TAC Chapter 126, Texas Essential Knowledge and Skills for Technology Applications were adopted by the SBOE in April 2011. New student standards were implemented in the 2012-2013 school year.



New Online Opportunities for Professional Development

The Texas Education Agency (TEA) launched Project Share to explore the development and delivery of high quality and ongoing professional development for educators so they can meet the needs of 21st century learners. This online professional development encompasses topics such as leadership, standards-based core instruction, effective instructional frameworks, assessment reporting and accountability, and sustainability. A listing of current professional development offerings is found at the Project Share website. As of August 2012, there were over 70 courses.

Changes at the State and Federal Levels

State Changes

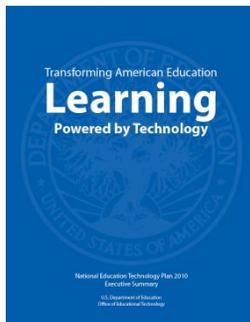
The Texas Legislature promoted the use of technology in schools in a number of ways during the 81st and 82nd Texas legislative sessions. The changes recognize that technology and access to digital resources were expanding and that schools needed the flexibility to customize their approach to using technology tools.

During the 81st Texas legislative session, open-source and electronic textbooks bills were passed and funding was made available to support students taking courses through the Texas Virtual School Network. During the 82nd Texas legislative session, the legislature passed Senate Bill 6 which extensively modified the process to adopt and purchase textbooks, electronic instructional materials and technological equipment. The word “textbook” was replaced with “instructional materials” throughout the Education Code, and the State Instructional Materials Fund provided a per-student Instructional Materials Allotment (IMA) to districts and open-enrollment charter schools.

Federal Changes

At the federal level, funding under No Child Left Behind (NCLB) for Title II, Part D grant programs was available for the 2010-2011 school year. This funding was used to establish and showcase technology demonstration sites to serve as models for digital technology use across the state. No new federal funding for Title II, Part D (competitive or formula funding) was provided for the 2011-2012 or 2012-2013 school years.

A new national educational technology plan was released in November 2010. *Transforming American Education: Learning Powered by Technology* presented a model with key goals in five areas. Each core section provided concepts for using technology to holistically transform education, with the aim to achieve each goal by 2015.



The goals of the plan include the following five areas:

- **Learning**—Change the learning process so it's more engaging and tailored to students' needs and interests.
- **Assessment**—Measure student progress on the full range of college and career ready standards and use real time data for continuous improvement.
- **Teaching**—Connect teachers to the tools, resources, experts and peers they need to be highly effective and supported.
- **Infrastructure**—Provide broadband connectivity for all students, everywhere—in schools, throughout communities and in students' homes.
- **Productivity**—Use technology to help schools become more productive and accelerate student achievement while managing costs.

In addition, the *National Broadband Plan* was presented with its vision for improving broadband access to schools by setting a minimum target of one gigabit of affordable connectivity for every community in the country. The Federal Communications Commission's 6th Report & Order upgraded the E-Rate program. Now schools can serve as learning centers for their communities, and under a pilot program, can support off-campus wireless connectivity for personal learning devices outside of regular school hours. The order also expanded the marketplace for schools seeking long-term solutions to broadband needs. Starting in 2011, schools can lease or purchase dark and/or lit fiber from any entity, including, but not limited to, telecommunication and non-telecommunication carriers. This decision to expand service providers removed the broadband blockade, especially in rural areas, for schools to obtain affordable connectivity to Internet bandwidth and to participate in the state's regional and statewide high-speed, high capacity network.

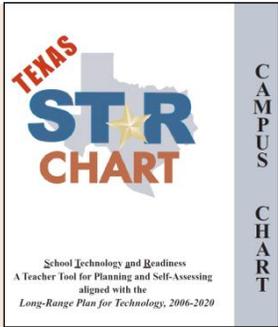


Data from Schools: Texas Campus and Teacher STaR Charts

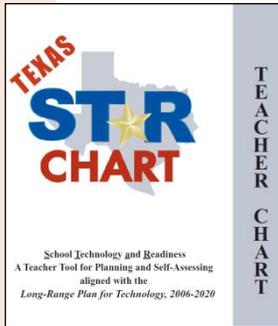
The [Texas Campus and Teacher STaR Charts](#) have been aligned with the four key areas of the *Long-Range Plan for Technology, 2006-2020*.

The Texas Campus and Teacher STaR Charts can assist in measuring the impact of state and local efforts to improve student learning through the use of technology. In addition, they can identify needs for ongoing professional development and raise awareness of research-based instructional goals.

- Schools use the Texas Campus STaR Chart in many ways:*
- Assist campuses in determining professional development needs based on a current educational technology profile.
 - 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 state and federal funding for technology.



- Teachers use the Texas Teacher STaR Chart to answer critical questions:*
- What is my current educational technology profile in the areas of Teaching and Learning and Educator Preparation and Development?
 - What is my knowledge of online learning, technology resources, instructional support, and planning on my campus?
 - What evidence can be provided to demonstrate my progress in meeting the goals of the Long-Range Plan for Technology?
 - In what areas can I improve my level of technology integration to ensure the best possible teaching and learning for my students?



The Texas STaR Chart

The Texas Teacher and Campus STaR Charts focus on the four key areas in the *Long-Range Plan for Technology, 2006-2020*.

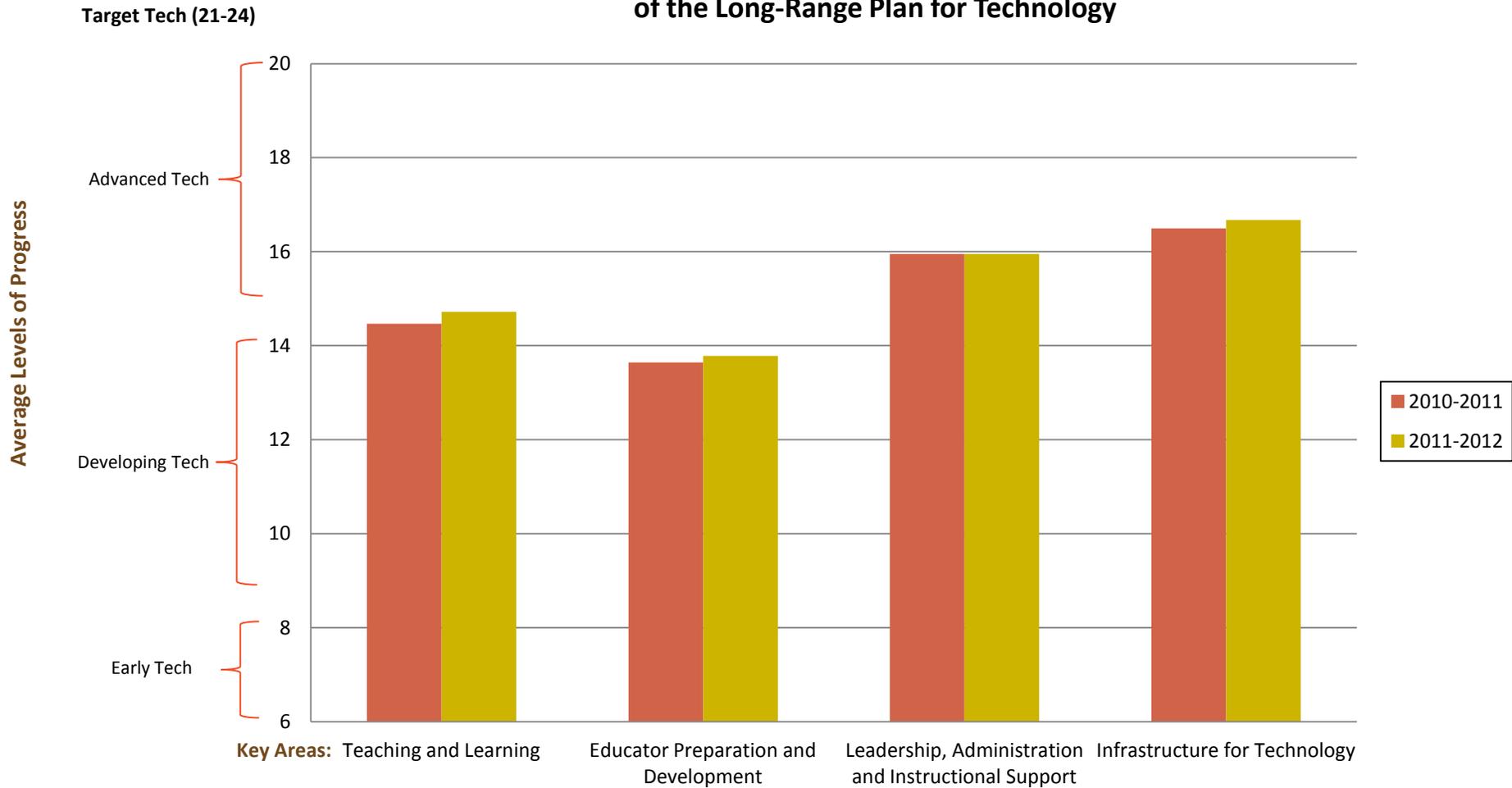
Key areas include:

- Teaching and Learning
- Educator Preparation and Development
- Leadership, Administration and Instructional Support
- Infrastructure for Technology



Data from Schools: Texas Campus STaR Chart—Overall Scores for All Key Areas

Texas Campus STaR Chart—Overall Scores in All Four Key Areas of the Long-Range Plan for Technology



Texas Campus STaR Chart data was averaged for each of the four key areas in the Long-Range Plan for Technology. Each of the areas reached the Advanced Tech level or close to this progress level. Advanced Tech begins with the average score of 15. This chart shows that campuses are maintaining their progress in meeting the highest levels of progress on the STaR Chart. Key areas are identified in the [Texas Campus STaR Chart](#).

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Vision for Teaching and Learning

The 21st century learning environments should be flexible, dynamic, and filled with robust digital curricular resources. Interactive learning, higher-level thinking skills, student engagement, and collaboration are pervasive in all areas of the curriculum. The learning community is not constrained to the physical facility but includes learners and experts that are accessible in multiple locations both synchronously and asynchronously, 24/7.

The key to success for all students is being fully engaged in their learning processes and having opportunities in their schools, libraries, homes, and communities that stimulate and initiate this engagement. Texas faces growing challenges in meeting the needs of an increasingly diverse student population. A “one size fits all” approach to teaching and learning does not meet the educational needs and goals for all students. Texas students come from a wide variety of backgrounds and experiences. Many students live hundreds of miles away from other larger communities and do not leave their states or even their communities for learning opportunities outside the school.



Technology brings the world to the classroom and provides tools that allow students to see the world beyond current boundaries. In addition, access and use of technology levels the playing field for all students.

Students with special learning needs benefit from specialized software, customized computer access devices, communication aids, and assistive technology. Universal Design for Learning (UDL), a set of principles for curriculum development that give all individuals equal opportunities to learn, provides a blueprint for creating instructional goals, methods, materials, and assessments that work for all students with flexible approaches that can be customized and adjusted for individual needs.

Distance learning enables schools to offer students educational opportunities to meet their needs. By using resources such as video conferencing, online courses, blended learning, cloud-based services, webinars, and digital instructional materials, distance learning can enhance the school’s ability to offer courses required for graduation, ensuring that students are academically prepared and ready for post-secondary opportunities.

McAllen ISD students are engrossed in a world of thought-provoking, discussion-igniting learning experiences available at the click of a button. It’s inquiry in the classroom, integrating technology, igniting higher-level thinking, and prompting students to delve deeper into issues at all levels and in all subjects. All these experiences illustrate the root concept behind McAllen ISD’s TLC³—Transforming Learning in the Classroom, Campus, and Community. McAllen ISD places the latest mobile technology into the hands of all of its students—from prekindergarten through high school seniors.



On the McAllen ISD website, there are TLC³ videos highlighting the program.

*"TLC³ is a game changer"
—James Ponce, Ed.D
Superintendent,
McAllen ISD*

Recommendations for Teaching and Learning

Recommendations for Teaching and Learning in the Long-Range Plan for Technology:

Texas
Education
Agency

State Board for
Educator
Certification

Regional
Education
Service
Centers

Local
Education
Agencies

Texas Higher
Education

Parents,
Communities,
and the Private
Sector

“Knowledge will never cease and time will not increase, therefore, we need to find ways in ensuring that students have the tools necessary for a future that is quickly transforming, a future that will include mobile learning beyond the traditional ways we approach student learning. Mobile learning for both teachers and students is really going to impact teaching and learning.” –Eliza Simental, San Elizario ISD



Recommendations for Teaching and Learning

TEA

Recommendations to the Texas Education Agency

1. Continue to support the use and revision of the Technology Applications Prekindergarten Guidelines and Technology Applications Texas Essential Knowledge and Skills (TEKS) for Grades K-12 found in 19 Texas Administrative Code, Chapter 126.
2. Continue to support the implementation and revision of TEKS in all content areas and include reference citations to the Technology Applications TEKS within the foundation TEKS.
3. Identify and designate funding to support innovative programs and equitable access to educational technologies.
4. Continue to support the existing and expanding Technology Applications high school courses and their role in teaching advanced technology knowledge and skills while supporting core curriculum content.
5. Develop and provide to school districts strategies and an assessment to be used to measure student mastery of the Technology Applications TEKS.
6. Provide statewide access to digital resources for students and educators that support the curriculum and promote student engagement and academic success.
7. Encourage, support, and fund the continued development of innovative programs and technical standards designed to increase access to online learning tools and content for all learners, including those with disabilities.
8. Promote the development and use of innovative strategies for the delivery of curricula and instruction through online learning tools.
9. Provide access to research-based best practices for using technology to transform teaching and learning and enhance student achievement.
10. Use state and national data to connect increased student achievement with the use of technology and communicate the results to stakeholders.



Recommendations for Teaching and Learning

SBEC

Recommendations to the State Board for Educator Certification

1. Require mastery of the SBEC Technology Applications Standards for all educators, including campus administrators and librarians.
2. Continue to support the implementation and revision of certification standards for each certification area, including technology proficiencies for educators that reflect best practices and emerging technologies in teaching and learning.

ESC

Recommendations to the Regional Education Service Centers

1. Provide a menu of services for schools to support the implementation of the *Long-Range Plan for Technology, 2006-2020*.
2. Support the implementation of the Technology Applications TEKS, including technology literacy.
3. Participate in partnerships with providers of instructional resources and services that align with state and national standards, offer cost efficiencies, and ensure anytime/anywhere accessibility for all learners.
4. Provide educators guidance on the utilization of digital instructional materials provided through state licenses and adoptions.
5. Assist districts and educators in developing strategies to infuse technology into their curricula and instruction.
6. Provide support to students and educators for instructional content delivered via distance learning.
7. Assist TEA in providing resources for students and teachers through online platforms.
8. Promote best practices in the use of technology in support of planning, teaching, and learning.
9. Demonstrate the use of emerging digital learning tools and provide equitable access to e-books, academic databases, authoritative materials, and online resources.
10. Assist schools in interpreting student formative data to develop lessons that incorporate the use of technology.



Recommendations for Teaching and Learning

LEA

Recommendations to Local Education Agencies

1. Infuse the foundation curriculum with the Technology Applications TEKS at each grade level and provide specialized courses in Technology Applications.
2. Use digital diagnostic tools for formative evaluations to determine progress toward the mastery of instructional objectives.
3. Implement research-based strategies to improve the academic achievement, including technology literacy of all students.
4. Provide opportunities for students and educators to use any Internet-ready device to engage in digital learning communities and activities.
5. Integrate student performance data from district/state assessment instruments with electronic curriculum resources to inform and differentiate instruction for every child.
6. Support the use of emerging technologies aligned with state standards to develop greater levels of collaboration, inquiry, analysis, creativity, and content production.
7. Use the Instructional Materials Allotment and other funding sources to provide appropriate devices, services, and support for anytime/anywhere access to technology-based learning for all students.
8. Use innovative strategies for the 24/7 delivery of instructional offerings through the use of technology, including online and other distance learning and digital content services to meet the diverse and personal learning needs of all students.
9. Provide curriculum to ensure responsible digital citizenship for students, parents, and educators.
10. Implement innovative programs that promote involvement and communication as well as provide access to educational resources for all stakeholders.
11. Ensure educators develop digital resources to share lessons, monitor student progress, and establish regular communications with parents and students.



Recommendations for Teaching and Learning

HE

Recommendations to Texas Higher Education

1. Require the integration of Technology Applications Educator Standards into teaching and learning for all higher education faculties.
2. Provide support for transforming teaching and learning based on research and proven models for systemic change in the classroom.
3. Continue to expand collaboration between public schools and higher education to develop innovative, cost effective, course delivery and virtual credit acquisition.
4. Encourage participation by higher education institutions in partnerships with schools to pursue grant opportunities that enhance and support technology integration.
5. Encourage participation by higher education institutions in partnerships with the private sector and public entities to develop and provide web-based instructional resources and services.

PCPS

Recommendations to Parents, Communities, and the Private Sector

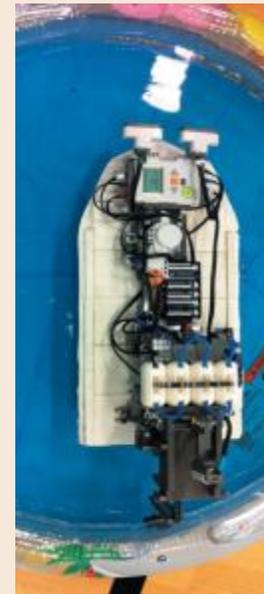
1. Use existing and emerging networks for 24/7 services, information, and extended learning.
2. Collaborate with representatives from prekindergarten through grade twelve, post secondary, parents, businesses, and the community to share resources and services.
3. Support the use of technology in the classroom to improve productivity, increase student achievement, and promote best practices.
4. Collaborate with classroom teachers to extend learning opportunities for students into the community.
5. Collaborate with schools to ensure alignment with technology advancements in the workplace.
6. Participate in partnerships to develop and provide low-cost, web-enabled products and services to support technology-rich learning environments.
7. Provide technology-based work experiences for educators and students through internships and other learning collaboratives.

Are You Up for This Robotics Challenge?

The Texas Computer Education Association (TCEA) hosts robotics contest. There are 20 area contests held around the state and one annual state robotics contest for students in two divisions: Intermediate (grades 4-8) and Advanced (grades 9-12). Students have the choice of competing in the Arena Contest or the Inventions Contest.

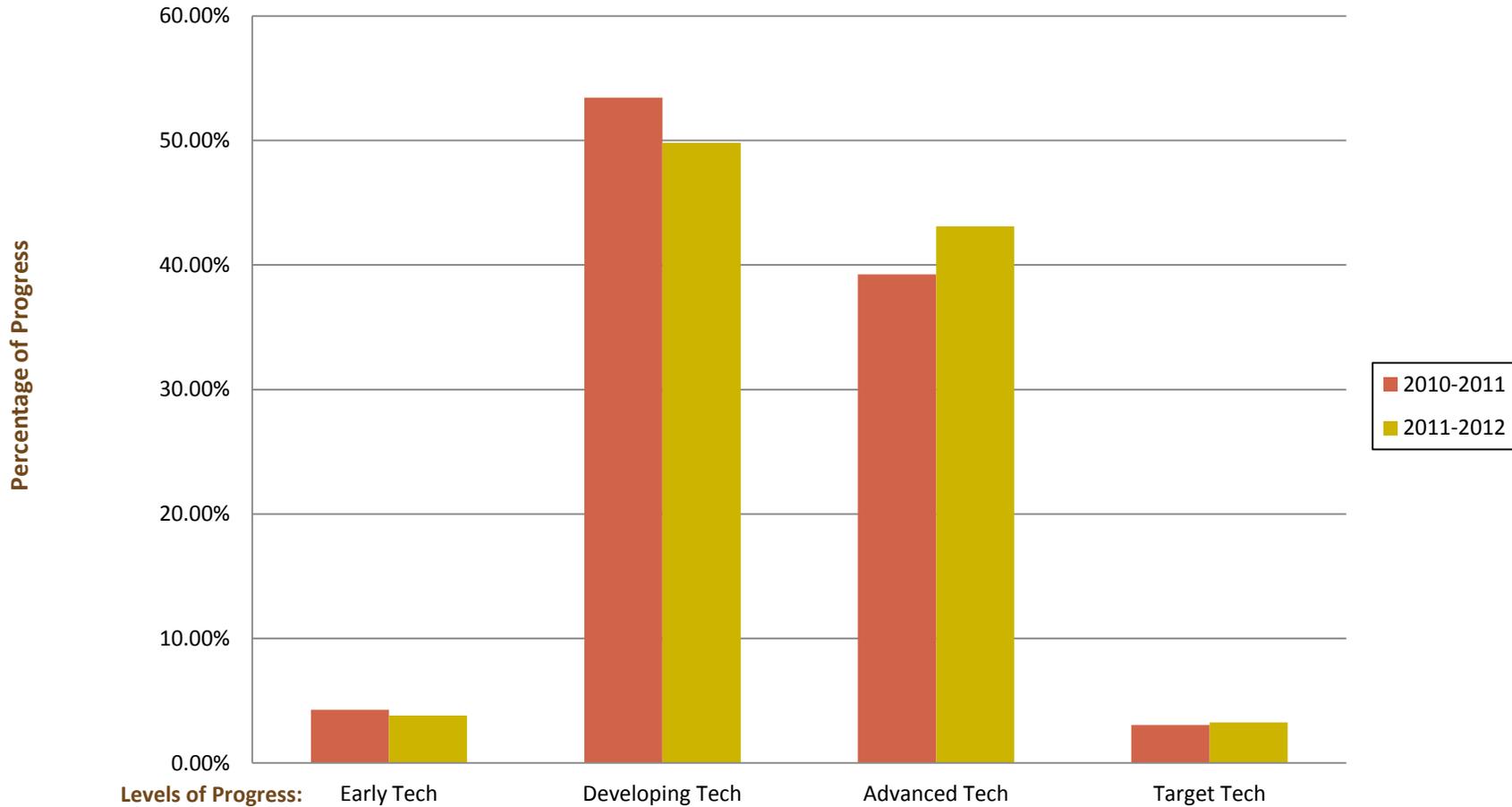
Statistics from 2011-2012:

- Number of teams: almost 1,000
- Number of schools (charter, private, home schools, and after school groups included): 338
- Number of ISDs: 148
- Number of students: 3,500
- 20 area contests
- 1 state contest (200 teams at state)



Data from Schools: Texas Campus STaR Chart—Overall Scores

Texas Campus STaR Chart—Overall Scores in the Area of Teaching and Learning
Comparison for 2010-2011 and 2011-2012



Most campuses in Texas are continuing to improve on the Campus STaR Chart by moving toward the Advanced and Target Tech levels in the Teaching and Learning key area. This chart shows growth at the Advanced Tech level of progress. Texas campuses are expanding their use of digital content and technology.

Data from Schools: Texas Campus STaR Chart—Overall Scores

The Texas Campus STaR Chart produces a profile of the campus' status toward reaching the goals of the Long-Range Plan for Technology. The profile indicators place a campus at one of four levels of progress in each key area of the LRPT.

Early Tech. TL1—Teachers primarily use technology to supplement instruction, streamline management functions, and present teacher-centered lectures. Students use software for skill reinforcement. **TL2**—Most teachers occasionally use technology to supplement or reinforce instruction in classroom, library, or lab. **TL3**—Most teachers use technology for basic skills with little or no connections with content objectives. **TL4**—At grades K-8, teachers are aware of the Technology Applications TEKS and adopted instructional materials. At grades 9-12, at least four high school Technology Applications courses are offered. **TL5**—Technology Applications TEKS are mastered by up to 25% of the students. **TL6**—Most teachers use a few web-based learning activities.

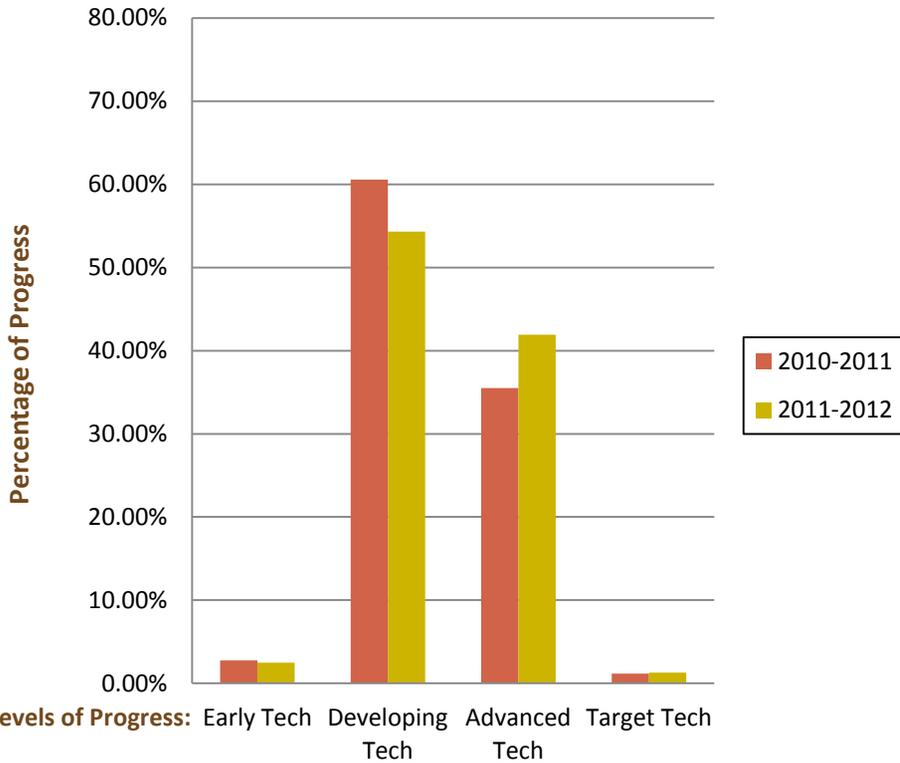
Developing Tech. TL1—Teachers use technology to direct instruction, improve productivity, and model technology skills. Students use technology to access, communicate, and present information. **TL2**—Most teachers have regular weekly access and use of technology and digital resources for curriculum activities in the classroom, library, or lab. **TL3**—Teachers use technology to support content objectives. **TL4**—At grades K-8, teachers are aware of the Technology Applications TEKS appropriate to content areas and regularly include technology skills in planning and implementing instruction; use adopted Technology Applications materials. At grades 9-12, at least four high school Technology Applications courses are offered and at least two are taught. **TL5**—Technology Applications TEKS are mastered by 26 to 50% of the students. **TL6**—Most teachers customize several web-based lessons which include online TEKS-based content, resources, learning activities and interactive communication that support learning objectives.

Advanced Tech. TL1—Teachers primarily use technology in teacher-led and some student-centered learning experiences to develop higher-order thinking skills and provide opportunities for collaboration with content experts, peers, parents, and community. Students evaluate and analyze data to solve problems. **TL2**—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. **TL3**—Most teachers incorporate technology in their subject area TEKS, and classroom applications of technology support the development of higher-order thinking skills and encourage collaboration. **TL4**—At grades K-8, teachers consistently use the Technology Applications TEKS as appropriate for content area and grade level. At grades 9-12, at least four high school Technology Applications courses are offered and at least four are taught. **TL5**—Technology Applications TEKS are mastered by 51 to 85% of the students. **TL6**—Most teachers create web-based lessons which include online TEKS-based content, resources, learning activities, and interactive communications that support learning objectives.

Target Tech. TL1—Teachers seamlessly integrate technology in a student-centered learning environment where technology is used to solve real-world problems in collaboration with business, industry, and higher education. Learning is transformed as students propose, assess, and implement solutions to problems. **TL2**—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. **TL3**—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. **TL4**—At grades K-8, teachers are knowledgeable of and seamlessly integrate the Technology Applications TEKS as appropriate for content area and grade level. At grades 9-12, at least four high school courses offered and taught or included as new courses developed as independent study or innovative courses. **TL5**—Technology Applications TEKS are mastered by 86 to 100% of the students. **TL6**—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.

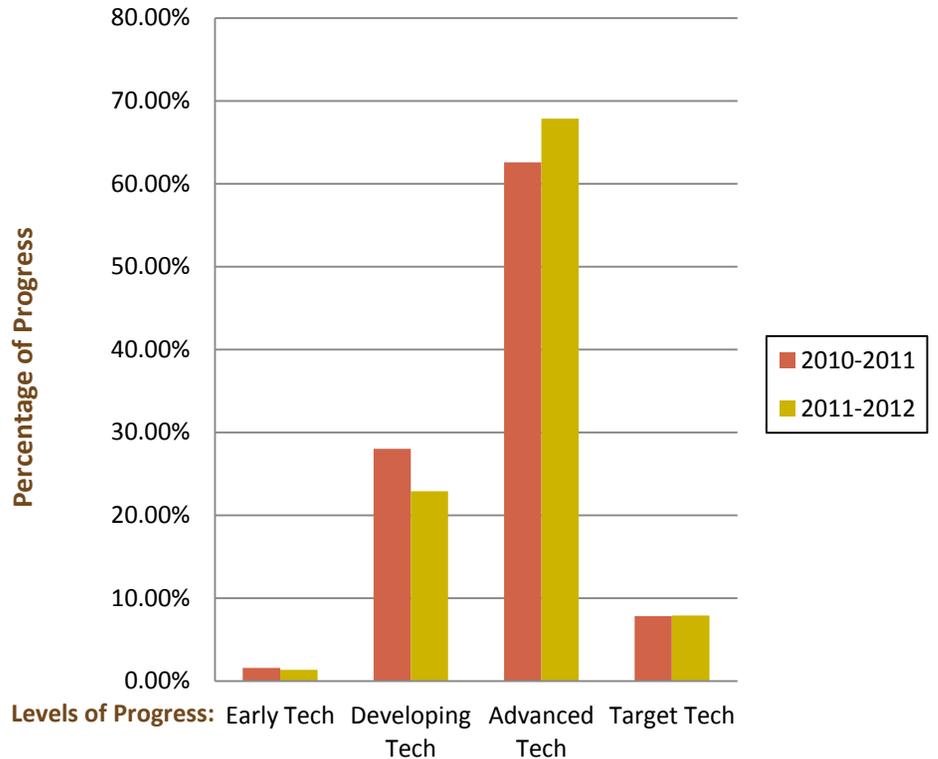
Data from Schools: Texas Campus STaR Chart—Scores for Focus Areas

TL1—Patterns of Classroom Use



The **Patterns of Classroom Use (TL1)** focus area responses are primarily in Developing Tech. Teachers use technology to direct instruction and improve productivity. The Advanced Tech showed a gain over the two-year reporting period. Advanced Tech level uses technology in teacher-led and student-centered learning to collaborate and develop higher-order thinking skills.

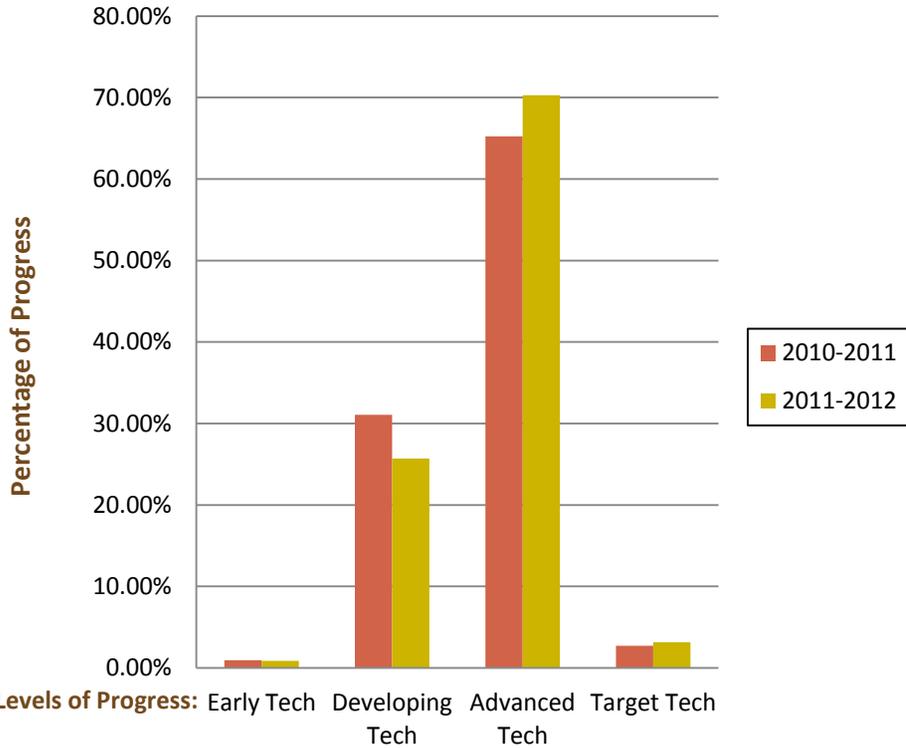
TL2—Frequency/Design of Instructional Setting Using



The **Frequency/Design of Instructional Setting Using Digital Content (TL2)** focus area responses are primarily at the Advanced Tech level. The focus area for the Advanced Tech level is defined as most teachers having regular weekly access and use of technology and digital resources in various instructional settings.

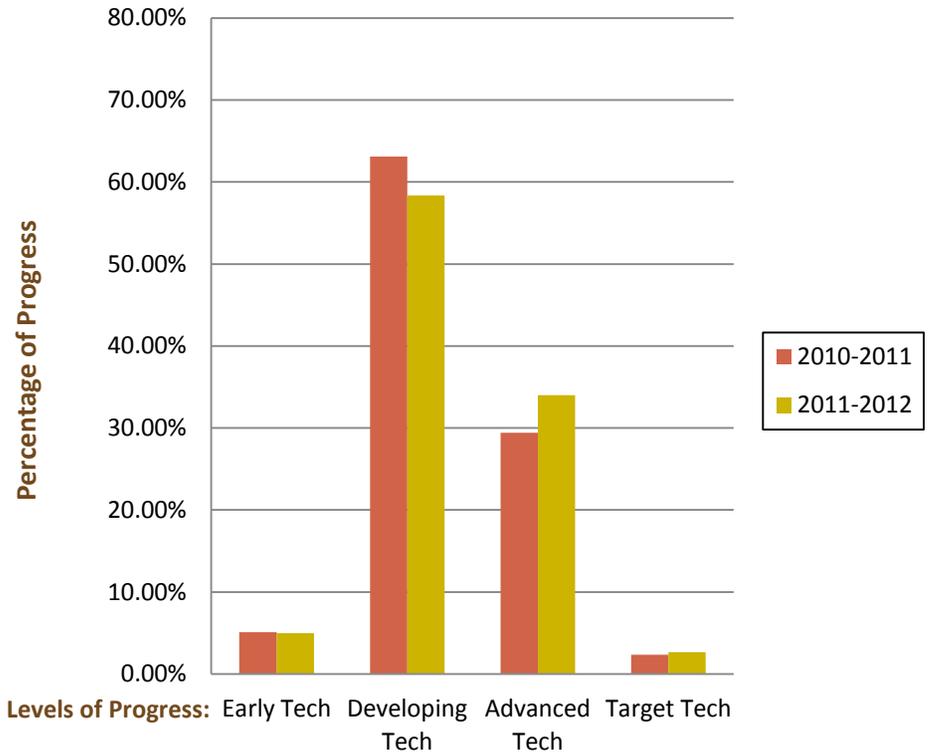
Data from Schools: Texas Campus STaR Chart—Scores for Focus Areas

TL3—Content Area Connections



The **Content Area Connections (TL3)** focus area responses are primarily in the Advanced Tech level. In this area, most teachers incorporate technology in their subject area TEKS, and classroom applications of technology support the development of higher-order thinking skills and encourage collaboration.

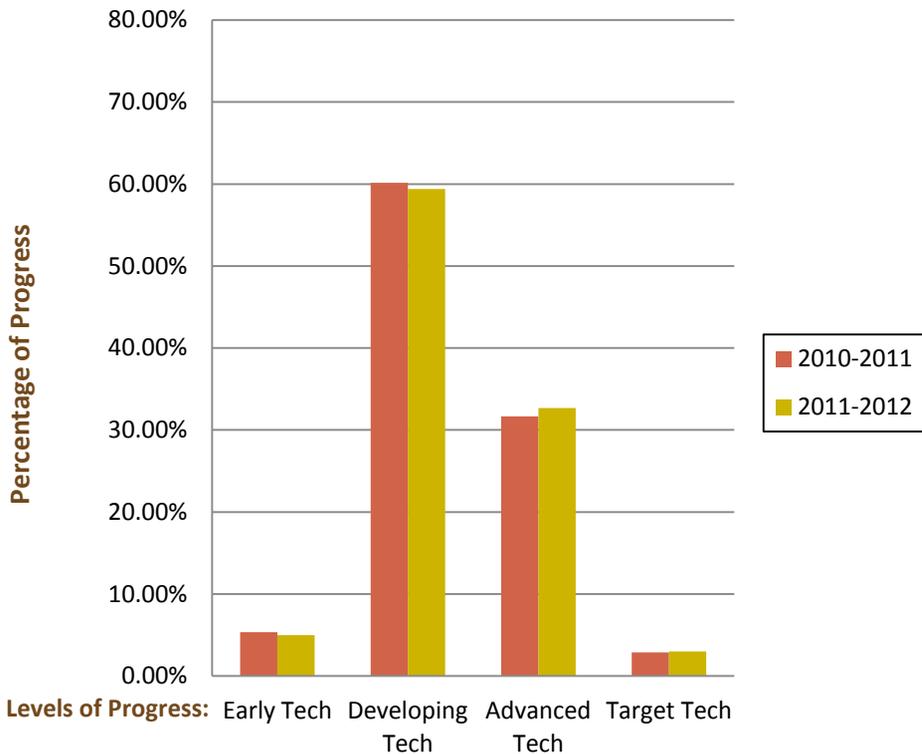
TL4—Technology Applications TEKS Implementation



The **Technology Applications TEKS Implementation (TL4)** focus area responses are primarily at the Developing Tech level. In this area at grades K-8, teachers are aware of the Technology Applications TEKS appropriate to content areas and regularly include technology skills in planning and implementing instruction. At grades 9-12, at least four Technology Applications courses are offered and two are taught. The Advanced Tech level showed a gain over the two-year reporting period—the Technology Applications TEKS are used as appropriate for content area and grade level (K-8) and four courses are offered and taught (9-12).

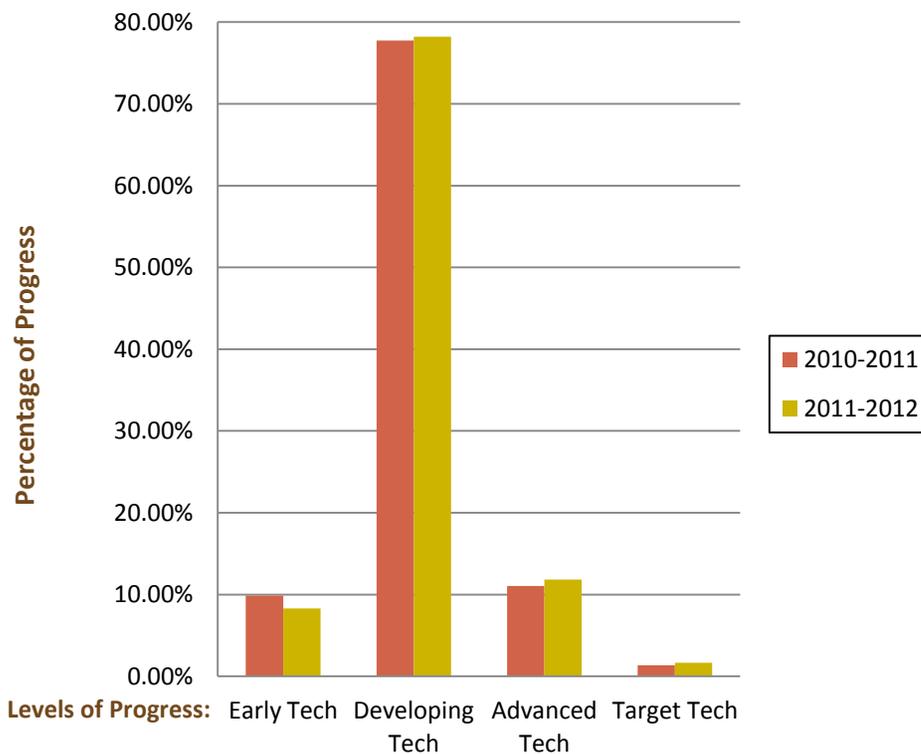
Data from Schools: Texas Campus STaR Chart—Scores for Focus Areas

TL5—Student Mastery of Technology Applications



The **Student Mastery of Technology Applications (TL5)** focus area responses are primarily at the Developing Tech level. At the Developing Tech level, Technology Applications TEKS are mastered by 26 to 50% of the students. The Advanced Tech showed a gain over the two-year reporting period.

TL6—Online Learning

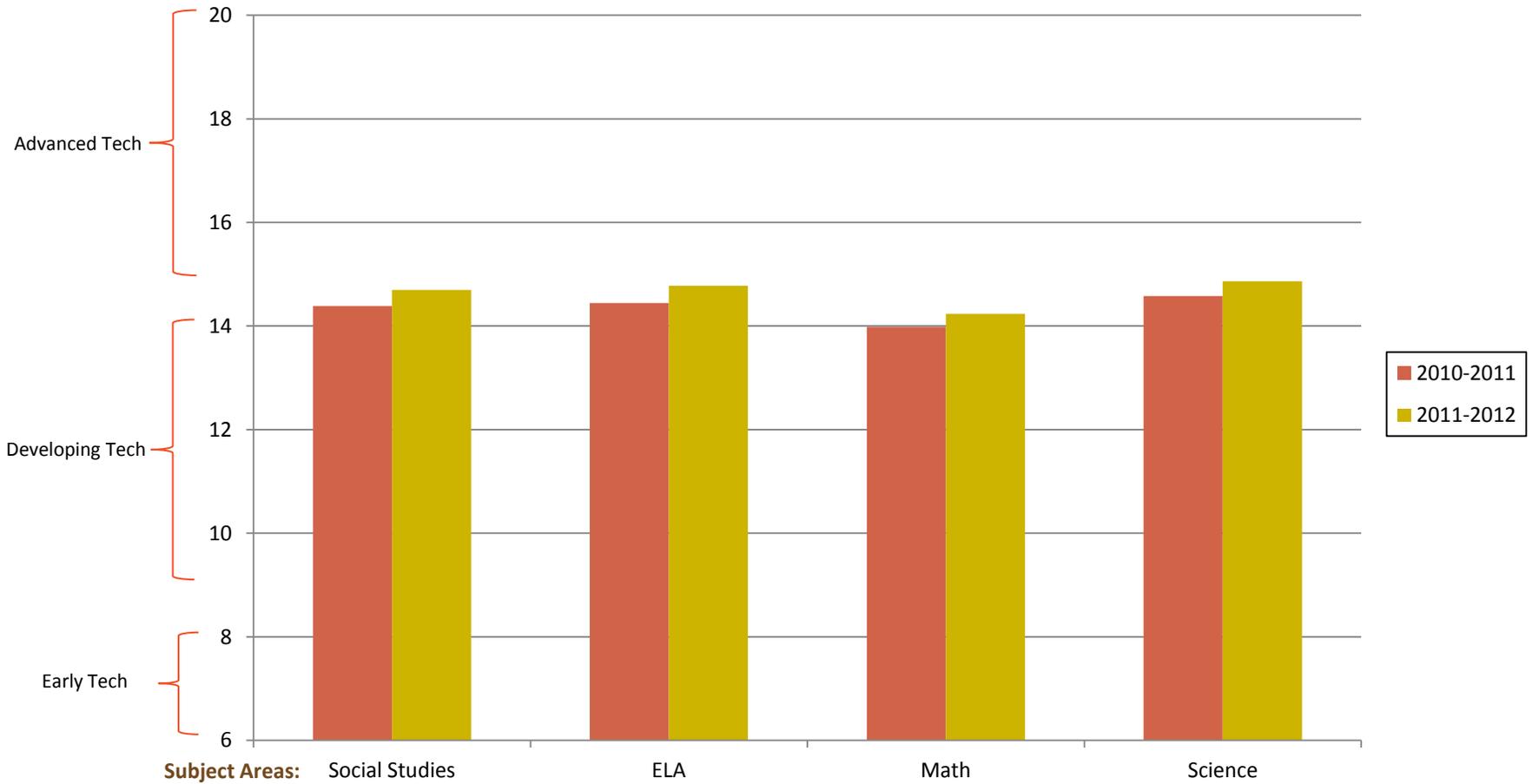


The **Online Learning (TL6)** focus area responses are primarily in the Developing Tech level. At the Developing Tech level, most teachers customize several web-based lessons which include online TEKS-based content, resources, learning activities, and interactive communication that support learning objectives.

Data from Schools: Texas Teacher STaR Chart—Overall Scores for Curriculum/Program Areas

Teacher STaR Chart—Overall Scores for Teaching and Learning for Foundation Curriculum Areas

Target Tech (21-24)

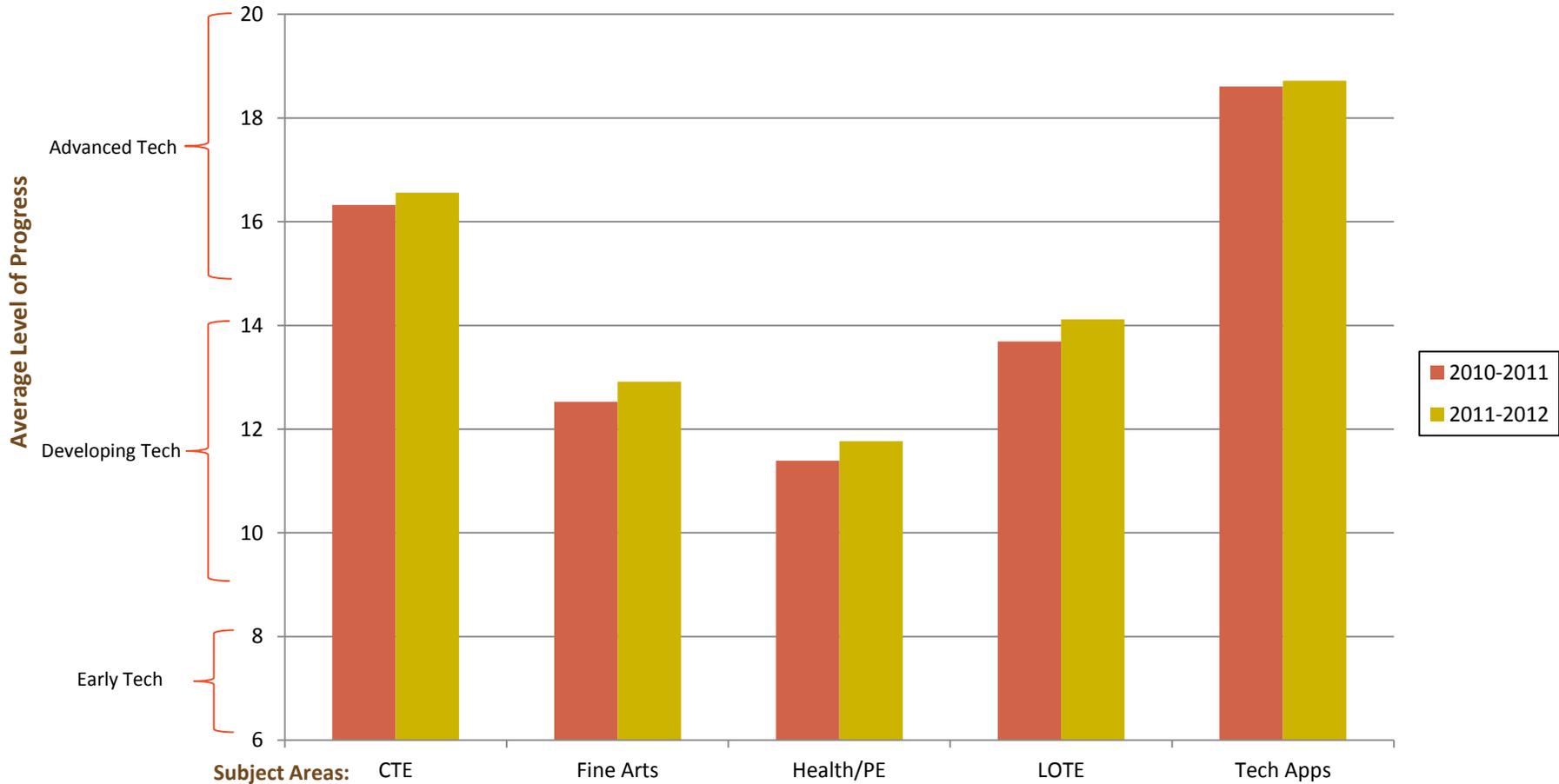


Teachers in the foundation curriculum areas show that they are approaching the Advanced Tech level of progress when all focus areas in Teaching and Learning are averaged. Foundation curriculum teachers are nearing the Advanced Tech level of progress in Teaching and Learning in Science, English Language Arts (ELA), Social Studies, and Math.

Data from Schools: Texas Teacher STaR Chart—Overall Scores for Curriculum/Program Areas

Teacher STaR Chart—Overall Scores for Teaching and Learning for Enrichment Curriculum Areas

Target Tech (21-24)

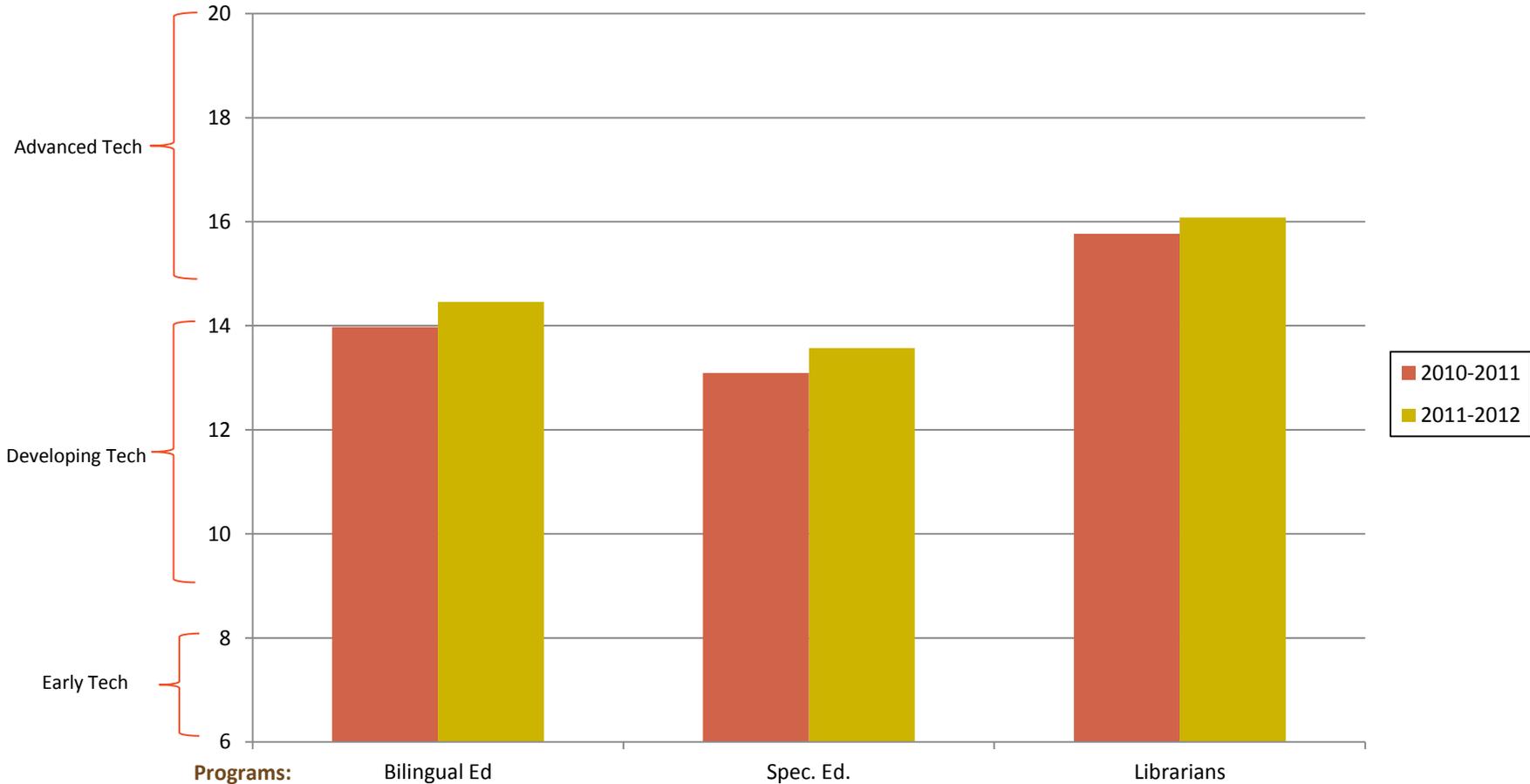


Teachers in the enrichment curriculum areas of Career and Technical Education (CTE) and Technology Applications report themselves at the Advanced Tech level of progress in Teaching and Learning, with Languages Other Than English (LOTE) teachers nearing the Advanced Tech level.

Data from Schools: Texas Teacher STaR Chart—Overall Scores for Curriculum/Program Areas

Teacher STaR Chart—Overall Scores for Teaching and Learning for Selected Education Programs

Target Tech (21-24)



Bilingual Education teachers, Special Education teachers, and Librarians on average show increased Teaching and Learning results in the 2011-2012 school year as compared to the 2010-2011 school year. Librarians have reached the Advanced Tech level of progress in Teaching and Learning, with Bilingual Education and Special Education nearing the Advanced Tech level. The Advanced Tech level is reached at the score of 15.

State Initiatives: Expectations for Technology Use

The purpose of the state’s Technology Applications curriculum is to ensure that students and educators gain and apply critical 21st century digital knowledge and skills across the curriculum. Technology Applications provides a vertical alignment of what is expected for students from prekindergarten through grade twelve.

Technology Applications is specified in Texas Education Code (TEC), Section 28.002, with requirements for elementary, middle, and high school found in 19 Texas Administrative Code (TAC) Chapter 74. Digital technology standards are specified through Technology Applications Guidelines for Prekindergarten and Texas Essential Knowledge and Skills (TEKS) for Grades K-12 found in 19 TAC Chapter 126. Newly revised Texas Essential Knowledge and Skills for Technology Applications were implemented in schools beginning with School Year 2012-2013.

Districts must ensure that sufficient time is provided for teachers to teach and for students to learn technology applications. At least four of the Technology Applications high school courses are required to be offered by school districts. Computer science is included in the Technology Applications curriculum.

There are six strands for the new Technology Applications TEKS based on the National Educational Technology Standards for Students (NETS•S) and performance indicators developed by the International Society for Technology in Education (ISTE): creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts.

Through the study of the strands, students use creative thinking and innovative processes to construct knowledge and develop products. Students communicate and collaborate both locally and worldwide to reinforce and promote learning. Research and information fluency includes the acquisition and evaluation of digital content. Students develop critical-thinking, problem-solving, and decision-making skills by collecting, analyzing, and reporting digital information. Students practice digital citizenship by behaving responsibly while using technology tools and resources. Through the study of technology operations and concepts, students learn technology related terms, concepts, and data input strategies.

Process for Revision of Technology Applications TEKS	
State Board of Education members nominated educators, parents, business and industry representatives, and employers to serve on the Technology Applications TEKS review committees.	March 2010
Revised Technology Applications TEKS were adopted by the SBOE.	April 2011
Technology Applications TEKS were implemented in schools.	2012-2013 school year



State Initiatives: Expectations for Technology Use

The *Long-Range Plan for Technology, 2006-2020* recommends the continued support for the implementation of the Prekindergarten Guidelines in Technology Applications and the Technology Applications TEKS for Grades K-12. In addition, it identifies the need for the revision of the Technology Applications student standards to ensure appropriateness of requirements over time and alignment with 21st century skills.

One of the recommendations in the Long-Range Plan that aligns with the No Child Left Behind (NCLB), Title II, Part D requirement is for school districts to measure student mastery of the Technology Applications TEKS at grades 2, 5, and 8 and report the results of student mastery to the Texas Education Agency.

The plan provides recommendations for Texas schools so that by 2020 the following can be accomplished:

- All learners engage in individualized, real-world learning experiences supported by ubiquitous access to modern digital tools, robust anywhere/anytime connectivity, and dynamic, diverse learning communities.
- All learners access, evaluate, manage, and use information in a variety of media formats from a wide array of sources. They create knowledge, apply it across subject areas and creative endeavors, and purposefully communicate that knowledge, and the results of its use, to diverse audiences. Learning experiences take place in authentic settings and require collaboration and management of complex processes. These experiences involve critical thinking, social responsibility, complex decision making, and sophisticated problem solving.
- Learners develop the self-directed learning skills and attitudes that enable them to learn effectively.

NCLB Title II, Part D Goal: Technology Literacy

“To assist every student in crossing the digital divide by ensuring that every student is technology literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.”

The state defines a “technology literate” student as one who has mastered the Technology Applications TEKS for grades K-8 (19 Texas Administrative Code, Chapter 126). Districts report their progress in meeting this requirement to the TEA and United States Department of Education.



NCLB, Title II, Part D Goal: Curriculum Integration

“...ensure ongoing integration of technology into school curricula and instructional strategies in all schools in the State, so that technology will be fully integrated into the curricula and instruction of the schools...”

The *Long-Range Plan for Technology, 2006-2020*, reinforces this requirement as well and specifies that the Technology Applications curriculum will continue to be used to document specific expectations for teaching and learning with digital technology.

State Initiatives: Expectations for Technology Use

Newly Revised Technology Applications Standards, 19 Texas Administrative Code, Chapter 126

Creativity and innovation

Communication and collaboration

Research and information fluency

Critical thinking, problem solving, and decision making

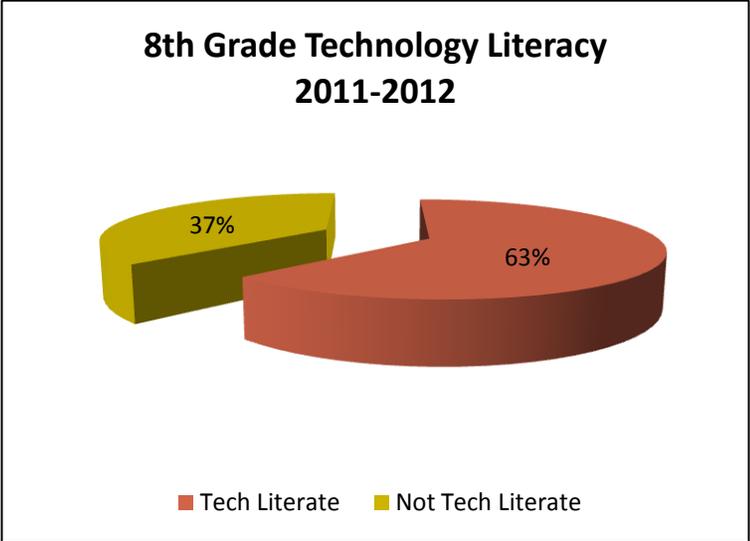
Digital citizenship

Technology operations and concepts



Eighth Grade Technology Literacy Results

Data received in the NCLB Technology Report for School Year 2010-2011, showed approximately 59% of eighth graders were considered technology literate. Data from 2011-2012 school year showed 63% of eighth graders were considered technology literate.



Eighth Grade Technology Literacy Definition

The state defines technology literacy as mastering the Technology Applications Texas Essential Knowledge and Skills (TEKS) for Grades K-8.

State Initiatives: Expectations for Technology Use

Technology Applications Impacts Educators and Students

**Technology Applications
for Students and Teachers,
Prekindergarten**

Prekindergarten Guidelines
for Technology Applications

**Technology Applications
for Students and Teachers,
Grades K-12**

Technology Applications TEKS Grades K-5;
6, 7, and 8; and 9-12

**Technology Applications
for All Beginning Teachers**

SBEC Technology Applications Standards
required for all beginning teachers
and recommended for all current teachers

**Technology Applications
for School Librarians**

School Library Standards
include many references to teaching
Technology Applications TEKS

**Technology Standards
for Administrators**

Federal technology literacy requirements
of campus administrators are documented through
the NCLB Technology Report

ISTE Technology Standards for School
Administrators are used as a basis to measure
Texas administrators' technology literacy skills

State Initiatives: Digital Content, Instructional Materials, and Online Resources

Transforming classrooms and learning using digital content, Internet resources, and technology tools are essential for Texas students. The Instructional Materials Allotment (IMA) helps schools explore the use of digital content and devices and build digital environments to improve student learning opportunities.

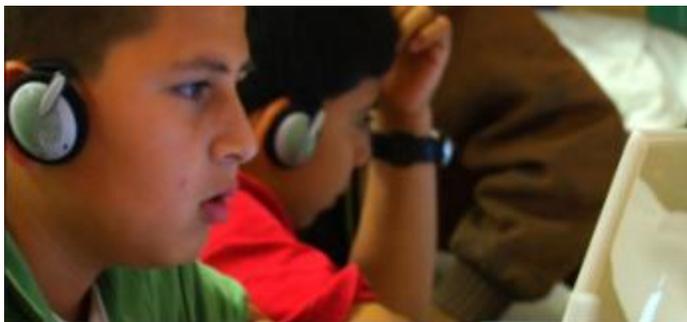
Focuses of digital learning:

- Ensuring that students and educators readily have access to digital content, Internet resources, and technology tools that enhance student knowledge and performance
- Assisting schools in strategic planning to include digital learning and to ensure systemic change and innovation in implementing this environment
- Sharing processes, digital content and resources, infrastructure, and best practices to build and/or improve a school's digital learning environment
- Exploring innovative instructional strategies to encourage the use of digital content in teaching and learning practices
- Empowering students and educators with the opportunity to learn anytime/anywhere through access to content enabled by digital devices

Many Texas schools have been planning for digital environments to support instruction and student learning. They have considered strategies for print-to-digital transformation, researched best practices for online and blended learning, and increased their focus on school planning to move forward in the digital age.

They have begun to make digital learning a priority ensuring that students were given access to digital content, Internet resources, and technology tools that helped them to become successful and engaged learners at school and at home.

The IMA gave schools the flexibility to build digital environments if desired. When the IMA was first introduced, its flexibility for content selection and acquisition was described to schools. Presentations were made to schools that emphasized the importance of school leaders representing curriculum, administration, textbooks/instructional materials, and technology to meet together to plan for the use of the IMA.



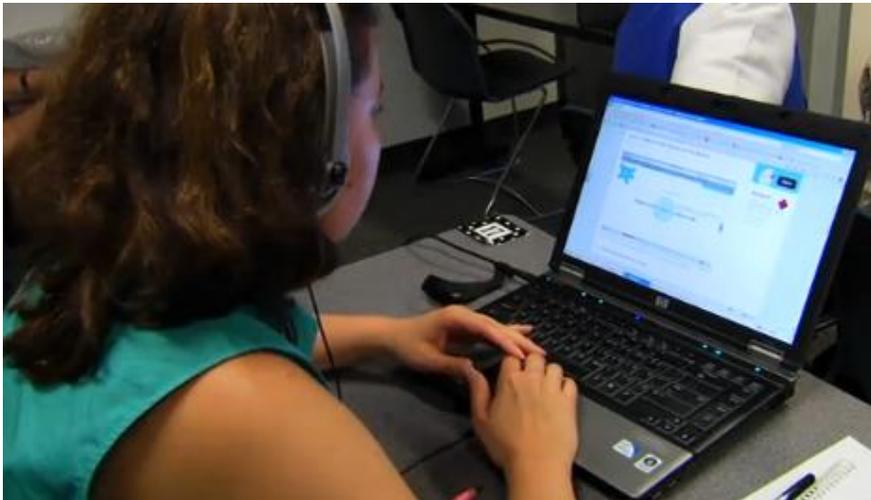
"We all love paper books. But eBooks can do things paper books cannot. Some eBooks are not meant to be read sitting still; they are meant to be shaken and stirred, many with interactive elements on the screen to move around, speak, or pop up."
—Librarian, **Midway ISD**

State Initiatives: Digital Content, Instructional Materials, and Online Resources

Access to Accessible Instructional Materials (AIM)–Rider 34

The goal of the AIM program is to ensure that all students have access to instructional materials in appropriate alternate formats, including braille, large-print, audio and digital text, to ensure equal access to the curriculum. Students with print disabilities and other students with an instructional plan that requires alternate forms of traditional instructional materials are eligible to receive AIM under this program. This program is provided through contracts with two AIM producers: Learning Ally, and Benetech (AKA Bookshare). In addition to AIM, districts also receive technical training to ensure that students receive appropriate materials in a timely manner.

Districts contact representatives from Learning Ally or Benetech to register their eligible students and then download AIM in formats appropriate to meet their students’ individual needs. Onsite and web-based technical assistance is provided to districts and ESCs.



Key Data

2010-2011

Learning Ally

9,872 accessible digital books were downloaded to 1,730 schools (September 2010–August 2011)

7,935 website landings

Benetech

12,797 accessible digital books were provided to 504 member districts (September 2010–August 2011)

2011-2012

Learning Ally

17,553 accessible digital books were provided to 2,054 schools (September 2011–August 2012)

8,771 website landings

Benetech

31,221 accessible digital books were downloaded to 1,098 member districts (September 2011–August 2012)

State Initiatives: Digital Content, Instructional Materials, and Online Resources

Online Support for College and Career Readiness (OnTrack)



Background/Description

Rider 8 provided funding for the creation of online college readiness materials in English, mathematics, science, and social studies in accordance with § 28.008, enacted by HB1, 79th Legislature, 3rd called session. This statute requires the development of online support materials in core content courses. A contract was awarded to the Institute of Public School Initiatives (IPSI) at The University of Texas (UT) at Austin for the development of the materials, which were organized into online lessons. The lessons are intended for students who need assistance in preparing to successfully perform college-level work. Lessons are available through Project Share at no cost to all Texas public school districts.

Authority:

General Appropriations Act (GAA), Article III, Rider 8, 82nd Texas Legislature, 2011

Additional Information:

Electronic distribution of lessons began with the 2010-11 school year and has continued across the 2011-2012 and 2012-2013 school years. Lessons are updated regularly to provide new information and to add new lessons as instructional needs are identified.

OnTRACK Lessons are first distributed to the twenty regional Education Service Centers (ESCs). ESCs serve as the hub for electronic distribution. ESCs also provide training and support as lessons are implemented at the local level.

Data Table

Number of course users

Category	Courses	Students	Educators
Algebra I	544	5,087	2,085
Algebra II	392	1,224	1,592
Geometry	459	2,363	1,769
Biology	536	4,510	1,890
Chemistry	427	1,426	1,509
Physics	388	1,054	1,348
World Geography	375	3,008	1,342
U.S. History	132	122	554
World History	307	663	1,059
English I	210	644	699

State Initiatives: Online and Virtual Learning

Texas Virtual School Network (TxVSN)—Statewide Course Catalog

The Texas Virtual School Network (TxVSN) is authorized by Texas Education Code (TEC) Chapter 30A and funded by General Appropriations Act, Article III, Rider 58, 82nd Texas Legislature (2011). The TxVSN is comprised of two components—the statewide course catalog, which offers supplemental high school courses for students in grades 8-12, and the Online Schools Program (OLS) which provides full-time online instruction for public school students in grades 3-12. For more information about the TxVSN statewide course catalog, please visit www.txvsn.org.

Background/Description

Established by the 80th Texas legislature in 2007, the TxVSN statewide course catalog provides Texas students with equitable access to quality electronic courses for high school graduation. An electronic course is defined as one in which instruction and content are delivered primarily over the Internet, online activities are integral to the academic program, extensive communication between student and teacher and among students is emphasized, and students are not required to be located on the physical premises of a school.

The TxVSN statewide course catalog is a network of providers and receivers who work in partnership to offer supplemental courses toward high school graduation to students in grades 8-12. The TxVSN is administered by the Texas Education Agency under the direction of the commissioner of education. Education Service Center Region 10 serves as central operations for the TxVSN and manages the day-to-day operations of the network, including managing course review, providing and maintaining TxVSN telecom and infrastructure, and managing the online course catalog, registration and student enrollment system and other systems used to operate the network.



Key Data:

- Course enrollments, 2011-2012: 5,685
- Course enrollments, fall 2012: 4,345 (as of October 2012)
- Total provider districts, 2011-2012: 22
- Total provider districts, 2012-2013: 20
- Current dual credit providers: 4
- Receiver districts, 2011-2012: 352
- Receiver districts, 2012-2013: 467

“Texas Virtual Schools has enabled Celeste to offer courses...It’s broadened the scope of what students have the opportunity to take, not only our traditional dual-credit courses but now other course offerings.” –Superintendent, Celeste ISD

“Being able to take it online actually helped me out a lot... I was able to keep up the rigorous studies that I take in high school.” –Senior, Ft. Sam Houston ISD

“In the past, dual credit classes were all at pre-set times of the day, and generally juniors didn’t have that block of time. For us, it was a great way to start his junior year on college courses.” –Parent, Mineral Wells ISD

State Initiatives: Online and Virtual Learning

Funding

In 2011, the state virtual school allotment was repealed. In the absence of the allotment, a limited number of Virtual Learning Scholarships have been made available until June 2013 to districts and schools that enroll students through the course catalog.

TxVSN catalog course fees may not exceed \$400 per semester and can be paid for from a number of sources, including Foundation School Program (FSP) funds, state and federal program funds and grants, and local funds. To be eligible for FSP funding, the course must have been successfully completed by the student. Successful course completion is defined as earning credit for a course.

Enrollment in TxVSN statewide catalog courses may apply toward Average Daily Attendance (ADA) eligibility status regardless of whether the student is physically present at the school when taking the online course. Each successfully completed course is considered to be 55 minutes of daily instructional time for purposes of the 2-through-4-hour rule.

Participation

The TxVSN statewide course catalog is a supplemental rather than diploma-granting program. The providers in the network work in partnership with the student's home district, known as a receiver district, to meet students' needs. Receiver districts are responsible for awarding credits and diplomas and remain accountable for the student's academic progress. Additionally, the receiver district is responsible for monitoring student progress and mentoring students to



ensure success in TxVSN courses. Local staff, such as a TxVSN site coordinator, is designated by the receiver. The TxVSN site coordinator and other receiver-district staff assist in identifying and registering students, approving online course enrollments, and providing critical mentoring support services to local students.

Through the TxVSN statewide course catalog, students may enroll in high school, Advanced Placement® (AP), and dual credit courses provided by eligible TxVSN course providers, known as provider districts. Provider districts must be Texas public school districts, open-enrollment charter schools, education service centers, or Texas public or private institutions of higher education. TxVSN providers submit courses for inclusion in the statewide catalog and are responsible for instruction.

Each course in the catalog is reviewed by TxVSN Central Operations for alignment to the [Texas Essential Knowledge and Skills \(TEKS\)](#) and the [National Standards of Quality for Online Courses by the International Association for K-12 Online Learning \(iNACOL\)](#). The online course catalog displays all approved courses with each course's description and objectives, associated technology specifications, schedule, assessments, and other relevant data. School personnel, parents, and students can review these options to select online courses that best meet each student's needs, learning style, and graduation plan.

State Initiatives: Online and Virtual Learning

Professional Development

The TxVSN statewide course catalog provides Texas high school students and schools with a valuable avenue for interactive, collaborative, instructor-led online courses taught by state-certified and appropriately credentialed teachers. All high school and AP courses are taught by a Texas-certified instructor who has met professional development requirements specific to teaching in an online environment, including completion of TxVSN-approved professional development for effective online instruction or prior experience in online instruction. Dual credit courses are taught by college or university staff who meet both the credentialing requirements of their higher education institution as well as the professional development requirements of the TxVSN.

TxVSN-approved professional development courses for online teachers are available through a variety of providers. Currently, seven approved professional development providers train educators to deliver online instruction through the TxVSN. To learn more about professional development requirements, visit the TxVSN Professional Development Center at <http://www.epsilen.com/Inst/TxVSN>.

“It (TxVSN) provides flexibility in what you can do with students. In today’s highly mobile society... it provides opportunities to do away with gaps.” –Principal, Lingleville ISD

Professional Development Webinars
Professional Development *Webinars*. Live, informative and engaging training on topics, tools, and skills for supporting an online learning initiative.

Online Courses and Tutorials
Online Courses and *Tutorials*. Self-paced online courses and tutorials. *Courses*, from the menu require a Epsilen membership. *Tutorials* are accessible to the public without an Epsilen member.

speaks VOLumes Conference
speaks VOLumes Conference. An annual virtual conference that speaks volumes on ideas, resources, and best practices that improve online education. Engage with colleagues. *Attendance is FREE!*

LEARNING WITH THE AUTHORS
Learning With the Authors is an online book study Webinar series. Each book study concludes with an author-lead session. Attendance is FREE! *Your speaks VOLumes conference account is automatically set to participate.*

Courses offered through the TxVSN Statewide Course Catalog, Fall 2012

English Language Arts	Math	Science	Social Studies	Career and Technical Education	Fine Arts	Languages Other than English	Health and Physical Education	Technology Applications*	Driver and Safety Education
Communication Applications	Advanced Quantitative Reasoning	Astronomy	Economics with Emphasis on the Free Enterprise System	Digital and Interactive Media	Art, Level I	Chinese, Levels I, II	Health Education		Driver and Safety Education
English I	Algebra I	Biology	Special Topics in Social Studies: Hebrew Scripture	Principles of Information Technology	Music History, Level I	French, Levels I, II, III	Foundations of Personal Fitness		Driver Education
English II	Algebra II	Chemistry	Special Topics in Social Studies: New Testament	Touch System Data Entry		German, Levels I, II, III			
English III	Geometry	Integrated Physics and Chemistry	U.S. Government			Latin, Levels I, II, III			
English IV	Mathematical Models with Applications	Physics	U.S. History Studies Since 1877			Spanish, Levels I, II, III			
	Precalculus	Earth and Space Science	World Geography Studies			Russian, Levels I, II			
		Environmental Systems	World History Studies						
Advanced Placement									
AP English Language & Composition	AP Calculus AB	AP Biology	AP U.S. Government & Politics			AP Latin (Vergil)			
AP English Literature & Composition	AP Calculus BC	AP Chemistry	AP U.S. History			AP Spanish Language			
	AP Statistics	AP Environmental Science							
		AP Physics B							
Dual Credit									
English III	Algebra II	Chemistry	Social Studies Advanced Studies		Art I				
English IV	Independent Study in Mathematics		Special Topics in Social Studies		Art History, Level III				
			U.S. Government		Music History, Level I				
			U.S. History Studies Since 1877						

* With the implementation of new technology applications Texas Essential Knowledge and Skills in the 2012-2013 school year, technology applications courses have been approved but are not yet being offered by the providers.

State Initiatives: Online and Virtual Learning

Texas Virtual School Network (TxVSN)—Online Schools Program

The Texas Virtual School Network (TxVSN) is authorized by Texas Education Code (TEC) Chapter 30A and General Appropriations Act, Article III, Rider 58, 82nd Texas Legislature (2011). The TxVSN is comprised of two components—the statewide course catalog, which offers supplemental high school courses to student in grades 8-12, and the Online Schools Program (OLS), which provides full-time online instruction for public school students in grades 3-12. For more information, visit [TxVSN OLS](#).

The TxVSN OLS is administered by the Texas Education Agency and codified in TEC Chapter 30A.

Background/Description

Through approved Texas public school districts and open-enrollment charter schools, the TxVSN OLS provides full-time online learning options to public school students in grades 3-12 who are not required to be physically present on campus during instruction.

Senate Bill 975, passed by the 77th Texas Legislature (2001), called for the commissioner of education to establish a pilot program under which a school district may offer electronic courses to students enrolled in the district or to students enrolled in another district. The pilot allowed the agency to examine a new Foundation School Program (FSP) funding model that supported quality online learning and had the potential to scale for use statewide. In 2003, Senate Bill 1108 (78th Texas Legislature) allowed districts to offer electronic courses either



through a designated campus or through a full-time program serving students throughout the district. The program, then known as the Electronic Course Pilot and later the Electronic Course Program (eCP), first began serving students in spring 2006. In 2009, the eCP was incorporated into the TxVSN, and in 2011 the program took on a new name—the TxVSN Online Schools Program.

Participation

School districts approved to operate a full-time TxVSN online school may offer the instructional program to students enrolled in the district or to students in another district. Open-enrollment charter schools approved to operate a full-time TxVSN online school may offer the instructional program to students who reside within the charter school’s approved geographic service area.

To be eligible for full-time enrollment in a TxVSN online school, students must meet one of the following criteria:

- have been enrolled in a Texas public school in the preceding school year;
- have been placed in substitute care; or
- be a dependent of a member of the U.S. military who does not currently reside in Texas due to a military deployment or transfer and who was previously enrolled in a Texas high school.

State Initiatives: Online and Virtual Learning

Funding

Approved TxVSN online schools are eligible to earn FSP funding for eligible students in the same manner as funding for courses offered in a traditional classroom setting provided that the student successfully completes the course or program. For students in grades 3-8, successful completion is defined as completion of the TxVSN instructional program for the grade level and demonstrated academic proficiency sufficient for promotion to the next grade level. For students in grades 9-12, successful completion is defined as earning credit for a high school course.

Requirements

Instruction provided through the TxVSN OLS is 100 percent virtual and students participating in the program are not required to be physically present on campus during instruction. Each online school is responsible for submitting its courses to the TxVSN for review to ensure that they align with the Texas Essential Knowledge and Skills (TEKS) and meet national standards for quality online courses. Approved TxVSN online schools are required to meet all applicable laws and rules for public schools.



Best Practices for Student Success—Perspectives and success stories (videos)

Each teacher of an electronic course offered through the TxVSN must be certified in the content area and grade level of the course; be in compliance with highly qualified teacher requirements under the No Child Left Behind Act (NCLB); and must meet TxVSN professional development requirements specific to teaching in an online environment, including completion of TxVSN-approved professional development for effective online instruction or prior experience in online instruction.

Status

The TxVSN OLS serves students in grades 3-12. Currently, three schools are approved to participate in the TxVSN OLS:

- Texarkana Independent School District’s [Texarkana ISD Virtual Academy](#)
- Houston Independent School District’s [Texas Connections Academy at Houston](#)
- Responsive Education Solutions’ [Texas Virtual Academy](#)

Online School	Grades Served 2011-2012	Enrollment 2011-2012
Texarkana ISD Virtual Academy	3-6	81
Texas Connections Academy at Houston	3-10	2,463
Texas Virtual Academy	3-11	3,665

See participant’s website for more information about each school.

State Initiatives: Online Assessment

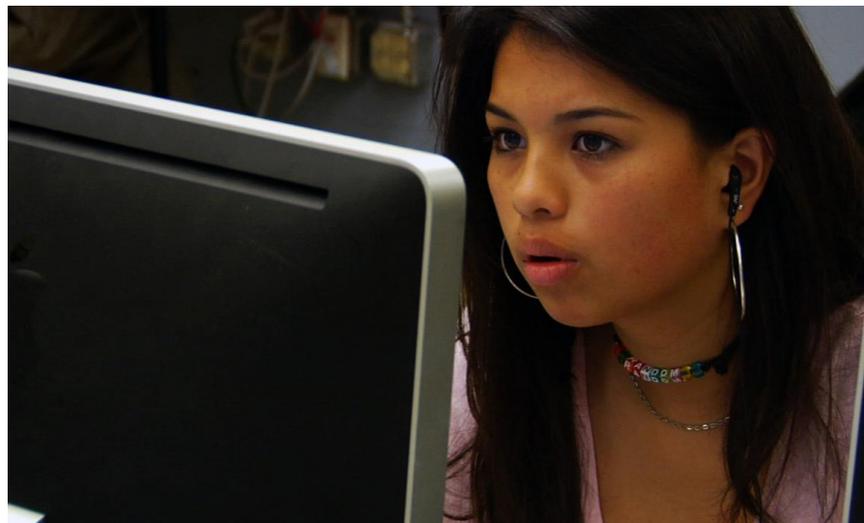
Since an initial pilot in 2004, the State of Texas has successfully administered over 5.25 million assessments online. Currently, online testing options include all the State of Texas Assessments of Academic Readiness (STAAR™) End-of-Course assessments and the Texas Assessment of Knowledge and Skills (TAKS) exit level examinations. Since 2010, the Texas English Language Proficiency Assessment System (TELPAS) Reading tests for English Language Learners (ELLs) has been delivered online exclusively. Approximately 530,000 ELLs participate in this test annually. A new online only program in 2013 will be STAAR™ L, which is a linguistically accommodated English version of the STAAR™ grades 3-8 and end-of-course (EOC) mathematics, science, and social studies assessments.

To improve interoperability and facilitate the delivery of online tests, the testing system has been redesigned so that it is no longer necessary to download, install, and maintain the software on computers used for online testing. It is browser-based and does not need to be installed or updated. This reduces the level of effort and labor costs districts expend to prepare computers for online testing. This browser-based solution also allows for districts with open-source operating systems to participate in online testing. The new platform is light-weight, secure, and dependable. Information about online assessment is found on the [TEA Assessment website](#).

Since 2004, the State of Texas has successfully administered over 5.25 million assessments online.

The 2010 launch of the Texas Assessment Management System, delivered through PearsonAccess began a significant shift in the management of student assessments in Texas. It provides a single login and interface for almost all testing-related activities. The system is used for entering STAAR™ Alternate evaluation data and TELPAS holistic ratings. Various disparate systems used for retrieving results, reports, communications, and training materials have also been consolidated within the Texas Assessment Management System.

Interest in expanding online testing as part of the state's comprehensive assessment program continues. Coupled with the improved test delivery platform and improved management tools, the implementation of timed tests and testing windows in 2011-2012 has enabled most districts to overcome what they considered obstacles to fully implementing online testing.



State Initiatives: Internet Safety and Cyberbullying

The Children’s Internet Protection Act (CIPA)

The Children’s Internet Protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children’s access to obscene or harmful content over the Internet. CIPA imposes certain requirements on schools and libraries that receive discounts for Internet access or internal connections through the E-Rate program—a program that makes certain communications services and products more affordable for eligible schools and libraries. In early 2001, the FCC issued rules implementing CIPA and provided updates to those rules in 2011.

CIPA Requirements

Schools and libraries subject to CIPA may not receive the discounts offered by the E-Rate program unless they certify that they have an Internet safety policy that includes technology protection measures. The protection measures must block or filter Internet access to pictures that are: (a) obscene; (b) child pornography; or (c) harmful to minors (for computers that are accessed by minors). Before adopting this Internet safety policy, schools and libraries must provide reasonable notice and hold at least one public hearing or meeting to address the proposal.

Schools subject to CIPA have two additional certification requirements: 1) their Internet safety policies must include monitoring the online activities of minors; and 2) as required by the Protecting Children in the 21st Century Act, they must provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

Schools and libraries subject to CIPA are required to adopt and implement an Internet safety policy addressing:

- (a) access by minors to inappropriate matter on the Internet;
- (b) the safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;
- (c) unauthorized access, including so-called “hacking,” and other unlawful activities by minors online;
- (d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- (e) measures restricting minors’ access to materials harmful to them.

Schools and libraries must certify they are in compliance with CIPA before they can receive E-Rate discounts.

For More Information—Consumer and Governmental Affairs Bureau website.

Internet Safety Website

An important component of the technology applications curriculum and the implementation of technology in Texas schools is the proper and safe use of digital technology. During the 80th Legislative Session, House Bill 3171, Section 38.023, required the Texas Education Agency to develop and make available to school districts a list of resources addressing Internet Safety. Resources are available on the Internet Safety website. There are resources for students, educators, and parents. This website has been important as increasing numbers of students use the Internet in the classroom and at home. In addition, TEA has a website for Coordinated School Health—Bullying and Cyberbullying that has additional links focusing on these topics.



State Initiatives: Internet Safety and Cyberbullying

Texas Law Related to Internet Safety

Texas Education Code, Sec. 38.023. List of Resources Concerning Internet Safety.

The agency shall develop and make available to school districts a list of resources concerning Internet safety, including a list of organizations and Internet websites that may assist in educating teachers and students about:

- (1) the potential dangers of allowing personal information to appear on an Internet website;
- (2) the significance of copyright laws; and
- (3) the consequences of cyber-plagiarism and theft of audiovisual works, including motion pictures, software, and sound recordings, through uploading and downloading files on the Internet.



Cyberbullying

Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others. "Cyberbullying" is when a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies or mobile phones. It has to have a minor on both sides, or at least have been instigated by a minor against another minor. Once adults become involved, it is plain and simple cyber-harassment or cyberstalking. Adult cyber-harassment or cyberstalking is never called cyberbullying.

Texas Law Related to Bullying

Texas Education Code, Section 37.001(a). Student Code of Conduct.

The board of trustees of an independent school district shall, with the advice of its district-level committee established under Subchapter F, Chapter 11, adopt a student code of conduct for the district.

- (7) prohibits bullying, harassment, and making hit lists and ensures that district employees enforce those prohibitions; and
- (8) provides, as appropriate for students at each grade level, methods, including options, for:
 - A. managing students in the classroom and on school grounds
 - B. disciplining students; and
 - C. preventing and intervening in student discipline problems, including bullying harassment and making hit list.

(b-1) The methods adopted under Subsection (a)(8) must provide that a student who is enrolled in a special education program under Subchapter A, Chapter 29, may not be disciplined for conduct prohibited in accordance with Subsection (a)(7) until an admission, review, and dismissal committee meeting has been held to review the conduct.

The requirements for prohibiting bullying, harassment, and making hit list are quite detailed and there is also a requirement in law to require the local school district policy to "ensure that district employees enforce those prohibitions."

Under the requirements of 37.001 (a)(8)(c) the school district is also required to have specific options developed under local policy that are appropriate to each grade level that provide for preventing and intervening in student discipline problems, including bullying, harassment, and making hit list.

Texas Education Code Chapter 25, Section 25.0342 also offers a parent an opportunity to transfer their child to another campus if their child has been determined by the school to have been bullied.

State Initiatives: Federal and State Grant Programs



Vision 2020 Grant

The Vision 2020 grant is funded through No Child Left Behind, Enhancing Education Through Technology, Title II, Part D.

Background/Description

The primary goal of Vision 2020 was to increase the academic progress of teachers and students who participated in the project by providing an option to participate in one of two strands of this grant.

The purpose of the Technology Immersion strand was to provide schools with funding necessary to provide (a) a wireless mobile computing device for each educator and student on an immersed campus to ensure on-demand technology access at school and at home; (b) productivity, communication, and presentation software for use as learning tools; (c) online instructional resources that support the state curriculum in English language arts, mathematics, science, and social studies; (d) online assessment tools to diagnose students’ strengths and weaknesses or to assess mastery of the core curriculum; (e) professional development for teachers to help them integrate technology into teaching, learning, and the curriculum; and (f) initial and ongoing technical and pedagogical support.

The Virtual Learning strand grant was developed to build capacity to participate in the Texas Virtual School Network (TxVSN). Districts could use funds for students to take courses through TxVSN, for the development of courses for submission to TxVSN and to provide professional development to enable teachers to teach online. With the passage of House Bill 3646 during the 81st Texas Legislature, 2009, all students could take courses through TxVSN via allotment funding. The Virtual Learning strand continued to provide funding for on-site mentors for students taking online courses, professional development that trained teachers to teach online for the TxVSN, and for the development of district online courses for the TxVSN through this strand.

Vision 2020 Timeline

- Vision 2020 Cycle 1 grants—September 1, 2008 to June 30, 2010
- Vision 2020 Cycle 2 grants—September 1, 2009 to June 30, 2011

Cycle II Awardees	
Technology Immersion Strand	Virtual Learning Strand
Atlanta ISD	Amarillo ISD
Brownwood ISD	Banquete ISD
Coleman ISD	Calallen ISD
Corpus Christi ISD	ESC Region 11 (7 districts)
Eastland ISD	ESC Region 12 (4 districts)
Hale Center ISD	ECS Region 16 (2 districts)
Hereford ISD	Motley County ISD
Jacksonville ISD	Spring Branch ISD
Nixon-Smilely ISD	Ysleta ISD
Palestine ISD	
Paris ISD	
Rusk ISD	
San Saba ISD	
Seymour ISD	
Trinity ISD	
West Rusk ISD	

FY 2009 Regular No Child Left Behind, Title II, Part D Allocation \$23 million		
Type of Award	Number of Awards	% of Awards
Formula—Regular (Title II, Part D)	1,228	50%
Competitive	25 Regular Title II, Part D	50%

State Initiatives: Federal and State Grant Programs

Results from Progress Reports and Evaluations

Immersion reports from grantees indicated:

- There was increased access to and use of digital content from online and network based applications.
- There was an increase in individualized instruction through a wide variety of technological features that enabled analysis, feedback, and customization of instruction.
- Web-based instruction provided students with anytime, anywhere access to assignments and assessments by creating portals for student use and submission of data.
- Professional development focused on the pedagogy needed to take advantage of the components of the immersion package to improve teaching and learning.

Virtual Learning reports from grantees indicated:

- Teachers increased their skill and use of Web 2.0 tools such as blogs, wikis, and podcasts.
- As a result of professional development, teachers increasingly used blended learning practices in their classes.
- The Virtual Learning grants increased the availability of courses via distance learning, including dual credit online courses.
- An increased number of students received class credit outside of normal attendance time, leading to more flexible scheduling and opportunities for student electives.

More Results

In their final reports, districts indicated:

- Nearly 1,000 students participated in at least one online course as part of the Vision 2020 Cycle 2 grant.
- More than 200 students took more than one course. Grantees report increased interest in the virtual learning process for teachers and students. Over 100 teachers participated in professional development on how to teach online in Vision 2020 Cycle 2.
- More than 150 administrators received professional development on online learning.
- Ninety semester courses were developed at the district level and submitted to the TxVSN for Course Review.



State Initiatives: Federal and State Grant Programs

Target Tech in Texas (T3) Collaborative Grant

The Target Tech in Texas (T3) Collaborative Grant, funded through the American Recovery and Reinvestment Act (ARRA) of 2009, was designed to stimulate the use of educational technology to improve teaching and learning in Texas schools. ARRA authorized additional funding for use under No Child Left Behind (NCLB), Title II, Part D, Enhancing Education through Technology. The Texas Education Agency (TEA) chose to distribute its Title II, Part D discretionary funds through the Target Tech in Texas (T3) Collaborative Grant. Grant funds were used to assist schools in providing 21st century classrooms as envisioned by the NCLB legislation and the recommendations in the *Long-Range Plan for Technology, 2006-2020*.

In a 21st century classroom, students have access to appropriate technology and digital resources for technology-integrated curriculum activities on the campus, in the district, at home, or at key locations in the community. These technology opportunities allow for students to expand their learning through meaningful, hands-on, and interactive classroom practices to gain better understanding of the core curriculum.

Through thorough needs assessments, the T3 Collaborative Grant districts targeted various strategies for improving learning through the use of technology. They all worked toward the same goal of meeting the requirements in No Child Left Behind, Title II, Part D, through the implementation of programs that worked toward making substantial progress in meeting the Target Tech level on the Texas Campus and Teacher School Technology and Readiness (STaR) Charts. “Target Tech” refers to the highest level of progress in which schools and teachers should strive to meet on the charts.

FY 2009 No Child Left Behind, Title II, Part D Allocation \$59 million		
Type of Award	Number of Awards	% of Awards
Formula-ARRA	1,228	50%
Competitive	33 ARRA grants	50%

The T3 Grant Recipient Fiscal Agents are shown below.

Abilene ISD	Muleshoe ISD
Agua Dulce ISD	Pasadena ISD
Arlington ISD	Pflugerville ISD
Brownwood ISD	Region 1 ESC (5 districts)
Bryan ISD	Region 2 ESC (2 districts)
Coleman ISD	Region 6 ESC (6 districts)
Commerce ISD	Region 7 ESC (11 districts)
El Paso ISD	Region 12 ESC (5 districts)
Galveston ISD	Region 14 ESC (10 districts)
Harlingen CISD	Region 15ESC (17 districts)
Irving ISD	Region 17 ESC (10 districts)
Killeen ISD	Region 20 ESC (3 districts)
Lewisville ISD	Spring Branch ISD
Longview ISD	Spur ISD
Lorenzo ISD	Waco ISD
Los Fresnos CISD	Williams Preparatory
Marshall ISD	

Note: Many of the district fiscal agents worked with other districts in their collaboratives.

State Initiatives: Federal and State Grant Programs

Progress Report and Evaluation Results

STaR Chart results gathered through the collection of grant Performance Measures indicate that in schools participating in the T3 Grant, focus areas in Teaching and Learning as well as in Infrastructure for Technology increased. Reporting collected across all grantees for the measure, “Percentage of students whose technology access in the classroom was increased as a result of grant funds,” concluded that 92.3% of students involved in the grant now have greater access to technology in the classroom.

In addition, of the 33 collaboratives involved, 27 of them reported that 100% percent of students involved in the grant have received increased technology access in the classroom after year two of the grant cycle. This is an increase from year one, when 25 of the 33 collaboratives reported having 100% of students involved with increased access.

Out of the 345 T3 campuses, 246 improved their STaR Chart levels as a result of grant funding. The T3 Grant aimed to help districts work towards meeting the Target Tech level, and based on the number of campuses that increased, it shows that significant progress was made in the involved campuses and classrooms.



Example of a T3 Grant:
Manor Independent School District, Texas
October 2009-October 2011

Think Forward, Project-Based Learning (PBL) Institute is a dynamic professional development program designed to train educators in technology use, best practices in Project-Based Learning (PBL), leadership, and 21st century skill applications. The professional development offered to K-8 teachers in the Manor Independent School District (ISD) and to high school teachers in Harlingen Consolidated Independent School District (CISD) teachers included face-to-face training and follow-up, job-embedded coaching. For more information visit [ARRA Case Studies 2012](#) prepared by the State Educational Technology Directors Association (SETDA).

State Initiatives: Federal and State Grant Programs

Connections Grant

Background/Description

The Connections Grant was designed to leverage the transformative use of digital content in the classroom, at home, and in the community. Connections grantees modeled the use of technologies that are most frequently used by students in order to facilitate the extension of learning time from campus to home.



Eligibility Requirements

To be eligible for the grant, among other requirements, Connections grantees and their collaborative partners had to show evidence that:

- Technology and proven teaching practices have been effectively integrated into instruction and made students better prepared to meet the challenging state academic content.
- Classroom instruction is primarily delivered through digital content for learning at school and at home, in lieu of traditional print textbooks.
- Classroom instruction and LEA administrative communications, practices, and policies leverage students' personal electronic devices for learning in school, at home, and in the community.

Connections Grant Facts
• Original award amounts ranged from \$389,936 to \$850,000.
• The grant began October 1, 2010, and ended June 30, 2012.
• FY 2010 Competitive Total was \$8,794,917.

2010-2012 Connections Grantees (Fiscal Agents)		
Atlanta ISD	Coleman ISD	Memphis ISD
Beckville ISD	Donna ISD	Nixon-Smiley CISD
Bonham ISD	Dublin ISD	Rosebud-Lott ISD
Brownwood ISD	Floydada ISD	Rusk ISD

Progress Report and Evaluation Report Update

The Connections Grant was extended for participating grantees through September 30, 2012, so final reports had not been received at TEA by August 31, 2012. The grant's 4th Interim Progress Reports and Evaluations provided the preliminary information for this report.

"There was more parent participation through this grant than through any other initiative these school districts have attempted. Seventy-eight percent of the parents were involved in parent workshops, online course and grade reporting, visiting teacher blogs and even in [professional development]..."
 –Martha Peet, PhD, **Bonham ISD** Connections Grant Evaluator

State Initiatives: Federal and State Grant Programs

Progress Report and Evaluation Report Update

Reporting districts indicate that the use of digital content in lieu of textbooks significantly increased throughout the grant period.

*For example, Lisa Wexford, the grant evaluator for **Coleman Independent School District (ISD)**, reports that in Coleman ISD “In virtually all classrooms, digital content is the primary text...Teachers have created customized online texts using the many resources available.”*

Connections grantees actively connected with other districts through:

- Attending and presenting at state and national conference presentations
- Hosting technology fairs and showcases that drew visitors from across the state
- Welcoming visitors to their campuses for site visits
- Establishing learning communities (online groups) in Project Share

It is anticipated that final reports will show:

- Increased parental and community interest in and support for digital content for teaching and learning
- Increased statewide outreach on the part of grantees as they showcase best practices in the use of technology
- Gains in student achievement, particularly in the areas of College and Career Readiness
- Increases in the percentage of students mastering grade appropriate Technology Applications TEKS on the Texas STAAR Chart

Preliminary data shows, on average, decreased dropout rates, increased student attendance, and increased student engagement in the schools.

Memphis ISD** chose to implement iPads on its Austin Elementary campus as part of its Connections Grant. In its July progress report to the state, Memphis ISD and its evaluator noted that the district was presenting to standing room only crowds at state and national conferences. Memphis ISD Principal, Leigh Ann Hawthorne stated, “It’s not about the device. It’s about learning. The iPads have become a transparent technology.” –**Memphis ISD

[More on Connections Grants](#)



“Technology as a Tool”
Alamo Heights ISD (part of Nixon Smiley CISD grant)



“Utilizing Technology in School to Prepare Students to Succeed”
Arp ISD (part of Bonham ISD grant)



“Technology Revives a School System and Community”
Floydada ISD

State Initiatives: Federal and State Grant Programs

Rural Technology Grant (Cycle 3)

Purpose of the Program

The purpose of the Rural Technology (R-Tech) Grant was to establish pilot programs to provide technology-based supplemental instruction, including online courses, to students in rural school districts to improve the overall success of students and address their individual academic needs. It was designed to improve the performance of students not currently meeting standards in English language arts, social studies, mathematics, science, or languages other than English and to supplement the education of students needing more opportunities than currently provided by the district.

HB 2864 established the pilot program for students at grades 6-12 at participating campuses. The grant funds were used to provide technology-based supplemental instruction for eligible students. Permissible expenditures under the program included providing the following: research-based instructional support; teacher training; academic tutoring or counseling; distance learning opportunities that use the Internet and are aligned with the Texas Essential Knowledge and Skills adopted under Section 28.002 for the subject areas of English language arts, social studies, mathematics, science, and languages other than English, as applicable; and distance learning opportunities that enabled students to earn college credit in the subject areas of English language arts, social studies, mathematics, science, or languages other than English. Students received services through this grant that gave them opportunities to learn in new ways.

“The impact of the R-TECH grant will continue to be felt on each campus. With the flexibility allowed through the grant, at-risk students through the Inventioning lab progressed with course/credit recovery, allowing them to progress to the next grade level/recover high school credit.” –Medina Valley ISD (Cycle 1 Grantee)

Fiscal Year	Amount
FY 2010	\$3,750,000
FY 2011	\$2,859,400

Cycle 3 Grant Period
February 1, 2010–February 29, 2012



Participating in a distance learning course

“Enhanced student interest, therefore, improving student achievement, specifically in math.” –Marion ISD

List of Cycle 3 Grants Awarded

- Baird ISD
- Carlisle ISD
- Cisco ISD
- Cleveland ISD
- Coleman ISD
- Covington ISD
- Crockett ISD
- Crystal City ISD
- De Leon ISD
- Diboll ISD
- El Campo ISD
- Erath Excels Academy Inc
- Farwell ISD
- Garner ISD
- Hempstead ISD
- Hudson ISD
- Jasper ISD
- La Marque ISD
- Lamesa ISD
- Liberty ISD
- Livingston ISD
- Malakoff ISD
- Marion ISD
- Navasota ISD
- Orangefield ISD
- Pineywoods Community Academy
- Quinlan ISD
- Rotan ISD
- Sam Rayburn ISD
- Splendora ISD

State Initiatives: Federal and State Grant Programs

Collaborative Dropout Reduction Grants

Innovative or Effective Uses of Technology

The Collaborative Dropout Reduction Pilot Program was designed to encourage partnerships between public schools and community organizations to reduce the number of students who drop out of school through the use of proven dropout intervention strategies. While the use of technology was not a requirement, grantees employed a variety of technology-based solutions to implement the intervention strategies. Solutions included: web-based college and career guidance tools; online credit recovery programs; online tutoring programs; and accelerated courses through web-based distance learning/virtual schooling.

Additionally, several campuses implemented an online Early Warning Data System (EWDS)/Early Warning Indicator System to track and help plan interventions for students at-risk of dropping out of school. Campuses integrated the EWDS components with their existing Student Management System.

Digital Resources



Campuses were able to purchase digital resources and technology equipment with grant funds. These purchases provided for electronic course delivery to participating students for the purposes of providing: credit recovery, acceleration to meet local and state graduation requirements, access to courses for

dual enrollment and college credit, and supplementary instruction to increase college and workforce readiness. Digital resources purchased include: hardware; software; accounts/licensing; or campus network capacity.

Online College and Career Preparation Technical Assistance Program Grants

Innovative or Effective Uses of Technology

The Online College and Career Preparation Technical Assistance grants allowed schools to bring an online college and career preparation resource to their campus for students. With this resource, students can complete post-secondary preparation and access steps within the single site by creating an account to store their college and career readiness information, which is then accessible from any Internet connection offering portability and flexible access points.

Online Resources include:

- High school course selection information
- Personalized student portfolios, including graduation and post-secondary plan profile
- Career/vocational entry requirements including post-secondary education requirements
- College search and match tools
- Online college enrollment activities including management and tracking of applications
- Financial aid applications, grants and scholarships information
- College entrance requirements information
- Career assessment and planning

Digital Resources

Grantees conducted a technology/digital resource needs assessment. Campuses determined needs and purchased technology equipment necessary to access the online resource which include: computer labs; laptop or tablet style computers; or upgraded campus network infrastructure.

State Initiatives: Other State Programs and Best Practices

Online College and Career Preparation Resource Site

The Online College and Career Preparation Resource Site is available to improve student college-going rates in the state of Texas. This online tool provides college preparation and enrollment assistance and enables students to: determine their college and career interests; understand college entrance requirements; match their interest profiles with colleges and careers; and prepare college and financial aid applications, including grants and scholarships.

Extensive professional development is available and focuses on training students, parents, and school staff to navigate and utilize the functions of the site. Additionally, school staff members are trained to: manage reporting/analytics available in the site; incorporate the site into campus-wide college access efforts; and to integrate site features into classroom lessons. The online resource site’s training portal features embedded videos and animations available on-demand to students working in the site and in bi-weekly webinars held through the life of the project. TEA maintains versions of training videos and presentations on the Project Share site dedicated to this project.

Innovative or Effective Uses of Technology

The online tool is unique and effective in that it integrates content typically available across multiple sites into a single, user-friendly tool. This includes: integration of college search and match; application tracking; financial planning; and career research. Students can complete most of their post-secondary preparation and access steps within the single site. Students create an account to store their college and career readiness information. This information can be accessed wherever there is an Internet connection and offers data and document portability and flexible access points.

Online Resources

The 2012 site contains the following content/functions:

- Focused pages for the middle school student, high school student, parent, and school personnel
- Pages available in English and Spanish
- The ability to create individual student accounts accessible through a unique user log-in and password
- Customized resources to students identified at high risk of dropping out of high school, with a specific focus on youth in foster care

CAREER PLANNING

- Personal career profile
- Career search
- Career attainment
- High School planning

COLLEGE PLANNING

- College information
- College search
- College admission
- College financing
- Special program admissions



State Initiatives: Other State Programs and Best Practices

Assistive Technology

Assistive technology enables students with disabilities to access the curriculum, increase independence and participate actively in education and life activities.

Statewide leadership in addressing identified areas of need in special education services is provided through eleven functions and five projects directed by various regional Education Service Centers (ESCs). Their primary responsibility is to provide leadership, training, technical assistance, and the dissemination of information throughout the state. The ESCs coordinating these statewide leadership functions and projects are responsible for the implementation of many of the state's continuous improvement activities.

ESC Region 4 was charged with establishing an assistive technology network to include the 20 ESCs and TEA. Through a comprehensive planning process, the Texas Assistive Technology Network has developed strategic goals to provide a framework for statewide collaboration which capitalizes on the existing assistive technology infrastructure in Texas. Priorities in professional development and technical assistance focus on providing training and services that build district capacity in assistive technology knowledge and skills, promote strategies for building the literacy skills of all students, and are aligned with statewide literacy initiatives.

Assistive Technology related legal references:

Federal Regulations (IDEA): [§ 300.5](#), [300.6](#), [300.105](#), and [300.324](#)

Questions and Answers from Part 300 of the IDEA: [Question 36](#)

State Law (Texas Education Code): [§ 30.0015](#)

Commissioner's Rule (Texas Administrative Code): [§ 89.1056](#)

Roger Price, a teacher in Keller ISD in Fort Worth, recalls many years of observing his blind and visually impaired students struggle to keep up with their reading assignments. "Advancements in reading technologies and the availability of accessible educational materials in digital and audio formats have given students more freedom to forge new learning experiences."

Limited English Proficient Student Success Initiative (LEP-SSI)

The Texas English Language Learners Portal is sponsored by the Texas Education Agency and is part of a Limited English Proficient Student Success Initiative (LEP-SSI), authorized by Senate Bill 1, General Appropriations Act, Article III, Rider 62, and Texas Education Code §21.457 and §39.0241(d). The purpose of the LEP-SSI grant is to provide intensive programs of instruction for limited English proficient (LEP) students and teacher training resources specific to instruction of LEP students. Web information and resources are available in the following areas:

- Assessment, Compliance and Accountability, and Teacher Certification
- Instructional Environment
- Professional Development and Additional Resources

State Initiatives: Other State Programs and Best Practices

Texas GEAR UP

Background/Description

The Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) project is a six-year federal initiative designed to increase college awareness, readiness, and success among student populations historically underrepresented in college. Texas GEAR UP is divided into two major program strands:

- statewide initiatives that help achieve GEAR UP goals across the state; and
- the Students Training for Academic Readiness (STAR) project, an intensive, multi-faceted Pre-K-16 intervention in six districts in the Coastal Bend region.

The Texas GEAR UP/STAR initiative focuses its programming in four major categories: (1) post-secondary readiness and success; (2) quality advanced academics; (3) student and parent support services; and (4) professional development.

All Texas school districts and educational organizations are welcome to use the Texas GEAR UP awareness and readiness resources.



GEAR UP Profile

Texas GEAR UP provides resources for educators, students, and parents across the state on topics including college readiness, college awareness, advanced academics, parent and community outreach, financial aid, and mentoring.

STAR is a partnership between TEA, local education agencies, Texas A&M University-Corpus Christi, Texas A&M University-Kingsville, and other business and community partners.

Almost 7,000 middle and high school students currently in grades 7-12 participate in the STAR project.

Partners and Major Service Providers

- College Board
- Fathers Active in Communities and Education (FACE)
- National Hispanic Institute (NHI)
- Texas A&M University-Corpus Christi
- Texas A&M University-Kingsville

State Initiatives: Other State Programs and Best Practices

Kindergarten Readiness System (KRS)

Background/Description

The Texas Kindergarten Readiness System (KRS), formerly the School Readiness Certification System (SRCS), is a voluntary system used to evaluate the effectiveness of prekindergarten, Head Start, and community-based child care programs in preparing children for kindergarten.

This technology system allows for TEA to make designations to prekindergarten programs showing a positive impact.

Eligibility

The KRS opened to all providers of educational programs serving four-year-old students beginning in Spring 2012.

Authority

Texas Education Code (TEC), § 29.161

Additional Information

Data from KRS is used in the process to determine kindergarten readiness and to inform parents about where to place their children for preschool.

Features of KRS:

- Web-based system for early childhood education programs to submit information for certification
- Research-based and fully integrated with the Texas Prekindergarten Guidelines, PEIMS, and kindergarten reading diagnostic instruments
- An early childhood quality rating system linking prekindergarten activities in public school, Head Start, and community-based child care programs to kindergarten outcomes at the student level

Key Data

Prekindergarten Data:

- 108,810 total students entered into the system
- 7,822 total classrooms entered into the system
- 2,662 total schools/facilities entered into the system



State Initiatives: Other State Programs and Best Practices



Communities in Schools (CIS)

Texas Afterschool Centers on Education™ (ACE), administered by the Texas Education Agency (TEA), is a structured, safe, and supervised place for learning and social interaction. ACE provides extended learning opportunities for children and their families and offers innovative, hands-on activities that reinforce and complement students’ regular academic programs. These before and afterschool activities are based on research and best practices and include academic enrichment, challenging curriculum, and tutorial services.

With over 850 centers across the 2nd largest state in the nation, it was important to invest in a variety of technologies to effectively train ACE Grantees. TEA has worked with Edvance Research over the past four years to develop these technological resources.

The training and information hub is a website called MyTexasACE. Grantees are able to generate their own sign-on and log-in to receive the latest TEA updates to the project via recorded webinar, podcast, discussion post, email, or simple HTML page.

Projects of Interest

Austin ACE & Austin Film Society:

Austin ACE partnered with the Austin Film Society to implement a Game Design Curriculum based in the foundation of proper storytelling elements coupled with hands-on game programming. Students began their game design journey by learning how to film shorts and stop-animation. They proceeded to jump into the Steampunk world of Gamestar Mechanics and learned how to translate film into online video games. The best news was that after four weeks, students did not want the program to end. They wanted to “keep programming.”

Boys & Girls Club of McAllen ACE:

Partnering with South Texas College, this ACE Program enrolled students in “Barkitecture Summer Camp.” In this camp, students learned college-level skills in algebra along with graphical design and programming in Google Sketchup and Adobe Photoshop. At the end of the program, the students had designed and built from scratch their very own dog houses. Participating students even earned college credits for taking part in the camp.



State Initiatives: Other State Programs and Best Practices

Three Technology Focuses



STEM

Texas had five ACE programs chosen to showcase their innovative STEM activities at the 21st Century Community Learning Centers (CCLC) Summer Institute. Each program had a variety of activities, but what made them most successful was the use of technology.

UT Tyler ACE showcased a successful robotics program by using a series of linked iPads, while **Taylor ISD** highlighted their **ACE Duck University** which partners with GirlStart for engineering careers and teaches photovoltaic design with ERCOT volunteers. **Taylor ISD** was also recently chosen to be a part of a best practice guide for STEM Activities by the Department of Education to be published in the upcoming year. **Ft. Worth ACE** shared their competitive engineering Boat Regatta Program and taught others about Aquaponics and water robotics. **Manor ACE** added the social media piece by teaching participants how to take instant polls on Twitter and then took STEM to STEAM in their production of *The Wiz*—complete with a full stage production crew of students. The fifth program, **Austin ACE's** partner E4 Youth presented how they are mentoring students in STEM through the use of film.

Texas had the largest number of programs represented at the showcase and gained the attention of the national 21st CCLC team.



Picture This!



Manor ISD
The Wiz Production Crew



Manor ISD
The Wiz Theater Crew



Austin ISD
Austin Film Society



Ft. Worth ISD
Aquaponics



Ft. Worth ISD
Water Robotics



Ft. Worth ISD
Aquaponics



Taylor ISD
Duck University - GirlStart



Taylor ISD
Duck University - ERCOT



Taylor ISD
Duck University - ERCOT

State Initiatives: Other State Programs and Best Practices

POWER ON TEXAS

POWER ON TEXAS is a space for administrators and educators to discover how classrooms across Texas are harnessing technology to improve student achievement and teacher effectiveness. There are instructional resources and practical tools to get started on a journey to join the digital learning revolution.



When thinking big and striving for lasting change, there can be many obstacles to overcome. This was apparent when documenting the stories of seven pioneering ISDs—and how they each found a way to successfully navigate administrative, geographic, budgetary, and other challenges. Each district decided to POWER ON and make the commitment to ensure that students have the tools to compete in a 21st century world.

Discover the unique and inspiring ways seven school districts in the state are utilizing technology to engage students learning in revolutionary ways. There are videos as well as an overview of technology used, lesson plans created, obstacles overcome, and rewarding results for each district. Next, learn about how one educator preparation program is changing the teaching paradigm with technology and training. Watch the hour-long “POWER ON TEXAS: Join the Digital Learning Revolution” documentary for an in-depth look at what is already happening in Texas.



Arp ISD



El Paso ISD



Floydada ISD



Irving ISD



Klein ISD



Manor ISD



White Oak ISD

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Vision for Educator Preparation and Development

Professional learning is an essential and ongoing process that provides all educators with the knowledge, skills and classroom strategies to transform teaching and learning. All Texas educators should take the initiative to pursue professional growth throughout their career with a focus on the needs of digital age students. The changes produced through this professional development should then be translated into the classroom in order to effect lasting change in instruction and learning.

All educators should:

- graduate from a preparation program that infuses current technology in instructional and administrative practices for Pre-K-12 as part of their curriculum.
- use technology effectively in the teaching and learning process as demonstrated by the SBEC Technology Applications Standards and integrate appropriate technology throughout all curriculum and instruction.
- develop new learning environments that use technology as a flexible tool where learning is collaborative, interactive, and customized for the individual learner.
- keep up-to-date with emerging trends and technologies.



Preparing educators to effectively facilitate and manage 21st century learning in technology and information-rich settings involves essential retooling of the existing professional core of the educational system. It is incumbent on the education community to collaborate, identify, and leverage viable strategies, funding sources, and systems in order to realize this vision.

Professional learning should support and encourage teachers to devise new learning environments that feature instructional strategies that reflect current technology integration research, modern contexts to engage students, and assessments that effectively measure learning.

Educator preparation programs should ensure that beginning teachers have received a broad understanding of the many applications of technology in 21st century classrooms. Collaboration between higher education, educator preparation programs, and Pre-K-12 schools is essential to ensure that pre-service educators are prepared for today’s classroom.

Distance learning and telecommunication technologies are important tools for providing today’s teachers and administrators with new opportunities for professional growth. As educators receive more professional development online, they use it more in their classrooms with a blended approach with their students.

Recommendations for Educator Preparation and Development

Recommendations for Educator Preparation and Development in the Long-Range Plan for Technology:

Texas
Education
Agency

State Board for
Educator
Certification

Regional
Education
Service
Centers

Local
Education
Agencies

Texas Higher
Education

Parents,
Communities,
and the Private
Sector

*The **Eanes** school district's technology workshops are drawing teachers and administrators from as far away as California who are looking to revitalize education with emerging technologies. About 450 people registered for iPadpalooza, a one-day training festival at Westlake High School that celebrated and investigated the cultural shift iPads have brought about in education, officials said. Co-sponsored by the Texas Computer Education Association, the event focused on creativity, social collaboration, engagement and some of the innovative ways schools have integrated computer tablets into classrooms. More than 200 teachers and staff members from the Eanes school district were among the iPadpalooza trainees, preparing for iPad implementation to expand throughout the district.*

*"The focus is for our staff and other districts to see how they can use apps to expand education, how to integrate the technology into the curriculum and into mobile and project-based learning," said Carl Hooker, district director of instructional technology. "A lot of people coming from out of the district are looking to start one-to-one iPad programs at their own schools, and they want to see what that would look like."**—Eanes ISD***

Recommendations for Educator Preparation and Development

TEA

Recommendations to the Texas Education Agency

1. Require and support high-quality, professional development to ensure the effective use of technology across all subject areas and all grade levels.
2. Design and implement an accountability system that effectively measures and tracks technology skill requirements of all educators.
3. Promote professional development to support the use of Technology Applications instructional materials, digital resources, technology-based tools, online and other distance learning technologies, and assistive technology solutions.
4. Establish technology requirements for professional learning for continuous improvement, adaptability, and evidence of responsiveness to changing conditions.
5. Establish and support technology professional development initiatives to assist educators in reaching the highest level on the STaR Chart.

SBEC

Recommendations to the State Board for Educator Certification

1. Continue to revise and update SBEC Technology Applications Standards and the requirements for educator preparation and development.
2. Increase rigor of standards for digital literacy proficiencies in all educator certification and certificate renewal requirements.
3. Continue to support the implementation and revision of the Technology Applications, Computer Science, Master Technology Teacher, and all certification standards and examinations.
4. Support a certification process that provides qualified educators with proof of mastery of online instructional design, delivery, and assessment.
5. Develop competency-based technology assessments that differentiate between beginning, experienced, and master educators and mentors.



Recommendations for Educator Preparation and Development

ESC

Recommendations to the Regional Education Service Centers

1. Actively promote technology-enabled innovation and creativity by ensuring that all ESC education specialists and administrators meet or exceed state teacher requirements for basic technology applications skill standards.
2. Model and incorporate digital-age teaching practices based on the Technology Applications Educator Standards.
3. Support LEAs in designing, implementing, and evaluating effective, research based professional development programs.
4. Develop and use effective methods of utilizing online communities and digital delivery methods to provide and sustain anytime/anywhere professional learning for current and pre-service educators and administrators.
5. Prepare current and pre-service teachers to teach in online and blended learning environments.
6. Model instructional technology strategies that address the needs of all learners.
7. Provide professional development and support for LEA technical support personnel.
8. Provide professional development in effectively interpreting student data to develop supporting lessons that incorporate the use of technology.

LEA

Recommendations to Local Education Agencies

1. Provide access to ongoing, sustained professional development opportunities that address current K-8 Technology TEKS, Technology Applications courses, student data management systems, and online and blended learning environments.
2. Provide professional development in effectively interpreting student data to develop supporting lessons that incorporate the use of technology and demonstrate how data management systems can be used to document progress in meeting curriculum and assessment objectives to inform instruction.
3. Develop and ensure a culture of expectation of career-long professional growth for all educators.
4. Document progress of teachers towards mastery of Technology Applications Educator Standards using the Texas STaR Chart.
5. Encourage participation in local, regional, statewide, and national technology professional development opportunities.
6. Use innovative strategies for the 24/7 delivery of ongoing professional development through the use of technology.
7. Provide instructional coaches and mentors to support classroom efforts in using technology to improve learning in core curriculum areas.

Eldorado High is dedicated to providing quality education for every student in our district. To accomplish this objective, we will develop and maintain partnerships with parents and community members. Each student will benefit from supportive, active involvement of all members of the population. A positive link between home and school will create the most conducive learning condition for every child. These open communication lines will expand and enhance learning opportunities for all stakeholders. —Schleicher County ISD

Recommendations for Educator Preparation and Development

HE

Recommendations to Texas Higher Education

1. Ensure all content and educational courses include research-based pedagogies and technologies as well as innovative approaches.
2. Model administrative leadership and faculty adoption of the use of technology throughout higher education institutions.
3. Incorporate Technology Applications standards to equip educators to meet competency-based technology standards in coursework and certification programs.
4. Provide training and experience to prepare educators to teach online and in blended environments.
5. Collaborate with the K-12 community and other institutions of higher education in Texas and other states to meet common goals.
6. Establish and maintain a partnership with the Texas Education Agency and Education Service Centers to prepare future educators to enter the competitive education workforce.
7. Expose pre-service teachers to a wide variety of learning environments, including observation of students in non-school environments.
8. Provide a sustained, technology-supported clinical experience by working in teams with peers, faculty, and mentor teachers.



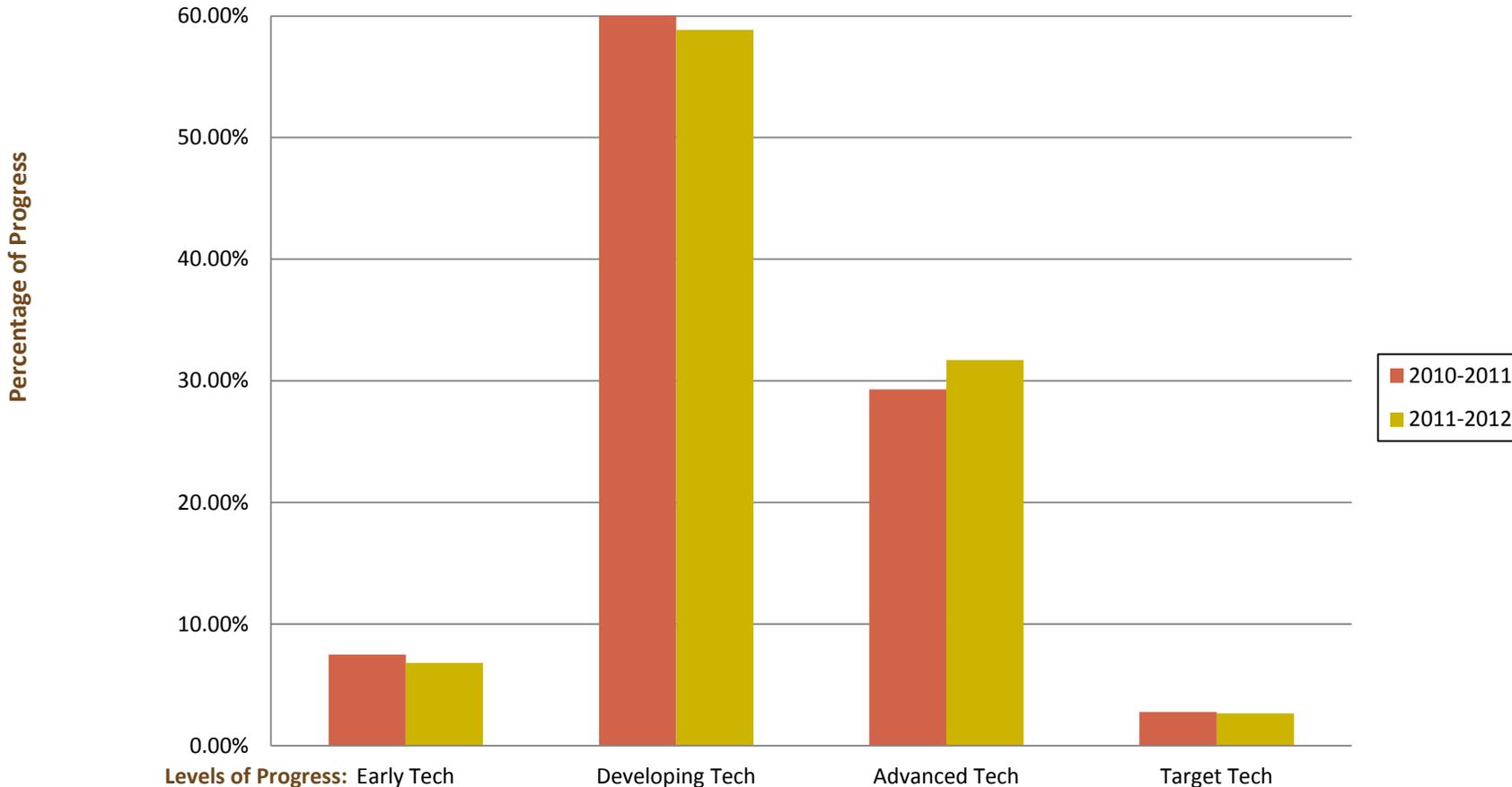
PCPS

Recommendations to Parents, Communities, and Private Sector

1. Collaborate with educators to provide a secure and effective learning environment.
2. Learn and support the Technology Standards, LEA Acceptable Use Policy, CIPA and COPPA both during the school day and at home.
3. Provide reciprocal educator internships.
4. Provide support for field trips and student internships to introduce students to real world technology applications especially in the areas of Science, Technology, Engineering and Math (STEM).
5. Collaborate with the education community to provide staff development for the utilization of emerging technology products and services to meet educational needs.

School Data: Texas STaR Chart—Overall Scores

**Texas STaR Chart—Overall Scores in the Area of Educator Preparation and Development
Comparison for 2010-2011 and 2011-2012**



The overall scores for the six focus areas in Educator Preparation and Development are mostly at the Developing and Advanced Tech levels of progress—with an increase in the Advanced Tech level. At Advanced Tech, professional development includes applications of higher levels of teaching strategies that facilitate the use of the technology. Multiple staff development models (training, observation/assessment, study groups, and mentoring) are used. Most teachers meet at least four of the Technology Applications Educator Standards. Teachers take 19-29 hours of technology professional development through the school year.

School Data: Texas STaR Chart—Overall Scores

The Texas Campus STaR Chart produces a profile of the campus' status toward reaching the goals of the Long-Range Plan for Technology. The profile indicators place a campus at one of four levels of progress in each key area of the LRPT.

Early Tech. EP1—Most teachers have completed professional development in technology literacy skills, including the Internet, district information systems, and basic software applications. **EP2**—Our campus provides large group professional development sessions that focus on skills development and basic technology integration. **EP3**—Most of the teachers on my campus demonstrate one of the SBEC Technology Applications Standards. **EP4**—Less than 9 hours of technology professional development available per school year for all teachers. **EP5**—Most teachers understand technology basics and how to use teacher productivity tools. **EP6**—Most teachers have participated in professional development on the use of online learning.

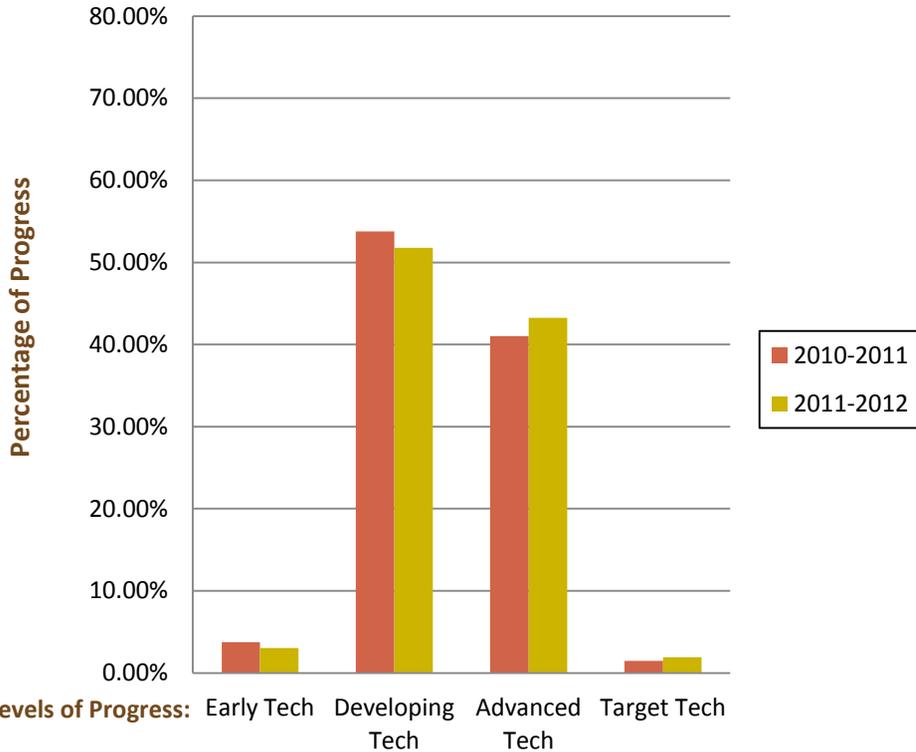
Developing Tech. EP1—Most teachers have completed professional development on the integration of technology specific to their content area and to increase productivity to accomplish a variety of instruction and management tasks. **EP2**—Our campus provides large group professional development sessions that focus on increasing teacher productivity and building capacity to integrate technology effectively into content areas and include follow-up to facilitate implementation. **EP3**—Most of the teachers on my campus demonstrate two to three of the SBEC Technology Applications Standards. **EP4**—9-18 hours of technology professional development are available per school year for all teachers. **EP5**—Most teachers adapt technology knowledge and skills for content area instruction. **EP6**—Most teachers have participated in professional development on the customization of online courses or content for appropriate subject area.

Advanced Tech. EP1—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. **EP2**—Our campus provides ongoing professional development utilizing multiple staff development models including training, observation/assessment study groups and mentoring. **EP3**—Most of the teachers on my campus demonstrate four SBEC Technology Applications Standards. **EP4**—19-29 hours of technology professional development are available per school year for all teachers. **EP5**—Most teachers use technology as a tool in and across content areas to enhance higher-order thinking skills. **EP6**—Most teachers have participated in professional development to teach online.

Target Tech. EP1—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. **EP2**—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. **EP3**—Most teachers on my campus demonstrate all of the SBEC Technology Applications Standards. **EP4**—30 or more hours of technology professional development available per year school year for all teachers. **EP5**—Most teachers create new interactive, collaborative, and customized learning environments. **EP6**—Most teachers customize online content and have taught or are teaching content units or courses online.

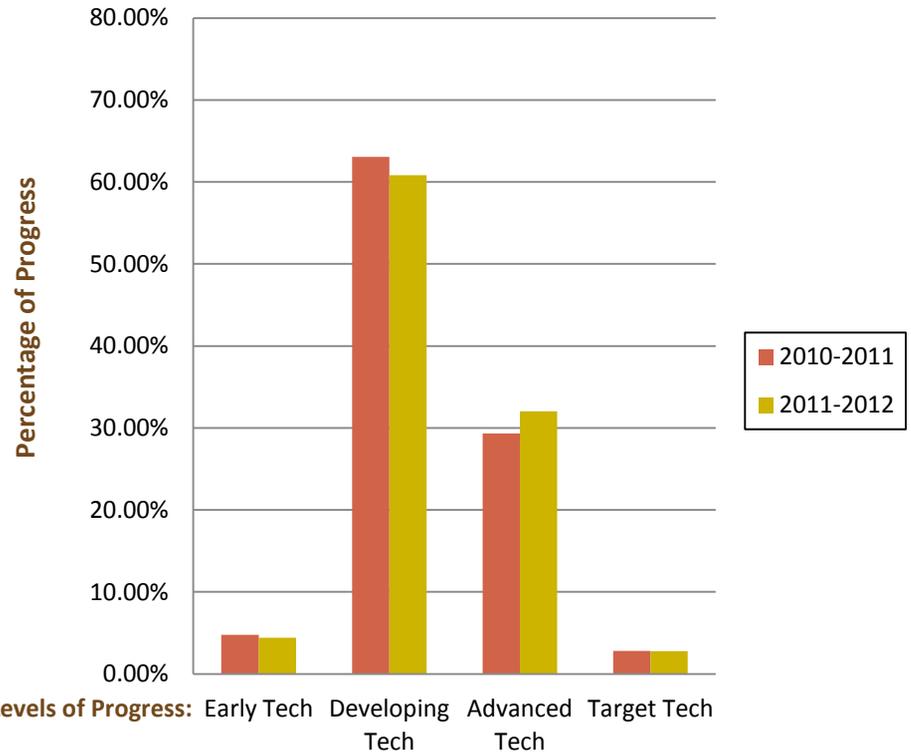
Data from Schools: Texas STAAR Chart—Scores for Focus Areas

EP1—Professional Development Experiences



The **Professional Development Experiences (EP1)** focus area responses are primarily in Developing Tech. At the Developing Tech, 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. The Advanced Tech showed a gain over the two-year reporting period.

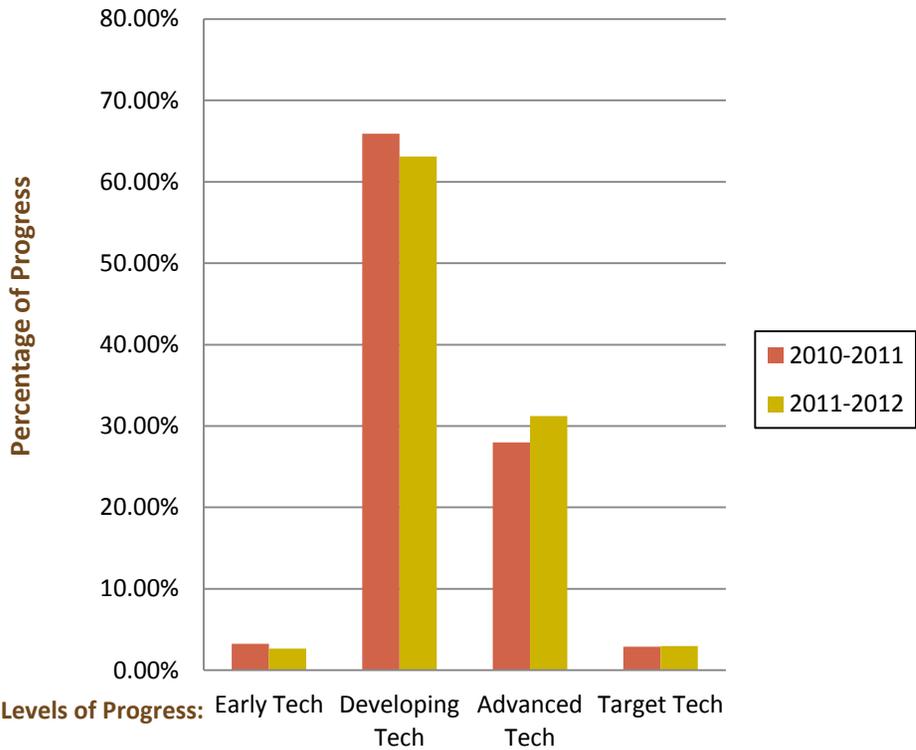
EP2—Models of Professional Development



The **Models of Professional Development (EP2)** focus area responses are primarily in Developing Tech. At the Developing Tech level, campuses provides large group professional development sessions that focus on increasing teacher productivity and building capacity. The Advanced Tech level shows an increase over the two-year reporting period.

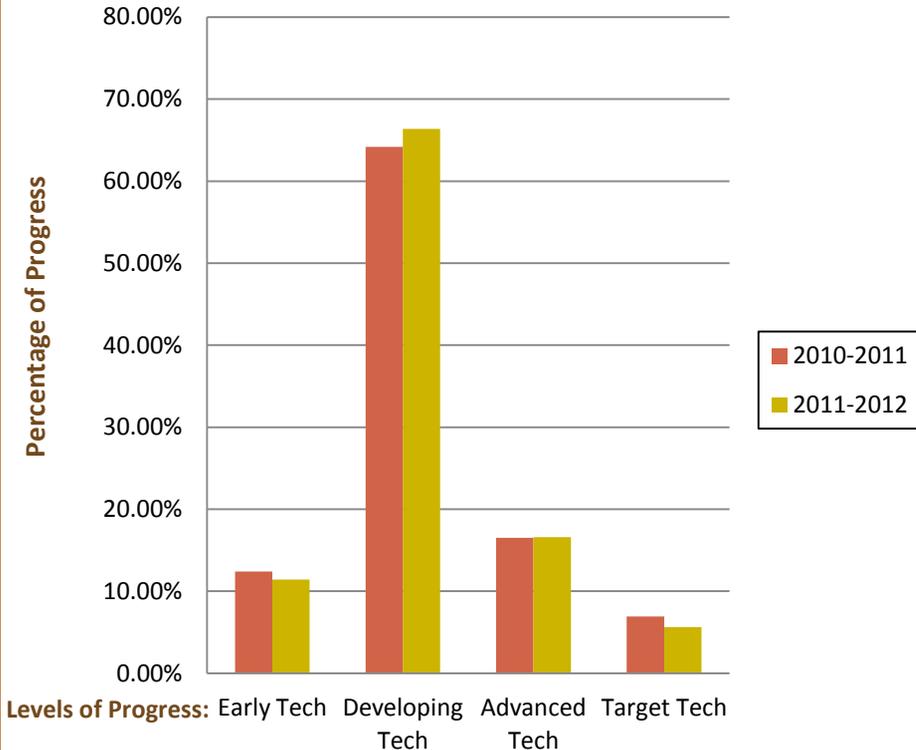
Data from Schools: Texas STAAR Chart—Scores for Focus Areas

EP3—Capabilities of Educators



The **Capabilities of Educators (EP3)** focus area responses are primarily in Developing Tech which has a mastery of at least two to three Technology Applications Educator Standards. The Advanced Tech showed a gain over the two-year reporting period. At the Advanced Tech, most teachers are able to demonstrate four standards.

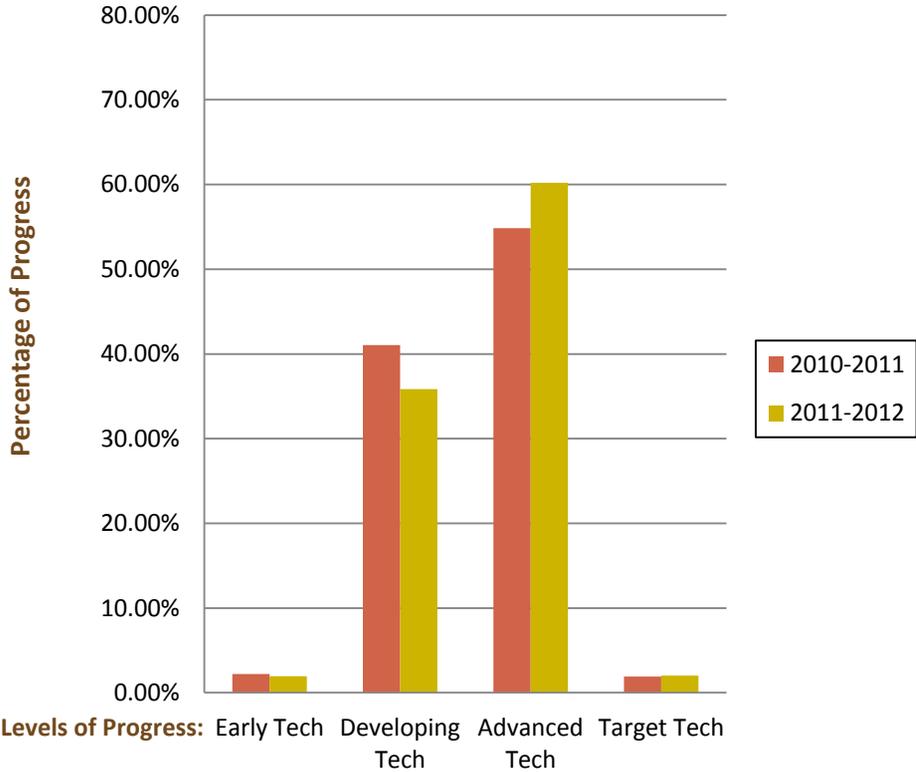
EP4—Access to Professional Development



The **Access to Professional Development (EP4)** focus area responses are primarily at the Developing Tech level. At the Developing Tech level, campuses report that there are 9-18 hours for technology professional development available per school year.

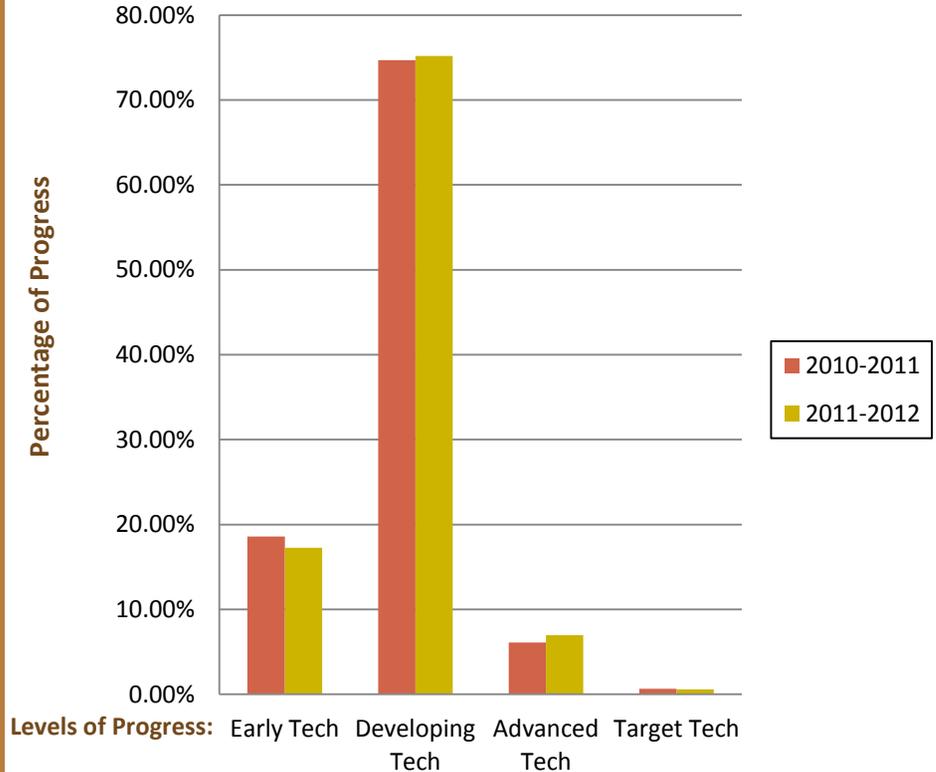
Data from Schools: Texas STaR Chart—Scores for Focus Areas

EP5—Levels of Understanding and Patterns of Use



The **Levels of Understanding and Patterns of Use (EP5)** focus area responses are primarily in Advanced Tech. At the Advanced Tech level, most teachers adapt technology knowledge and skills for content area instruction.

EP6—Professional Development for Online Learning

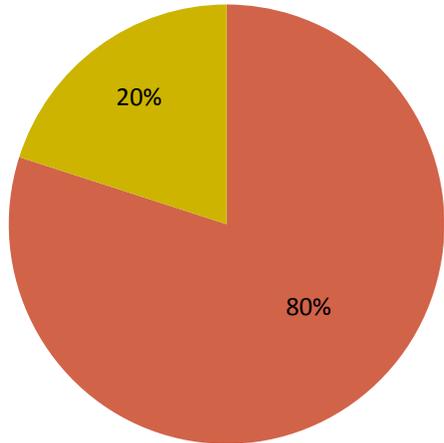


The **Professional Development for Online Learning (EP6)** focus area responses are primarily at the Developing Tech level. At the Developing Tech level, campuses report that most teachers have participated in professional development on the customization of online courses or content for appropriate subject areas.

State Initiatives: Educator Expectations/Certification

Teacher/Librarian Data for 2011-2012 School Year

Teachers/Librarians can demonstrate at least 2-3 of the Technology Applications Educator Standards as Reported on the Teacher STaR Chart in Focus Area EP3—Capabilities of Educators



■ Demonstrate at least 2-3 standards
 ■ Do not demonstrate at least 2-3 standards

80% of teachers/librarians can demonstrate at least 2-3 of the Technology Applications Educator Standards as reported on the Teacher STaR Chart.

Technology Applications Educator Standards

Required of All Beginning Teachers and Recommended for All Current Educators

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 TEKS into the curriculum.

NOTE: After the adoption of the revised Technology Applications TEKS student standards, there will be a process to update the Technology Applications Educator Standards. The status of this effort will be reported in the next Progress Report.

State Initiatives: Educator Expectations/Certification

Master Technology Teacher

The Master Technology Teacher (MTT) Certificate prepares teachers to mentor other teachers and work with students in order to increase the appropriate use of technology in each classroom. Certified Master Technology Teachers have played a critical role in schools as they have worked with teachers to ensure the best uses of technology to improve student achievement. These MTTs have been instrumental in helping teachers try new methods of bringing to life the curriculum using technology, making it easier for students to understand concepts, communicate with others, and build and apply 21st century skills.

The 77th Texas Legislature mandated the Master Technology Teacher Certification (TEC §21.0483) and Grant Program (TEC §21.412) through House Bill 1475. To receive this certificate, a teacher must successfully complete coursework and pass the MTT exam.

Donna ISD, a district of 14,940 students in Hidalgo County, near the Rio Grande, provided Master Technology Teacher certification opportunities for over 50 teachers. Teachers from Veterans and AP Solis Middle School campuses completed courses from University of Texas at Brownsville and worked on their final certification requirements. These MTT teachers brought that knowledge and understanding back to their campuses and classrooms. They formed a cadre of teachers who can positively impact teaching and learning in Donna ISD and its surrounding communities. The MTTs were trained through Connections Grant funding (No Child Left Behind, Title II, Part D).

Master Technology Teacher Standards

Standard I.
Effectively models and applies classroom teaching methodology and curriculum models that promote active student learning through the integration of technology and addresses the varied learning needs of all students.

Standard II.
Selects and administers appropriate technology-related assessments on an ongoing basis and uses the results to design and improve instruction.

Standard III.
Applies knowledge of digital learning competencies including Internet research, graphics, animation, website mastering, and video technology.

Standard IV.
Serves as a resource regarding the integration of assistive technologies and accessible design concepts to meet the needs of all students.

Standard V.
Facilitates appropriate, research-based technology instruction by communicating and collaborating with educational stakeholders; mentoring, coaching, and consulting with colleagues; providing professional development opportunities for faculty; and making decisions based on converging evidence from research.

State Initiatives: Educator Expectations/Certification

Technology-Related Certifications Awarded for the Period 9/1/2010 Through 8/31/2012			
EDUCATOR CERTIFICATION ONLINE SYSTEM TOTAL TEACHER CERTIFICATES BY CERTIFICATE NAME			
All Level	EC-12	Technology Applications	1,318
All Level	EC-12	Master Technology Teacher	140
Elementary	EC-4	Generalist (includes Technology Applications)	24,853
Elementary	EC-6	Generalist (includes Technology Applications)	19,475
Secondary	8-12	Technology Applications	503
Secondary	8-12	Computer Science	172
Professional Service	EC-12	School Librarian	1,607

State Initiatives: Project Share

**Background/Description**

Project Share is a collection of Web 2.0 tools and applications that provides high quality professional development courses and student lessons in an interactive and engaging learning environment. Project Share gives educators the ability to join professional learning communities (PLCs), participate in professional development courses, explore content repositories, and use online instructional materials.

New Tools and Resources for Classroom Instruction

Through Project Share, educators have opportunities to enhance the traditional learning environment by providing Web 2.0 tools for interacting, collaborating, and working with new forms of assessment such as an ePortfolio. The Learning Management System (Epsilon) provides access to numerous content repositories such as the New York Times Knowledge Network, McDonald Observatory StarDate, PBS Digital Learning Library, Texas PBS, and many others. The repositories provide resources such as articles, videos, images, podcasts, and interactive features for teachers to use for personal learning and classroom instruction. In fall 2012, Project Share was further expanded to provide an online algebra readiness screener (MSTAR universal screener), a math and science items repository (Texas Achievement Items Repository), and access to math and reading resources for students in grades 3-8 (Texas Success Initiative).

Introducing Project Share to Texas

Project Share was introduced to Texas educators in two phases. Phase I, which began in the spring of 2010, included the formation of professional learning communities, the creation and dissemination of face-to-face and online professional development courses, and preparation for a student-based ePortfolio pilot project. Because there has been a significant shift in how state-sponsored professional development was delivered, training began at each of the twenty regional Education Service Centers (ESCs) in face-to-face sessions.

These professional development sessions, provided at no cost to districts and open-enrollment charters, focused primarily on building content area knowledge. However, sessions also included overviews of Project Share and instructions on how to join online professional learning communities and how to participate in online courses. ESCs were instrumental in introducing the Project Share initiative, and they continue to offer training and support to districts that have elected to use Project Share.

As of August 2012, over 1,000,000 teacher and student accounts had been created. Teachers across Texas are taking the "Texas Tour" (an online course designed to introduce new members to the Epsilon LMS), joining and creating online groups, exploring the content repositories, and—for the state's high school teachers—accessing state-adopted online instructional materials that provide information and strategies for implementing the ELPS standards.

Phase II of the Project Share initiative, which began in fall 2011, includes working with selected districts and students in the ePortfolio pilot program, providing further professional development opportunities for educators, and expanding teacher access to digital content as provided through the Project Share Gateway. The Project Share Gateway, launched in April 2012, is designed to provide access to online resources for educators, students, parents, and community members. Expansion of the Project Share Gateway will continue throughout the 2012-2013 school year as more online resources are developed in response to educators' classroom and personal learning needs. It is anticipated that more state-adopted content, such as open-source textbooks and other instructional materials, will be accessible as the gateway grows.



State Initiatives: Project Share

Anyone visiting the [Project Share Gateway](#) can search for resources by student expectations (SEs) as listed in the Texas Essential Knowledge and Skills (TEKS). Search results provide instant access to videos, interactives, links to other educational sites, online courses, and other instructional resources. The Project Share Gateway began offering Algebra I resources and will expand into other subjects and courses throughout the 2012-2013 school year.

The screenshot shows the Project Share Gateway website. At the top left is the Project Share logo with the tagline "Knowledge knows no boundaries". To the right is a "Join your learning community" section with a login form for USERNAME and PASSWORD, and a link for "Forgot your username or password? Re-activate account?". Below the logo is a navigation menu with links for STANDARDS SEARCH, RESOURCE INDEX, NEWS, ABOUT US, and CONTACT US.

The main content area is split into two columns. The left column is titled "Find Resources" and contains a "Standards Search" section with two dropdown menus: "- Select subject -" and "- Select grade/course -". Below these are two buttons: "FIND STANDARDS" and "KEYWORD SEARCH". The right column is titled "FEATURED RESOURCE" and shows a slide for "Protein Synthesis" with a 3D molecular model. Below the slide is an "OnTRACK for college readiness" logo and the resource details: "RESOURCE TITLE: Mechanisms of Genetics...", "ID: BM2L2S2", and a "VIEW RESOURCE" button.

At the bottom of the page, there is a green Twitter tweet from @duncanbilingual: "Free for Texas educators! Technology Apps TEKS courses offered through @ProjectShareTX st..." posted 3 days 22 min ago. Below the tweet are three promotional banners: "Access MSTAR Universal Screener / Diagnostic and Texas SUCCESS.", "TEXAS SUCCESS TEXASSUCCESS.ORG", and "MSTAR Universal Screener / Diagnostic".

State Initiatives: Project Share



“High quality professional development that leverages a multimedia approach is crucial for today’s educators. Project Share offers the ability for educators to plan, manage, and tailor professional development based on individual needs and to collaborate with colleagues across the state and around the world. Through Project Share, educators have access to rich digital content, including The New York Times Knowledge Network, Texas Education on iTunes U, and state-adopted instructional materials to provide students learning opportunities that bring the world into their classroom.”
 Anita Givens, Associate Commissioner, **Texas Education Agency**

Professional Development for Educators

One of the most critical functions the agency performs is the training of classroom teachers. The agency launched Project Share to explore the development and delivery of high quality, sustained, and ongoing professional development for educators so they can meet the needs of our 21st century learners. The professional development encompasses topics such as leadership, assessment, standards-based core instruction, effective instructional frameworks, reporting and accountability, and sustainability.

While most districts provide extensive professional development at the local level, the state also contributes by providing teachers extensive support around the state's mandated curriculum standards and evidence-based instructional strategies in a variety of delivery options, including face-to-face and online teacher training in the major content areas. The state currently offers professional development opportunities in science, math, English language arts, social studies, English Language Proficiency Standards (ELPS), Technology Applications, and Career and Technical Education. These trainings are designed not only to strengthen participants’ content knowledge, but each also addresses the College and Career Readiness Standards (CCRS), the ELPS, the Response to Intervention (RtI) model, and Gifted/Talented (G/T) education. By including these other frameworks, participants learn to incorporate the CCRS and ELPS into the classroom and provide instruction that meets the needs of a diverse student population. While the primary audience for professional development is classroom teachers, administrators are also able to take advantage of all training opportunities by either participating in teacher trainings or by taking part in administrator overview sessions.

By completing professional development online, participants are able to collaborate with other Texas educators, access resources designed to enhance instructional strategies, and share successfully implemented instructional practices.

State Initiatives: Project Share



WEB 2.0 TOOLS AND RESOURCES



Future Success for Texas Students

Project Share offers an exciting and innovative approach to learning in the 21st century, both for educators and students. The Texas Legislature made extensive financial investments toward supporting districts and campuses in targeting struggling students. By offering numerous professional development opportunities that can be completed in both face-to-face and online settings and a state-wide online environment that gives educators access to professional development courses, professional learning communities, Web 2.0 tools, digital content, and instructional materials, educators have an expanding capability to deliver instruction that prepares students for success at each grade level and for a successful transition into college and career.

“Project Share provides a safe network for teachers to communicate with students and allows virtual collaboration among students and teachers within the district and students and teachers from other Texas districts. It reduces costs and time for professional development delivery, allows for 24/7 learning for staff and students, and allows the district to design and deliver professional development that is specific to district goals.” —Dr. Howell Wright, Superintendent of **Rockdale ISD**

“As we continue to expand our use of groups, networks, courses, learning matrices, shared resources, ePortfolios, and more, educators have increased exposure and experience to a variety of online resources in Project Share.” —Ed Vara, **ESC Region 13**

“I believe that a lot of the focus in college and in the workforce is on student-driven learning. In other words, we, as individuals, must learn to take the initiative to get our work done. Project Share is a student-driven type of technology that gives us the opportunity to learn and to manage our own time. By having access to resources such as Project Share, we are given more power to complete our assignments in the way that we want, pursue our own interests, and put forth our own initiative.” —John Fuller, Former Student, **Bryan ISD**

State Initiatives: Project Share

Texas Education on iTunes U

The launching of [Texas Education on iTunes U](#) was announced in August 2010. Texas Education on iTunes U provides 24/7 access to free, downloadable educational digital content from leading Texas universities, cultural institutions, K-12 schools, and other organizations. Texas Education on iTunes U provides multimedia digital content to educators, students, and parents in Texas and around the world. Since its launch date, Texas Education on iTunes U has expanded to include content collections from 50 content providers. TEA operates and administers the site within Project Share.

Some recent features on Texas Education on iTunes U:

- Videos that provide information and resources on the State of Texas Assessments of Academic Readiness (STAAR™)
- OnTRACK for College Readiness videos are TEKS-aligned supplemental lessons that support classroom instruction and facilitate individualized intervention for students in secondary math, science, English language arts, and social studies
- Special features from the Texas Education Agency such as those exemplifying the teaching profession in “The Best Teach in Texas” collection
- Videos from museums and universities such as resources from the UTSA Institute of Texan Cultures and the McDonald Observatory
- Educational programming provided by state agencies such as the Texas Parks & Wildlife
- Classroom instructional resources from ESCs and Texas schools such as ESC Region 10’s Math SmartBytz collection and El Paso ISD’s Digital Discoveries collection



An iTunes U app provides easy access to the digital content on Texas Education on iTunes U, across multiple devices, making the content both highly portable and flexible.



Content Process

Content providers allow TEA to post materials for the education audience. The agency reviews the content submitted for alignment with the TEKS. However, the majority of the content is used as supplementary material and does not meet every essential knowledge and skills standard. Teachers can access this reviewed content, as well as other content in iTunes U, in order to enhance classroom instruction.

Schools Share Their Videos

Many schools have shared their video collections on Texas Education on iTunes U. To access the resources, go to [Texas Education on iTunes U](#).

State Initiatives: Project Share

iTunes U > Texas Education

Texas Education

On iTunes U Educated in Texas. Connected to the world.

What's New 1-8 of 50 See All > Sort By: Release Date >

- Alamo Heights IS... Alamo Heights ISD SUBSCRIBE FREE
- Building Blocks f... Texas Education A... SUBSCRIBE FREE
- Digital Discoveries El Paso ISD SUBSCRIBE FREE
- Incorporating Ethics... Texas Tech T-STEM C... SUBSCRIBE FREE
- Humanities Texa... Humanities Texas SUBSCRIBE FREE
- McDonald Observ... McDonald Observat... SUBSCRIBE FREE
- MSTAR Academy ... Texas Education A... SUBSCRIBE FREE
- A Salute to Military F... Institute of Texan Cultu... SUBSCRIBE FREE

Science Features Sort By: Featured >

- Austin Undergro... City of Austin - Wat... SUBSCRIBE FREE
- State of the Gulf Texas Parks & Wild... SUBSCRIBE FREE
- Texas: The State ... Texas Parks & Wild... SUBSCRIBE FREE
- McDonald Observatory McDonald Observatory... SUBSCRIBE FREE
- Keep Texas Wild Texas Parks & Wild... SUBSCRIBE FREE
- Creepy Creature... Texas Parks & Wild... SUBSCRIBE FREE
- Texas Wildlife Ne... Texas Parks & Wild... SUBSCRIBE FREE
- Science in the Real ... Stef Paramoure SUBSCRIBE FREE

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Categories

- Art & Architecture
- Communications & Media
- History
- Mathematics
- Science
- Teaching & Learning

Top Collections

1. Building Blocks for Teaching Adoles... Texas Education Agency/Texas Adol...
2. Alamo Heights ISD Best Practices Alamo Heights ISD
3. Incorporating Ethics into K-12 STEM E... Texas Tech T-STEM Center
4. Humanities Texas Teacher Enrichment... Humanities Texas
5. "La Pasionara": The Story of Emma Te... Institute of Texan Cultures

The Texas Education on iTunes U collections can be in the form of video, audio, PDF files, and eBooks. Users can immediately see the newest collections and the most recently updated collections in the “What’s New” feature box at the top of the site page. A second feature box, “Science Features” provides all those science collections that are available on Texas Education on iTunes U. OnTRACK for College Readiness is a third feature box, and users can readily access the Algebra I and II and Geometry Kid2Kid videos from those collections. A fourth feature box changes periodically. For those interested in contributing content, there are links to the Guidelines for Content and the Contribute Content Form.

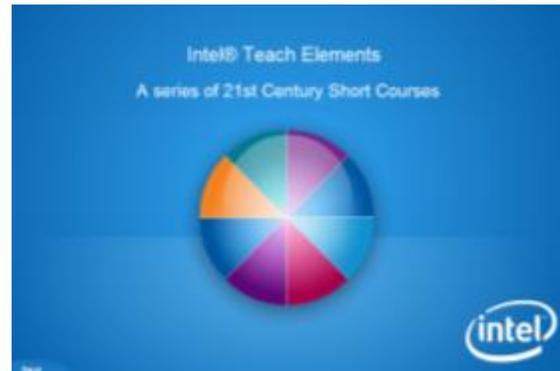
State Initiatives: Professional Development

The Intel® Teach Program

As part of the state’s efforts to augment the collection of online resources available to Texas educators, Project Share expanded its offerings to include Intel® Teach Elements online professional development courses.

Texas has been involved in the Intel® Teach Program since it began in 2000. Over 60,000 in-service and pre-service teachers in Texas have benefitted from the program, which provides professional development on using 21st century learning tools in K-12 instruction. By offering the Intel Teach Elements courses online in Project Share, these valuable professional development opportunities will be available to an even greater number of Texas educators.

Intel® Teach Elements courses examine strategies for educating 21st century learners and provide animated e-learning tutorials, interactive learning exercises, and offline activities to apply concepts. Texas educators and administrators will have the unique opportunity to access Intel® Teach professional development materials that are aligned to the Technology Applications Texas Essential Knowledge and Skills (TEKS). By completing these courses, educators can earn Continuing Professional Education (CPE) credit.



Beginning Summer 2012, five Intel® Teach Elements self-paced courses were made available in Project Share:

- **Collaboration in the Digital Classroom:** This course focuses on collaboration skills for the global economy. Participants will learn to plan and manage student collaboration activities.
- **Project-Based Approaches:** This course focuses on designing activities to engage students in self-directed learning. Participants will improve understanding and application of Project-Based Approaches to engage students.
- **Educational Leadership in the 21st Century:** This course explores school leadership in our students’ 21st century world. Participants will learn how education leaders can support teacher effectiveness to improve student achievement.
- **Thinking Critically with Data:** This course prepares students to think critically in an information-rich world. Participants in this course will examine critical thinking with a focus on data analysis.
- **Assessment in 21st Century Classrooms:** This course takes an in-depth look at assessment that meets the needs of 21st century learners. Participants will learn how to plan, develop, and manage student-centered assessments.

TEA will continue to provide information and updates about the Intel® Teach Elements courses through the regional ESCs and the Project Share Gateway.

State Initiatives: Professional Development

Professional Development for Career and Technical Education (CTE) Courses for Mathematics or Science Credit

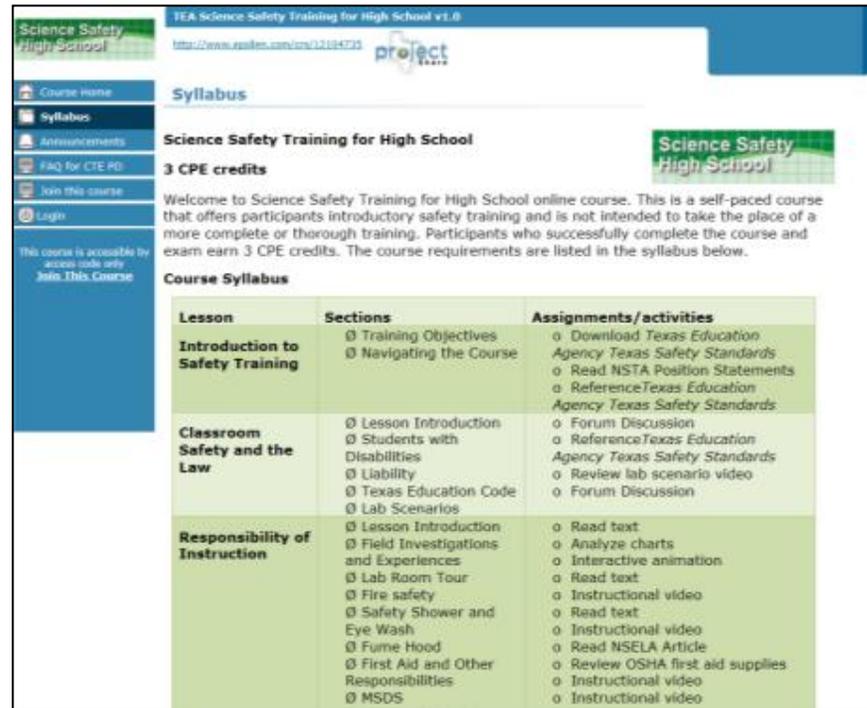
Beginning August 2012, teachers can take courses to qualify to teach CTE courses that satisfy graduation requirements for mathematics or science online through Project Share. Each course is divided into several modules and upon completion of each module, a teacher will receive a certificate of completion that includes the number of credit hours earned.

All teachers assigned to teach one or more the following courses must participate in this TEA-approved training prior to teaching the course effective with the 2012-2013 school year:

- Advanced Animal Science
- Advanced Biotechnology
- Advanced Plant and Soil Science
- Engineering Mathematics
- Engineering Design and Problem Solving
- Food Science
- Forensic Science
- Mathematical Applications in Agriculture, Food, and Natural Resources
- Statistics and Risk Management

CTE teachers who are not certified in science and who wish to teach one of the CTE courses for science credit must complete the online course titled “Science Safety for High School.” Mathematics and science teachers who are not certified in CTE and wish to teach one of the CTE courses for mathematics or science credit must complete CTE 101. CTE-certified teachers may complete CTE 101, but this is not a requirement.

Teachers who were assigned to teach one of these courses in 2010-2011 and/or 2011-2012 will have 12 months from the date the course is first offered to meet the TEA-approved training requirement. For teachers who have not previously taught one of these courses, once a district has confirmed that a teacher is enrolled in and making progress toward the completion of the online professional development course, the district may assign the teacher to teach the high school course. Teachers can contact their education service center to learn how to enroll in the CTE courses.



State Initiatives: Professional Development

Content Development: English I, II, and III End-of-Course (EOC) Success–Rider 42

Background/Description

This grant provided funding to the Institute of Public School Initiatives (IPSI) at UT Austin for the development and dissemination of professional development academies for English I, II, and III End of Course (EOC) Success and English Language Arts (ELA) Electives. Activities funded included content development for face-to-face and online materials, training of trainers, teacher stipends for the 2009-10 and 2010-11 school years, and ongoing follow-up and support to ESC specialists and designated trainers. The academies for secondary ELA educators were disseminated to the 20 ESCs for training offered at no cost to districts and open-enrollment charters. ESCs received funding to provide training.

All professional development sessions provide connections to the College and Career Readiness Standards (CCRS), the English Language Proficiency Standards (ELPS) and the Response to Intervention (RtI) model. Secondary ELA teachers, bilingual/ESL teachers, special education teachers, and administrators are eligible to participate in the applicable ELA academies. Online courses are provided through Project Share.

Expository Reading and Writing in HS

ELA EOCS Academies Participants
(face-to-face and online)
as of July 31, 2012

Eng I and II EOCS	5,637
Eng III EOCS	1,813
Expository Reading and Writing in HS	540
ELA Electives	56
Total	8,046

All ELA EOCS academies will be offered through summer 2012 and the 2012-2013 school year. Online courses will continue to be available through Project Share beyond the Rider 42 funding end date.

State Initiatives: Professional Development

Content Development: ELPS Academies—Rider 42

Background/Description

This grant provided funding to Education Service Center Region 20 for the development and dissemination of the ELPS academies. Activities funded included content development for face-to-face and online materials, training of trainers, teacher stipends for the 2009-10 and 2010-11 school years, and ongoing follow-up and support to ESC specialists and designated trainers. Through the ELPS academies, K-12 educators explore ways to increase achievement for English language learners (ELLs). During training, participants examine the ELPS, practice writing language objectives, and identify linguistic accommodations for ELLs based on Proficiency Level Descriptors (PLDs). Participants also receive resources that provide specific strategies to incorporate the ELPS in their classrooms.

During training, participants address the following topics:

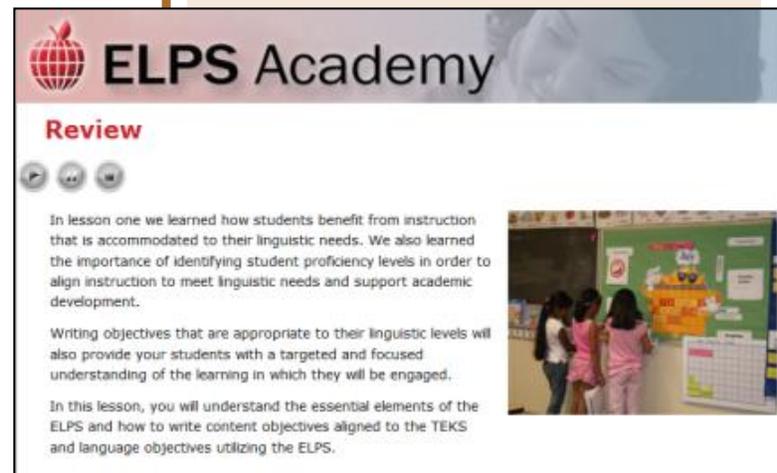
- Introduction to the ELPS framework
- District Responsibilities
- Writing Language Objectives Aligned to the TEKS
- Using the Proficiency Level Descriptors for Linguistic Accommodations
- Applying Cross Curricular Student Expectations and Linguistic Accommodations in Classroom Lessons

K-12 content area teachers, bilingual/ESL teachers, special education teachers, and administrators are eligible to participate in the ELPS Academies provided at no cost through the 20 Education Service Centers (ESCs). ESCs received funding to conduct training. In addition to the face-to-face trainings, participants are also able to complete online ELPS training through Project Share.

ELPS Academies Participants
by Content Area (face-to-face)
as of July 31, 2012

ELPS ELA	8,986
ELPS Math	6,855
ELPS Science	6,247
ELPS Social Studies	4,578
ELPS Overview	803
Total	27,469

All ELPS academies will be offered through the 2012-2013 school year. Online courses and resources will continue to be available through Project Share beyond the Rider 42 funding end date.



State Initiatives: Professional Development

Content Development: Algebra I, Geometry, Algebra II End-of-Course (EOC) Success Academies—Rider 42

Background/Description

This grant provided funding to Education Service Center Region 13 for the development and dissemination of professional development academies for Algebra I, Geometry, and Algebra II EOC Success. Activities funded included content development for face-to-face and online materials, training of trainers, teacher stipends for the 2009-10 and 2010-11 school years, and ongoing follow-up and support to ESC specialists and designated trainers. The academies for secondary mathematics teachers were disseminated to the 20 ESCs for training offered at no cost to districts and open-enrollment charters. ESCs received funding to provide training.

The following math EOCS academies have been developed. Training is available through face-to-face sessions and online courses.

- Algebra I EOCS
- Algebra I EOCS Additional Lessons (online only)
- Algebra I EOCS Academy II
- Geometry EOCS
- Algebra II EOCS

All professional development sessions provide connections to the College and Career Readiness Standards (CCRS), the English Language Proficiency Standards (ELPS) and the Response to Intervention (RtI) model. Secondary mathematics teachers, bilingual/ESL teachers, special education teachers, and administrators are eligible to participate in the applicable mathematics EOCS academies. Online courses are provided through Project Share.

Mathematics EOCS Academies Participants (face-to-face and online) as of July 31, 2012	
Algebra I EOCS	5,925
Algebra I EOCS Additional Lessons	720
Algebra I EOCS Academy II	292
Geometry EOCS	2,083
Algebra II EOCS	1,633
Total	10,653

All mathematics EOCS academies will be offered through summer 2012 and the 2012-2013 school year. Online courses and resources will continue to be available through Project Share beyond the Rider 42 funding end date.



State Initiatives: Professional Development

Content Development: Middle School Students in Texas: Algebra Ready (MSTAR) Academies—Rider 42

Background/Description

This grant provided funding to Education Service Center Region 13 for the development and dissemination of the MSTAR professional development academies. Activities funded included content development for face-to-face and online materials, training of trainers, teacher stipends for the 2009-10 and 2010-11 school years, and ongoing follow-up and support to ESC specialists and designated trainers. The academies for grades 5-8 mathematics teachers were disseminated to the 20 ESCs for training offered at no cost to districts and open-enrollment charters. ESCs received funding to provide training.

All professional development sessions provide connections to the College and Career Readiness Standards (CCRS), the English Language Proficiency Standards (ELPS) and the Response to Intervention (RtI) model. Grades 5-8 mathematics teachers, bilingual/ESL teachers, special education teachers, and administrators are eligible to participate in the applicable MSTAR academies. Online courses are provided through Project Share.



MSTAR Academies Participants (face-to-face and online) as of July 31, 2012	
MSTAR Intro: An Executive Summary	1,748
MSTAR Academy I: Grades 5-6	6,476
MSTAR Academy I: Grades 7-8	5,714
MSTAR Academy I: Review and Needs Assessment	3,398
MSTAR Academy I: Lesson Study Model	2,743
MSTAR Academy I: Fraction/Decimal Relationships	2,720
MSTAR Academy I: RtI Tier II for the Math Learner	2,159
MSTAR Academy I: Addressing the G/T Learner	1,840
MSTAR Academy I: Addressing the CCRS in Math	1,613
MSTAR Universal Screener	1,757
MSTAR Academy I: Part B Completion	1,222
MSTAR Academy II	2,054
MSTAR Implementation Tools	517
Total	33,961

All MSTAR academies will be offered through summer 2012 and the 2012-2013 school year. Online courses and resources will continue to be available through Project Share beyond the Rider 42 funding end date.

State Initiatives: Professional Development

Content Development: Science—Rider 42

Background/Description

This grant provided funding to Education Service Center Region 4 for the development and dissemination of the science professional development academies. Activities funded included content development for face-to-face and online materials, training of trainers, teacher stipends for the 2009-10 and 2010-11 school years, and ongoing follow-up and support to ESC specialists and designated trainers. The academies for K-12 educators were disseminated to the 20 ESCs for training offered at no cost to districts and open-enrollment charters. ESCs received funding to provide training.

The following science trainings have been developed. Training is available through face-to-face sessions and online courses.

- Science TEKS Overview for Grades K-12
- Science Academies for Grades K-4
- Science Academies for Grades 5-8
- Biology End-of-Course Success (EOCS)
- Chemistry EOCS
- Chemistry EOCS, Part 2
- Physics EOCS
- Supporting Science Instruction: An Overview for School Leaders (online only)
- Science Safety for High School (online only)
- Science Safety for Middle School (in development)
- Science Safety for Elementary School (online only)



Science Academies Participants (face-to-face and online) as of July 31, 2012	
Science TEKS Overview K-12	8,510
K-4 Academies	977
5-8 Academies	10,152
Biology EOCS	2,987
Chemistry EOCS	1,945
Chemistry EOCS Part 2	260
Physics EOCS	1,308
Science Safety for Elementary	114
Science Safety for High School	665
Supporting Science Instruction	28
Total	26,946

All science academies will be offered through summer 2012 and the 2012-2013 school year. Online courses and resources will continue to be available through Project Share beyond the Rider 42 funding end date.

All professional development sessions provide connections to the College and Career Readiness Standards (CCRS), the English Language Proficiency Standards (ELPS) and the Response to Intervention (RtI) model. K-12 science teachers, bilingual/ESL teachers, special education teachers, and administrators are eligible to participate in the applicable science academies. Online courses are provided through Project Share.

State Initiatives: Professional Development

Content Development: Social Studies–Rider 42

Background/Description

This grant provided funding to Education Service Center Region 6 and to the Institute of Public School Initiatives (IPSI) at UT Austin for the development and dissemination of the social studies professional development academies. Activities funded included content development for face-to-face and online materials, training of trainers, teacher stipends for the 2010-11 school year, and ongoing follow-up and support to ESC specialists and designated trainers. The academies for K-12 educators were disseminated to the 20 ESCs for training offered at no cost to districts and open-enrollment charters. ESCs received funding to provide training.

The following social studies trainings have been developed. Training is available through face-to-face sessions and online courses.

- Social Studies TEKS Overview for Grades K-12
- Grade 8 Social Studies Academy
- US History End-of-Course Success (EOCS)
- World Geography EOCS
- World History EOCS
- Administrator Overview: Social Studies TEKS (in development)
- The Bible’s Impact on the History and Literature of Western Civilization (online only-in development)

All professional development sessions provide connections to the College and Career Readiness Standards (CCRS), the English Language Proficiency Standards (ELPS) and the Response to Intervention (RtI) model. K-12 social studies teachers, bilingual/ESL teachers, special education teachers, and administrators are eligible to participate in the applicable social studies academies. Online courses are provided through Project Share.

Social Studies Academies Participants
(face-to-face and online)
as of July 31, 2012

K-12 TEKS Overview	2,891
Grade 8 Academy	1,820
US History EOCS	1,271
World Geo EOCS	1,919
World History EOCS	1,438
Total	9,339

All social studies academies will be offered through summer 2012 and the 2012-2013 school year. Online courses and resources will continue to be available through Project Share beyond the Rider 42 funding end date.



State Initiatives: Professional Development

Texas Adolescent Literacy Academies (TALA) Rider 42

Background/Description

This grant provided funding to the 20 regional Education Service Centers (ESCs) and to the Meadows Center for Preventing Educational Risk. Activities funded included content development for face-to-face and online materials, training of trainers, teacher stipends for the 2009-2010 and 2010-11 school years, and delivery of face-to-face training. Through the Texas Adolescent Literacy Academies (TALA), Texas teachers for grades 6, 7, and 8 have the opportunity to receive professional development in scientifically based reading instruction (SBRI) for adolescents. The Academies help prepare middle school teachers to design appropriate instruction for all students, including those who are struggling with reading due to limited English proficiency, learning disabilities, dyslexia, and other risk factors for reading difficulties.

Tailored for the unique structure of middle schools, the TALA model consists of two separate Academies—the English Language Arts (ELA) Academy (for English language arts/reading Teachers) and the Content Area Academy (for mathematics, science, and social studies teachers). Participants in the ELA Academies also receive training in administration of the Texas Middle School Fluency Assessment (TMSFA), interpreting TMSFA results, and Tiers II and III interventions for struggling readers.

Beginning in summer 2012, TALA: Professional Development to Support Academic Writing was made available to grades 6-8 ELA and content area teachers; bilingual/ESL teachers; special education teachers; and administrators. Training includes the following: reading as a writer; incorporating techniques learned from reading into one's own writing; developing thinking skills through writing; and teaching written conventions. Training for both academies (TALA and TALA Writing) is disseminated through the 20 ESCs and offered at no cost to districts and open-enrollment charters. ESCs received funding to provide training.

Educators Trained as of June 30, 2012	
(Including ELA and Content Area Academies and TMSFA Training)	
2010 Academies	3,662
2011 Academies	2,282
2012 Academies	2,837
Total	8,781

All TALA trainings will be offered through the 2012-2013 school year. Online courses and resources will continue to be available through Project Share beyond the Rider 42 funding end date.



State Initiatives: Professional Development

Technology Applications Professional Development Courses in Project Share

New Technology Applications professional development courses were developed by Education Service Center Region 10 to prepare teachers for the revised TEKS. The three interactive, online professional development courses (grades K-2, 3-5, and 6-8) were developed and delivered through Project Share in summer 2012. High School Technology Applications TEKS professional development courses are in development. The instructor-facilitated courses are delivered completely online. Each ESC has at least one facilitator trained to offer these courses online through Project Share.

The facilitated courses provide teachers with a core understanding of the new Technology Applications TEKS, as well as ways to integrate these standards into everyday learning experiences. Teachers gain an understanding of 21st century learning, uses of technology to enhance learning, and strategies to prepare students for college and career. Each course requires both the design and delivery of an integrated learning experience in teachers' grade-level classrooms.



Technology Applications Teacher Network (TATN) Best Practices Event

Since 2002, Texas teachers have had access to resources and best practices through the Technology Applications Teacher Network (TATN). The TATN is a collaborative project between the Texas Computer Education Association (TCEA), twenty ESCs, and TEA. The TATN assists with advancing technology literacy and promoting the full integration of technology into curricula and instruction as specified in the Long-Range Plan for Technology and No Child Left Behind, Title II, Part D. TCEA hosted the past two annual events.



Feedback from social media: Everyone is loving the TATN experience! What a phenomenal, fantastic, and overwhelming day. The Teacher Network sessions were totally awesome. There is so much valuable information that is shared freely.

The TATN Best Practices events have been held in association with the TCEA state convention. Each year, the purpose of the event has been to organize a statewide network of teachers to promote the exchange of model instructional practices for grades K-12. Exemplary teachers from across the state share best practices for student projects, lesson plans, assessment rubrics and classroom management techniques. Dedicated strands are provided for teachers involved in the teaching and integration of the Technology Applications TEKS with foundation and enrichment curricula TEKS for grades K-2, 3-5, 6-8, and 9-12. Lessons, units, and resources were shared in the Technology Applications Teacher Network Project Share Group. The 2012 event was especially important as a first close look at the newly revised Technology Applications Texas Essential Knowledge and Skills (TEKS). There was a focus on getting to know the TEKS. A Project Share group was used to post lesson plans and resources as well as to provide opportunities for discussion and collaboration throughout the day and after the event.

State Initiatives: Professional Development

In March 2011, Project Share captured the attention of business leaders and educational technology innovators from across the country at the inaugural SXSWedu Hosts Project Share Conference. (SXSWedu, a subsidiary of South by Southwest, features presentations and information sessions from education professionals, industry leaders, and policy practitioners committed to engaging all learners.) The breakout and spotlight sessions focused on the states' innovative approach to an online learning community and provided examples of how districts and educators across the state were implementing Project Share.

Project Share continued its collaboration with SXSWedu at the March 2012 conference by hosting a pre-conference hands-on training for Texas educators. The training – Next Steps in Project Share: Connect, Create, Collaborate – provided an overview of the Project Share Gateway, hands-on practice with web 2.0 tools, and notable examples of how districts and educators are using Project Share to extend learning beyond the traditional classroom. A series of Project Share breakout sessions were also featured across the 3-day conference, giving educators and other stakeholders opportunities to see examples of how Project Share is being used to meet the instructional needs of a diverse student population.



Project Share will continue to be a part of SXSWedu at the 2013 conference. The Project Share hands-on sessions will focus on the following topics:

- Using Digital Strategies to Support ELLs in the Classroom
- Piloting ePortfolio Programs to Drive College and Career Readiness
- Expanding the Gateway to Digital Learning: Project Share, Single Sign-On, and OER

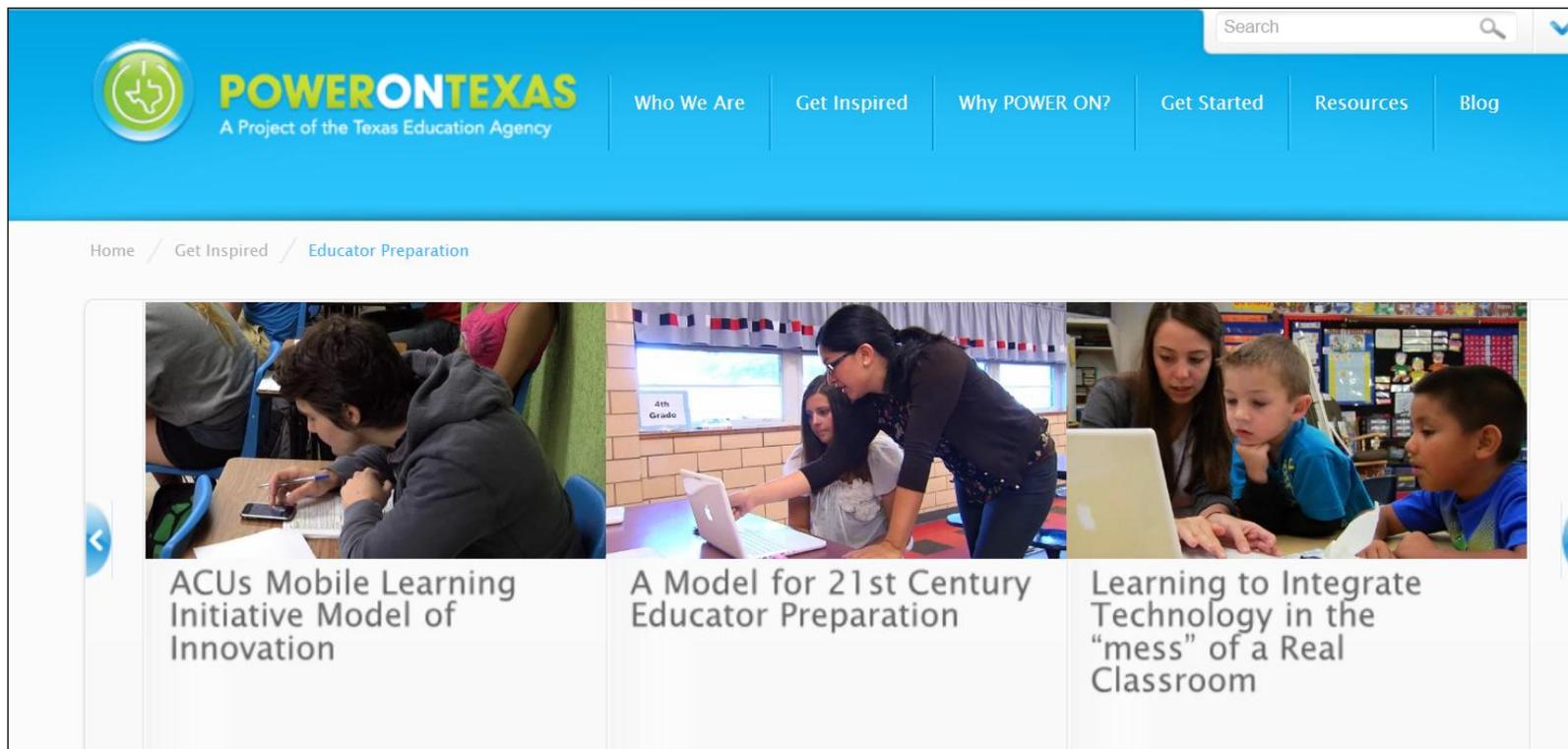
Because Project Share is committed to supporting educators as they expand their classrooms into the online environment, the TEA works closely with SXSWedu and the Institute of Public School Initiatives (IPSI) to ensure that educators (selected and invited through the 20 ESCs) receive scholarships, enabling them to register for the spring conference at no cost.



State Initiatives: Best Practices

POWER ON TEXAS

POWER ON TEXAS, a project of the Texas Education Agency, showcases how technology can be used in educator preparation programs. In addition, there are videos that showcase best practices in K-12 schools.



Through the videos, see how Abilene Christian University helps teacher candidates prepare for the reality of integrating technology in the classroom. In teaching how to adapt digital learning in diverse and often unexpected settings, their lessons go beyond tutorials to explore real-world technological hurdles, related behavioral problems, and varying scenarios to prepare teacher candidates to work dynamically as they transition into the classroom. The program addresses the inherent challenges of handing over some of the control to the students, with greater focus on the outcome than one particular process. Trial and error, problem solving, and creativity are key skills that teacher candidates must learn and bring into the 21st century classroom.

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Vision for Leadership, Administration and Instructional Support

Implementing and sustaining school improvement and technology innovation depends on skilled and persistent leadership with the ability to share visions and provide consistent expectations.

The effective use of technology is essential in teaching and learning, educator preparation and development, and school administration. Additionally, distance education is key to providing students with a variety of courses and expanded educational opportunities necessary for them to be academically ready and prepared for post-secondary opportunities.

District and campus administrators play a key role in cultivating a shared vision and serve as a catalyst for change with technology implementation. Effective school administrators conduct needs assessments to determine the strengths and challenges that will impact learning. The implications of those challenges for technology require a technology infused strategic plan. As leaders, administrators envision,



fund, and assess the use of technology in the learning community. Administrators share the vision by utilizing a robust technology plan that provides effective and efficient technology implementation for student,

faculty, administrative, and community use.

As models for 21st century skills, administrators collaborate with all stakeholders to develop plans with a shared vision. The technology plan reflects current state and federal requirements and addresses other components such as E-Rate discounts, disaster recovery, communication, infrastructure, and policies that facilitate accessibility to the digital world.



Project Tomorrow is a national education non-profit group that conducts the national research project Speak Up. The Speak Up project provides participating schools, districts, and non-profit organizations with a suite of online surveys and reports to collect authentic feedback from students, educators, and parents. Speak Up 2011 results from Texas were in alignment with national results. The following information was provided by those participating in the survey. Over 15% of the 400,000 administrators completing the Speak Up 2011 nationwide survey were from Texas.

Speak Up 2011 Texas Results from Texas Administrators
Specific to the use of technology within instruction besides funding, which of these issues are the most challenging for your district right now? (Responses are provided in order of their ranking.)
1. Digital equity issues (student access to technology and Internet at home)
2. Availability of technology for students' use at school
3. Incorporating students' mobile devices into instruction
4. Staff professional development
5. Internet capacity and bandwidth to accommodate multimedia and digital content
6. Student safety online
7. Evaluating emerging technologies for classroom use
8. Incorporating student owned mobile devices into our network
9. Using social media effectively

Vision for Leadership, Administration and Instructional Support

Speak Up 2011 Texas Results from Texas Administrators

Imagine you are designing the ultimate school for 21st century learners. Which of these tools or strategies do you think holds the greatest potential for increasing student achievement and success? (Responses are provided in order of their ranking.)

1. Computer for every student to use at school
2. Adaptive learning software which adjusts levels of difficulty and content to address student needs
3. Ability to access the Internet anywhere at school
4. Online textbooks
5. Interactive whiteboards
6. Online classes
7. Online tutors
8. Electronic portfolios for students
9. Tablet computer
10. Digital content

Speak Up 2011 Texas Results from Texas Administrators

Increasingly, administrators are being asked to justify their technology investments. Which of these outcomes have proven to be good justifications for technology investments in your district? (Responses are provided in order of their ranking.)

1. Increased student achievement levels
2. Increased teacher productivity
3. Improved home to school communications
4. Closed achievement gaps in the district



Recommendations for Leadership, Administration and Instructional Support

Recommendations for Leadership, Administration and Instructional Support in the Long-Range Plan for Technology:

Texas Education Agency

Regional Education Service Centers

Local Education Agencies

Texas Higher Education

Parents, Communities, and the Private Sector



Klein ISD is Highlighted at Digital Learning Day 2012
 Klein ISD was one of a handful of school districts in the nation (and the only Texas school district) to be featured in the first ever national Digital Learning Day, sponsored by the Alliance for Excellent Education in conjunction with the US Department of Education.

As part of the Digital Learning Day experience, several video clips focusing on multiple aspects of Klein ISD's work in educational technology were broadcast during the Digital Learning Day event. The morning webcast on February 1 was divided into three segments, each one featuring Klein ISD staff and/or students. Video clips are found on the Klein ISD website.

More on the Digital Learning Day event



Recommendations for Leadership, Administration and Instructional Support

TEA

Recommendations to the Texas Education Agency

1. Provide leadership and vision in planning for the effective integration of technology into teaching, learning, school, and district operations.
2. Provide digital information and tools to support the utilization of digital instructional resources and technology-based tools and services.
3. Support innovative technology infused strategic planning by school districts through the continued use of statewide resources.
4. Build the capacity of districts to take advantage of the components of the Texas Student Data System (TSDS).
5. Develop and maintain secure information access, confidentiality policies, and electronic access to non-secure data files.
6. Revise practice, processes, and regulations to ensure privacy and information protection of data to improve student learning and staff performance.
7. Encourage compliance with the statewide uniform interoperable data standard to ensure data integrity and economic efficiencies.
8. Require compliance with the accessibility standards outlined in Section 508 of the Rehabilitation Act, as a requirement for the interoperability of all software, assessments, or other programs that are required or funded by the state.
9. Promote and participate in local and national learning communities, including the private sector, that stimulate innovation, creativity, digital-age collaboration, and best practices.
10. Provide support for virtual learning to equalize educational learning opportunities for all members of the learning community.

ESC

Recommendations to Regional Education Service Centers

1. Create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education.
2. Provide training and technical assistance to administrators for campus and district technology planning, budgeting, integration strategies, and research-based data-driven decision making through the examination and analysis of data.
3. Offer information and services related to grants and funding opportunities.
4. Provide information, technical assistance, and support services to district administrators in selecting and using efficient and effective technology systems.
5. Maintain expertise to establish and leverage strategic partnerships that support systemic improvement in teaching and learning, instructional management, shared technology, and administration.



Recommendations for Leadership, Administration and Instructional Support

LEA

Recommendations to Local Education Agencies

1. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision.
2. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration.
3. Include community input into the planning and support for the integration of technology into teaching and learning.
4. Coordinate the use of electronic data in district planning to support research-based decision-making focused on student success.
5. Expand access for all members of Pre-K-12, higher education, parents, businesses, and community to online resources and digital curriculum materials anytime, anywhere.
6. Create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all members of the learning community.
7. Maintain business continuity plans that ensure critical technology applications can be recovered in a timely manner including electronic student records, instructional materials, financial and personnel records, and communication systems.

HE

Recommendations to Texas Higher Education

1. Promote coordination with the Texas Education Agency, Institutions of Higher Education, Local Education Agencies, and other entities to improve delivery of instructional services via technology.

PCPS

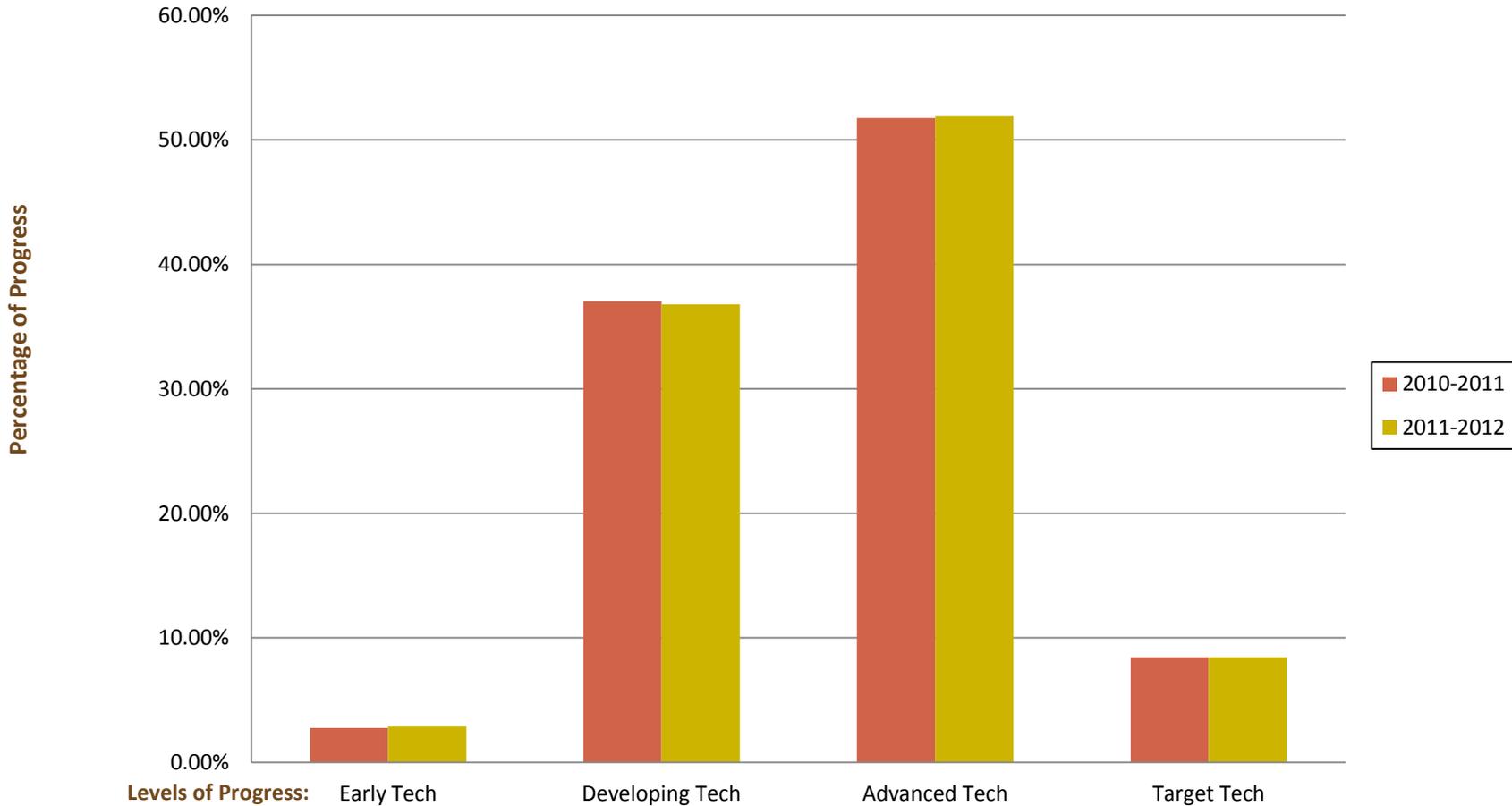
Recommendations to Parents, Communities, and the Private Sector

1. Participate in collaboration with representatives from Pre-K-12, post secondary, parents, businesses, and community to share resources and services.
2. Promote community awareness of learning opportunities available through the use of technology resources.
3. Assist in business continuity planning including offering local services in times of emergencies.
4. Participate in ongoing technology planning initiatives.



Data from Schools: Texas STaR Chart—Overall Scores from Leadership, Administration and Instructional Support

Texas Campus STaR Chart—Overall Scores in the Area of Leadership, Administration and Instructional Support Comparison for 2010-2011 and 2011-2012



During the past biennium, the data gathered through the Campus STaR Chart for Leadership, Administration and Instructional Support shows that the majority of Texas teachers and campuses evaluate themselves as either Developing or Advanced Tech. Growth over all six focus areas of Leadership, Administration and Instructional Support indicates that Texas campuses are expanding their leadership and support efforts for the use of technology in Texas schools.

Data from Schools: Texas STaR Chart—Overall Scores from Leadership, Administration and Instructional Support

The Texas Campus STaR Chart produces a profile of the campus' status toward reaching the goals of the Long-Range Plan for Technology. The profile indicators place a campus at one of four levels of progress in each key area of the LRPT.

Early Tech. L1—Campus leadership has basic awareness of the potential of technology in education to lead to student achievement. **L2**—Campus has few technology goals and objectives incorporated in the Campus Improvement Plan. **L3**—Campus has limited instructional support for the integration and use of technology in content areas. **L4**—Campus has limited use of technology to communicate with teachers and parents. **L5**—Campus has limited discretionary funds for implementation of technology strategies to meet goals and objectives outlined in the Campus Improvement Plan. **L6**—At grades K-8, campus leadership has basic understanding about the use of online learning. At grades 9-12, online for-credit courses are not available to students to meet individual learning needs.

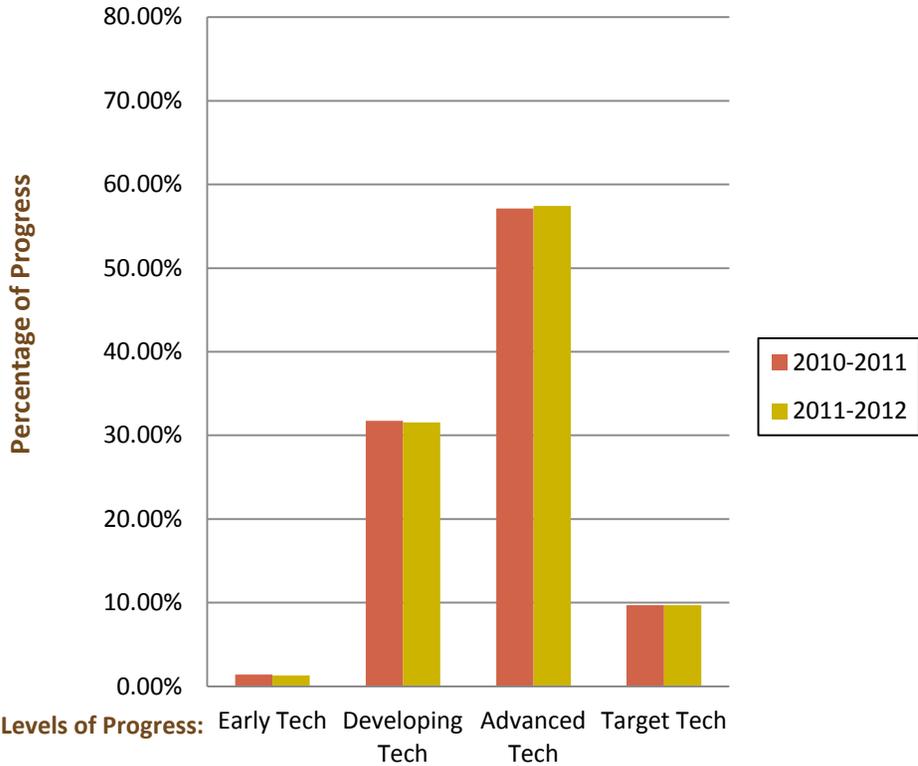
Developing Tech. L1—Campus leadership develops a shared vision and begins to build buy-in for comprehensive integration of technology leading to increased student achievement. **L2**—Campus has several technology goals and objectives that are incorporated in the Campus Improvement Plan. **L3**—Campus provides regular access to instructional support for the integration and use of technology in content areas. **L4**—Campus uses technology for communication and collaboration among colleagues, staff, parents, students, and the larger community. **L5**—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. **L6**—At grades K-8, campus uses online learning and educators collaborate on the integration of online learning into the curriculum. At grades 9-12, online for-credit courses are available to meet individual learning needs in a limited number (1-2) of specific circumstances.

Advanced Tech. L1—Campus leadership communicates and implements a shared vision and obtains buy-in for comprehensive integration of technology leading to increased student achievement. **L2**—Campus has a technology-rich Campus Improvement Plan along with a leadership team that sets annual technology benchmarks based on SBEC Technology Applications Standards. **L3**—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. **L4**—Current information tools and systems are used at my campus for communication, management of schedules and resources, performance assessment, and professional development. **L5**—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. **L6**—At 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. At grades 9-12, online for-credit courses are available to students to meet a variety (more than 2) of specific circumstances.

Target Tech. L1—Campus leadership promotes a shared vision with policies that encourage continuous innovation with technology leading to increased student achievement. **L2**—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. **L3**—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. **L4**—Campus uses a variety of media and formats, including telecommunications and the school website to communicate, interact, and collaborate with all education stakeholders. **L5**—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. **L6**—At grades K-8, online learning is facilitated and supported through professional development and integrated into the Campus Improvement Plan. At grades 9-12, online for-credit courses are available to students as desired to meet their individual learning needs.

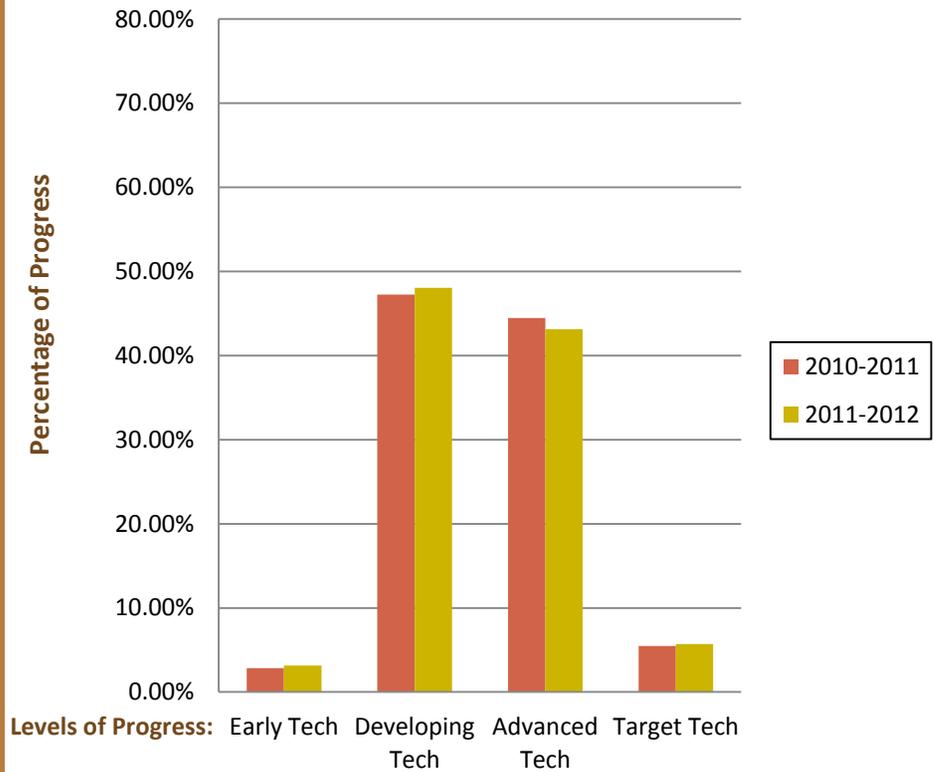
Data from Schools: Texas STaR Chart—Scores from Leadership, Administration and Instructional Support for Each Focus Area

L1—Leadership and Vision



The **Leadership and Vision (L1)** focus area responses are primarily in the Advanced Tech area. At the Advanced Tech level, leadership communicates and implements a shared vision and obtains buy-in for comprehensive integration of technology leading to increased student achievement.

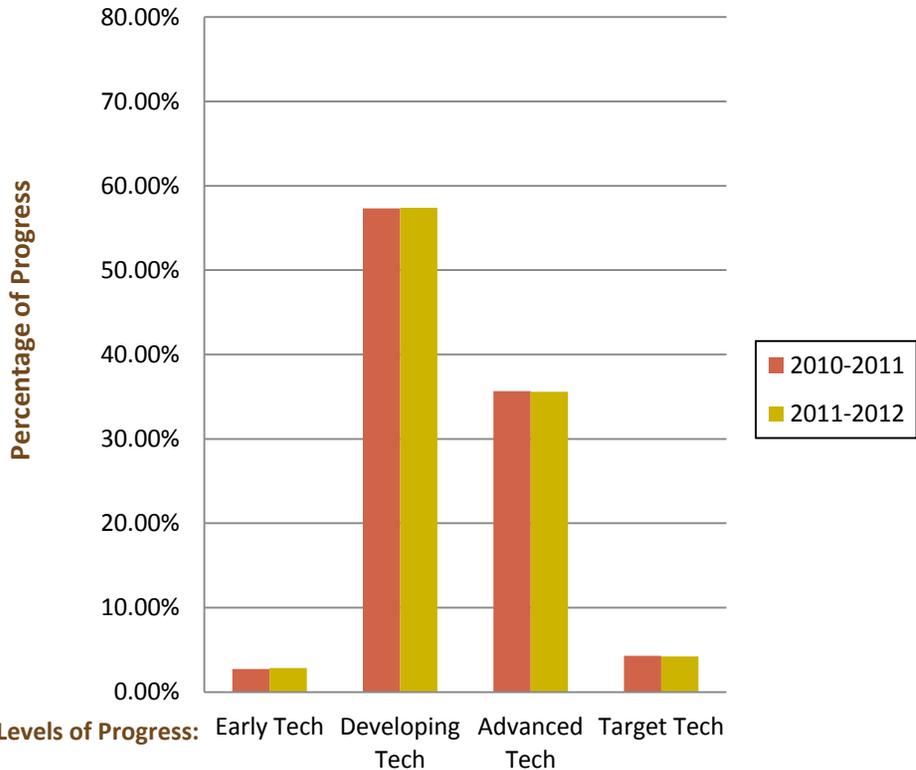
L2—Planning



The **Planning (L2)** focus area responses are primarily in Developing Tech, closely followed by Advanced Tech. Planning at the Developing Tech level includes the development of several technology goals and objectives that are incorporated into the Campus Improvement Plan. The Advanced Tech level adds the component of having a leadership team that sets annual benchmarks for technology standards.

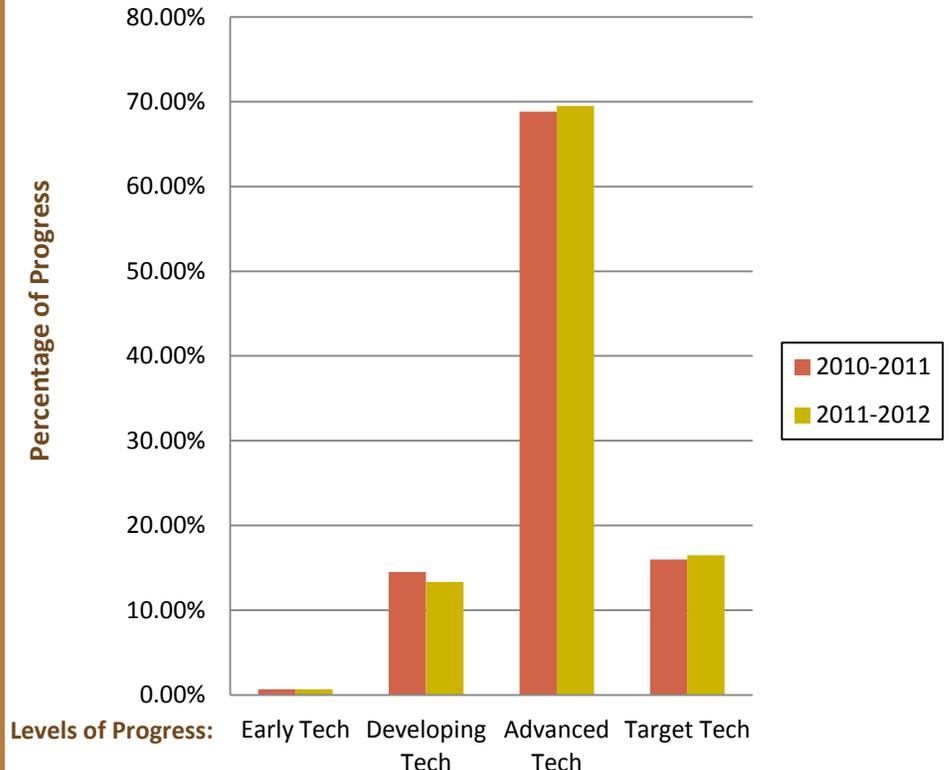
Data from Schools: Texas STaR Chart—Scores from Leadership, Administration and Instructional Support for Each Focus Area

L3—Instructional Support



The **Instructional Support (L3)** focus area responses are primarily at the Developing Tech level. Instructional Support at the Developing Tech level includes providing regular access to instructional support for the use of technology in content areas. The Advanced level adds the component of having teacher cadres and a support structure to maximize teaching and learning.

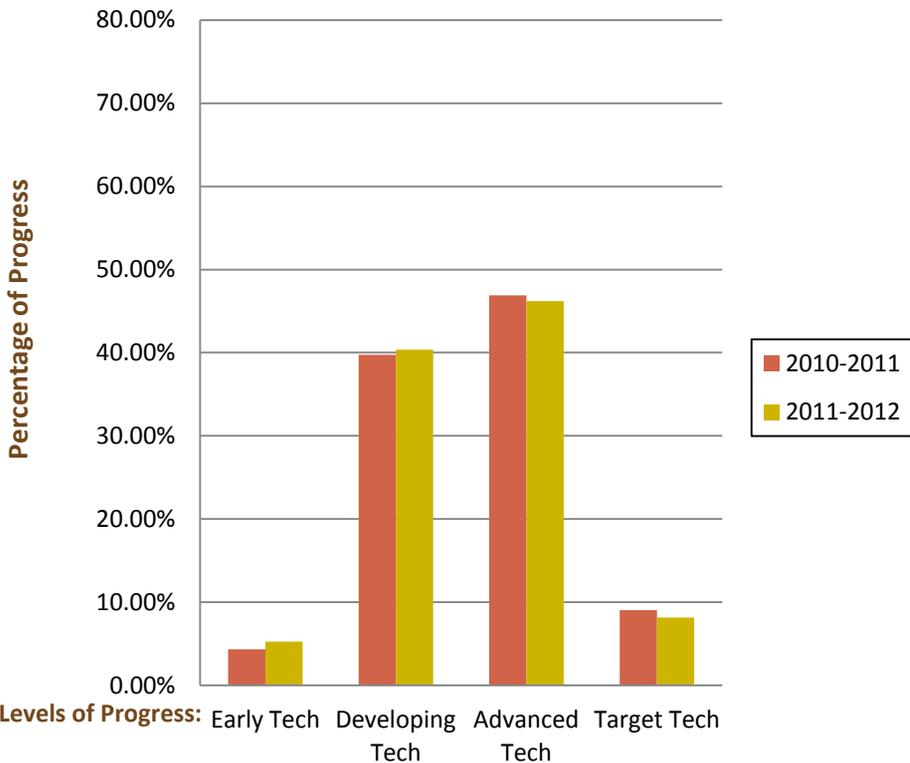
L4—Communication and Collaboration



The **Communication and Collaboration (L4)** focus area responses are primarily in Advanced Tech. The Advanced level indicates that campuses use current information tools and systems for communication, management of schedules and resources, performance assessment, and professional development.

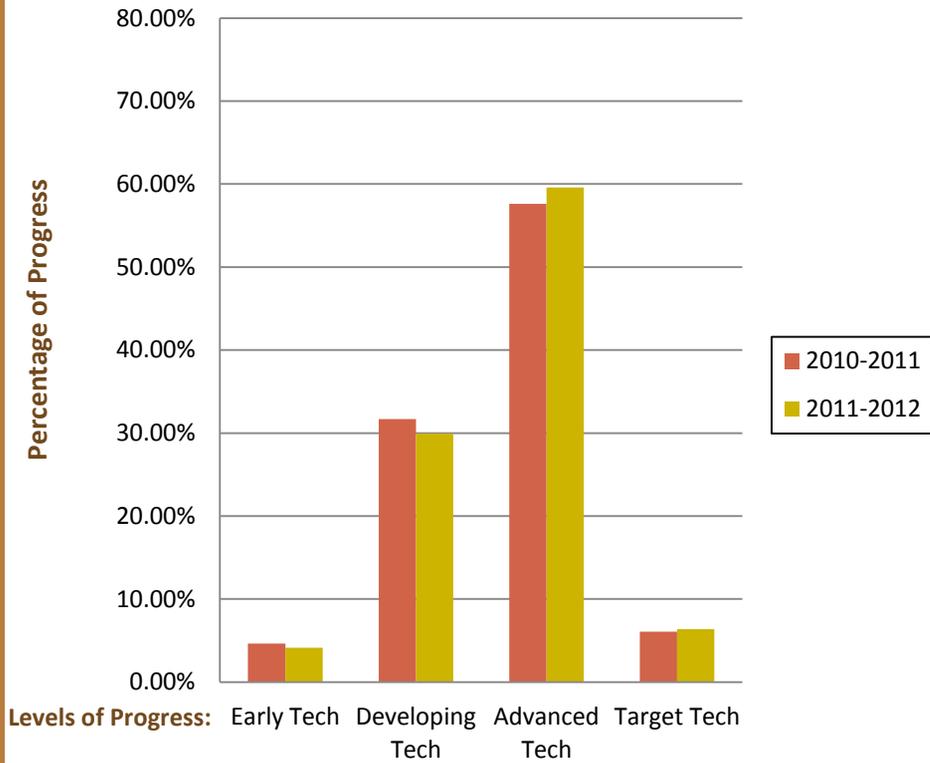
Data from Schools: Texas STaR Chart—Scores from Leadership, Administration and Instructional Support for Each Focus Area

L5—Budget



The **Budget (L5)** focus area responses are primarily in the Advanced Tech level. Budget at the Advanced Tech level is defined as the campus using discretionary funds and other resources to advance implementation of most of the technology strategies to meet the goals and objectives outlined in the Campus Improvement Plan.

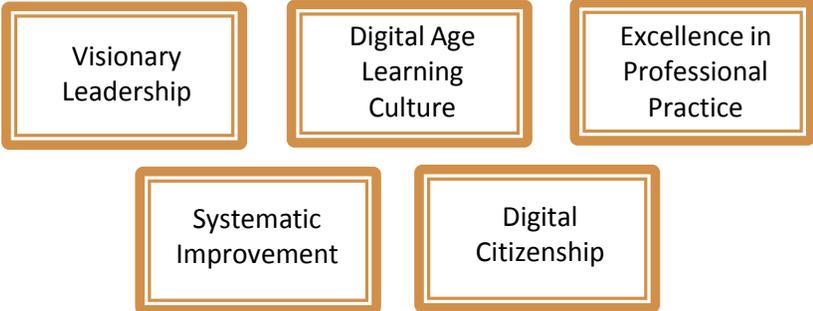
L6—Leadership and Support for Online Learning



The **Leadership and Support for Online Learning (L6)** focus area responses are primarily in Advanced Tech. At the Advanced Tech level, online learning is encouraged and supported through professional development and goals for the online learning are developed for the Campus Improvement Plan. At grades 9-12, online for-credit courses are available to students to meet a variety (more than two) of specific circumstances.

State Initiatives: Expectations for Administrators

ISTE Administrator Standards



Effective leaders exhibit the following characteristics as defined by the ISTE NETS-A standards

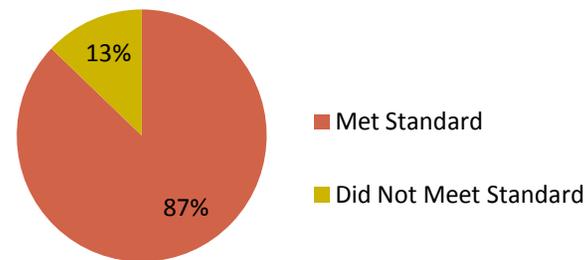
Administrator Technology Proficiency

Overarching standards from the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS) for School Administrators (NETS•A):

- **Visionary Leadership:** Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.
- **Digital Age Learning Culture:** Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.
- **Excellence in Professional Practice:** Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.
- **Systemic Improvement:** Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources.
- **Digital Citizenship:** Educational Administrators model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture.

Administrator Data for 2011-2012 School Year

SCHOOL ADMINISTRATORS



The Texas Education Agency (TEA) is required to report on the progress of districts receiving funds from No Child Left Behind, Title II, Part D as of January 2002. Data collected includes: Unduplicated number of school personnel achieving acceptable performance on standards-based performance profiles of technology user skills as defined by the state for campus administrators. The campus administrator data is collected through the NCLB Technology Reporting System and is based upon the overarching standards from the ISTE Technology Standards for School Administrators. The chart shows that 87% of school administrators meet the standard.

State Initiatives: E-Rate Telecommunications Discounts

The E-Rate program is formally known as a portion of the Federal Universal Service Fund (USF), overseen by the Federal Communications Commission (FCC) and implemented by the Universal Services Administrative Company (USAC). The program is funded through a fee on customer’s telephone bills. The E-Rate program is not a grant or a formula funding program. Eligible applicants do not receive funding directly from the program. They receive either discounts on their telecommunication related bills or receive reimbursement of expenses paid in full from their certified telecommunications carrier.

In the past two years of the biennium, Texas public school districts, libraries, education service centers, and other eligible entities received more than \$249,538,626.73 in discounts for telecommunication services, Internet access, basic maintenance, and in some cases, internal connections. This number will be higher because the E-Rate funding year runs from July 1 to June 30, and funding waves are sent out on an almost year-round, bi-weekly basis.

Over the lifetime of the program, Texas entities have received approximately 10 percent of all E-Rate discounts available. The program covers all 50 states and includes territories of the United States.

The Texas Education Agency provides assistance to applicants and serves as a conduit between the Schools and Libraries Division (SLD) and school districts in the state. The Agency acts as the third party verifier for school district data such as new school construction, National School Lunch data, and school district and campus eligibility issues. Education Service Center Region 12 provided services prior to the 2010-2011 school year.

*“As a school with a low percentage of free and reduced lunch students, **Bullard ISD** has used E-Rate discounts to increase its bandwidth to satisfy the demands of its technology immersion. Without E-Rate discounts on our Internet access, we would not be able to offer our teachers and students the bandwidth needed for the 1:1 computers (to students) at our Middle School and High School.” – Lee Sleeper, Director of Operations and Technology, **Bullard ISD***

Under the E-Rate program, telecommunication services and Internet access are considered Priority 1 services. All applicants are eligible for discounts on Priority 1 services. Internal connection discounts are available to applicants with a higher need as determined by the number of students eligible for the National School Lunch Program. Discounts also differ on the basis of urban versus rural status. They range from 20 to 90 percent. Applicants are required to pay for the non-discounted portion of their bills.

Eligible schools, school districts, and libraries may apply each year either individually or as part of a consortium. The application window normally opens in December and closes in February or March of each year.

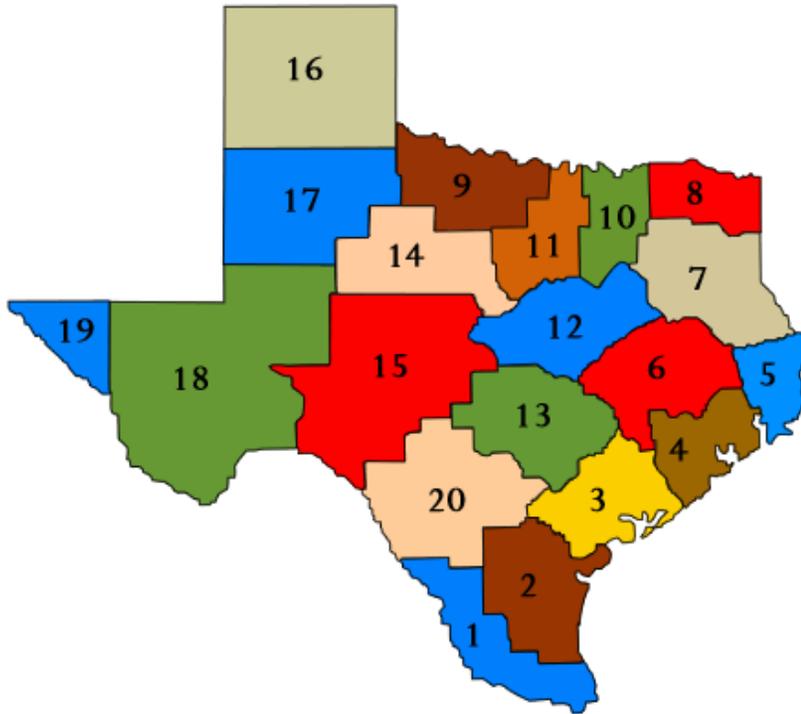
Figures from the past biennium:

Year	State Total for E-Rate Discounts	National Total
2012	* \$104,555,135.70	\$ 1,401,071,351.66
2011	\$ 167,637,212.52	\$ 2,412,684,843.06
* Funding amount as of 8/31/2012 (amount will increase)		

State Initiatives: E-Rate Telecommunications Discounts

Top 3 District E-Rate Commitments by ESC Region

E-Rate discounts are for telecommunications services, Internet access, and internal connections. Texas schools and libraries have received approximately 10 percent of all available E-Rate discounts allowing them to extend their networks and increase bandwidth.



Districts with Top Two E-Rate Commitments by ESC Regions

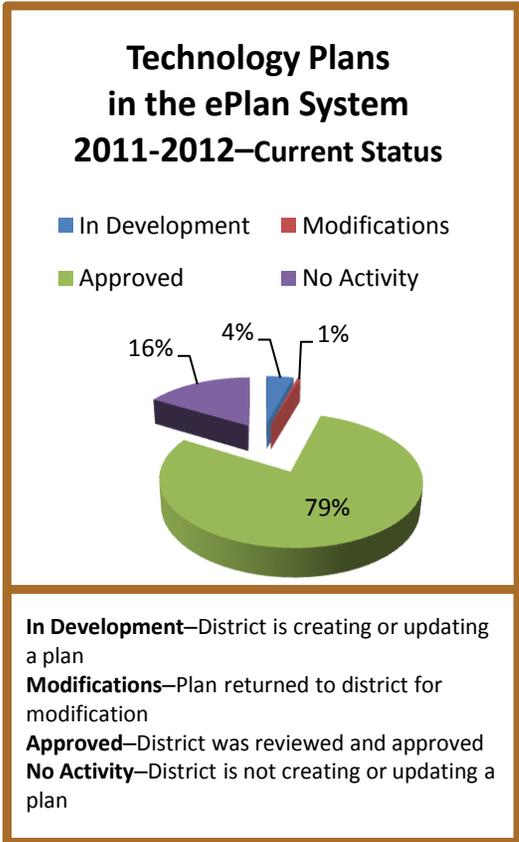
1	BROWNSVILLE ISD	\$108,065,166.10	11	FORT WORTH ISD	\$76,081,473.11
	LAREDO ISD	\$88,445,794.85		ARLINGTON ISD	\$17,393,412.77
2	CORPUS CHRISTI ISD	\$45,370,559.46	12	WACO ISD	\$15,754,228.81
	ROBSTOWN ISD	\$12,559,147.81		KILLEEN ISD	\$11,964,503.16
3	BAY CITY ISD	\$5,562,373.82	13	AUSTIN ISD	\$42,800,677.42
	VICTORIA ISD	\$4,492,146.51		DEL VALLE ISD	\$6,649,536.09
4	HOUSTON ISD	\$217,945,520.83	14	ABILENE ISD	\$15,134,089.38
	ALDINE ISD	\$44,577,013.74		EAGLE ACADEMIES OF TEXAS	\$1,833,785.38
5	BEAUMONT ISD	\$21,513,755.93	15	SAN FELIPE-DEL RIO CISD	\$15,641,446.99
	PORT ARTHUR ISD	\$20,999,184.84		SAN ANGELO ISD	\$13,498,440.63
6	BRYAN ISD	\$8,531,130.91	16	AMARILLO ISD	\$19,918,549.55
	CONROE ISD	\$5,438,546.78		DIMMITT ISD	\$3,043,531.27
7	TYLER ISD	\$7,032,101.33	17	LUBBOCK ISD	\$10,137,583.11
	LUFKIN ISD	\$4,296,326.68		LEVELLAND ISD	\$2,777,485.50
8	PARIS ISD	\$2,499,952.97	18	MIDLAND ISD	\$8,231,375.52
	TEXARKANA ISD	\$2,095,098.41		FORT STOCKTON ISD	\$4,551,615.14
9	WICHITA FALLS ISD	\$6,593,219.18	19	EDGEWOOD ISD	\$88,798,022.63
	GRAHAM ISD	\$1,078,218.54		SAN ANTONIO ISD	\$73,876,423.01
10	DALLAS ISD	\$165,132,025.24	20	EL PASO ISD	\$55,571,021.71
	IRVING ISD	\$31,183,569.74		YSLETA ISD	\$44,413,786.65

“The El Paso ISD is a district in a low socio-economic (property poor) area of the state. As such, property taxes, which pay for the vast majority of education funds, are not on par with other districts. E-Rate discounts provide our district with an opportunity to help level the playing field, allowing us to provide telecommunication service to our students that we simply would not be able to provide otherwise. We only see the need for these services to grow in the future as districts move towards Bring Your Own Devices (BYOD) policies.” –Tim Holt, Director of Instructional Technology, El Paso ISD

State Initiatives: Texas ePlan

The Texas ePlan system is an electronic resource provided by the Texas Education Agency (TEA) that assists districts and charter schools in preparing and submitting their technology plans. District technology plans must be aligned with the State Board of Education (SBOE) adopted Long-Range Plan for Technology. The Texas Education Code, Section 32.001, requires the SBOE to develop a long-range plan for technology.

Public school districts and Education Service Centers submit a technology plan through the ePlan system. Each technology plan is reviewed and approved through the system. Southwest Educational Development Laboratory (SEDL) developed and hosts the ePlan system. TEA provides statewide technical support. The recommendations found in the Long-Range Plan for Technology guide school technology planning efforts. The first LRPT was adopted more than 20 years ago in 1988 and has been updated several times due to changes in technology, state, and federal legislation. Updates to the LRPT ensure that goals and objectives are aligned with current technology innovation that will benefit educators and students of Texas.



Technology Planning and E-Rate

When the E-Rate program was created, the Schools and Libraries Division (SLD) of the Universal Service Administrative Company (USAC) authorized TEA to certify technology plans for public schools in the state. An approved technology plan is required to receive E-Rate discounts. The Texas State Libraries and Archives Commission approve plans for libraries in the state.

The first step for schools, school districts, and libraries intending to apply for E-Rate discounts is to prepare a technology plan. This plan sets out how technology will be used to achieve specific curriculum reforms or library service improvements. It guides planning and investment—both for E-Rate discounts and for the other resources needed to take advantage of technology. A technology plan designed to improve education or library services must contain the following five components:

- Clear goals and a realistic strategy for using telecommunications and information technology;
- A professional development strategy to ensure that staff knows how to use these new technologies;
- An assessment of the telecommunication services, hardware, software, and other services needed;
- A sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy; and
- An evaluation process that enables the school or library to monitor progress toward the specified goals.

The ePlan system allows applicants to submit an electronic technology plan which is then reviewed and approved within a completely electronic process. Starting with E-Rate Funding Year 2011, only schools and libraries applying for Priority 2 services (internal connections and basic maintenance) must have an approved technology plan for E-Rate purposes. TEA requires school districts to submit technology plans through the ePlan system.

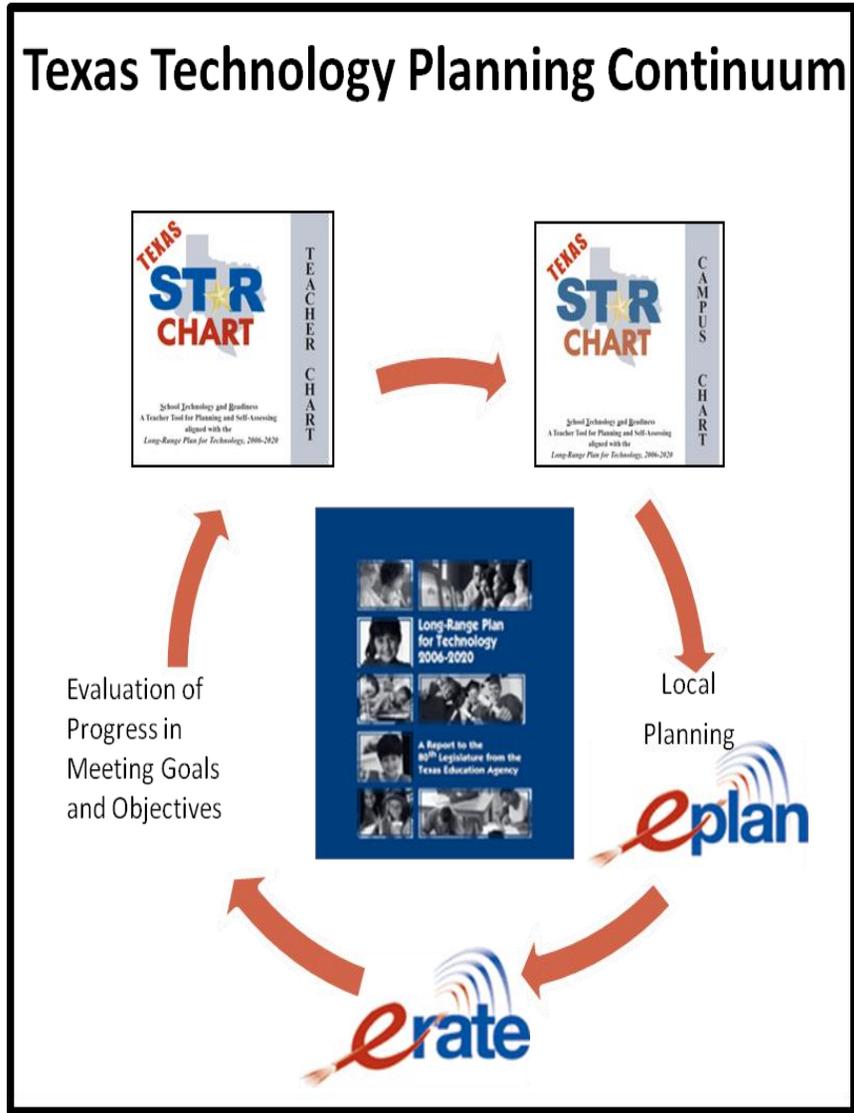
State Initiatives: Technology Planning Continuum

In Texas, planning for the use of technology in education has been in place for more than 20 years. The Long-Range Plan for Technology has guided this planning.

The planning process goes hand-in-hand with the Texas Teacher STaR Chart, the Texas Campus STaR Chart, the ePlan system (for online technology planning) and the federal E-Rate program. As the chart illustrates, the whole process is a circle rather than a timeline with a definitive start and ending.

At any point in the continuum, a district may be accomplishing more than one or two tasks on the chart.

*The purpose of the **Presidio Independent School District** Technology Plan (DTP) is to build a common understanding of our vision and goals for using technology in the service of education and the specific action plan for achieving these goals. This plan is intended to guide the development of District technology programs for the next three years. It is important, however, to keep in mind that by their nature, technology programs are very dynamic, influenced by, and dependent upon, the rapid evolution of emerging technologies. –Excerpt from district technology plan*



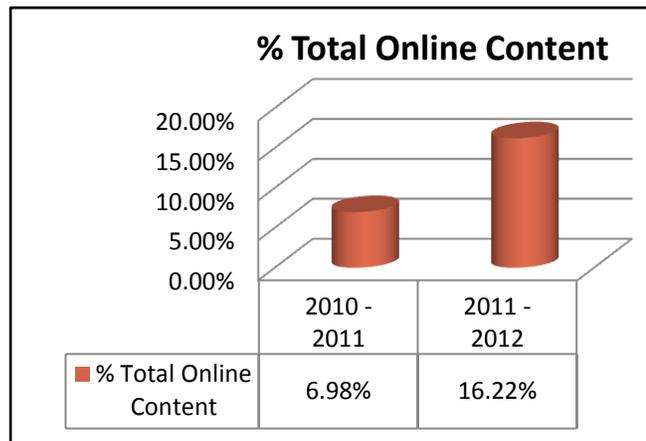
State Initiatives: Planning for Increasing Access to Digital Environments

The 82nd Texas Legislature passed a number of laws impacting public school district and charter schools in 2011. One of the most sweeping laws passed was Senate Bill 6 which significantly changed the process for instructional materials. With Senate Bill 6, a school district is entitled to receive an annual Instructional Materials Allotment (IMA) for each student enrolled within the district. The IMA may be used to purchase: adopted and non-adopted instructional materials; technological services; and technological equipment.

The IMA impacts the decision-making on instructional materials at the local level. This completely changed the way school districts and open-enrollment charter schools select and order instructional materials. The IMA allows school districts more flexibility and options to use these funds to purchase print or digital content as well as pay for personnel costs for educational technology staff to support the technological equipment used for instruction in the classroom.

The IMA was available to school districts and charter schools for the 2011-2012 school year. Since there were new instructional materials available in English Language Arts (ELA) and Pre-K under Proclamation 2011 adopted in November 2010 and Supplemental Science adopted in July 2011, the Texas Education Agency provided \$525 million (70%) of the biennium funding, to school districts in the 2011-2012 school year and released \$225 million (the remaining 30 percent) in the 2012-2013 school year for a total IMA allotment of \$750 million. The portion of the district allotment that was not expended in 2011-2012 school year rolled over into the district’s account for the 2012-2013 school year.

Districts have increased their efforts to acquire digital content. Schools are incorporating technology into the learning process. The IMA can be used for software applications, learning management systems, professional development, wireless access points and other components that provide access to content or contribute to the learning process. Schools have the flexibility with the IMA to enhance or redesign instruction to fit the needs of individual schools and classrooms. For more on allowable expenditures, go to Instructional Materials Allotment Frequently Asked Questions. School districts increased their usage of online content in 2011-2012 school year by 10% as compared to the previous school year.



Schools have the flexibility with the IMA to enhance or redesign instruction to fit the needs of individual schools and classrooms. Funds from the IMA can also be used for technological equipment to support access to additional online resources that may also include best practices that are designed to improve student achievement.

Biennium Expenditures as of August 2012 Based on 100% of IMA funds	
% of total IMA funds used	49%
% of total IMA used to purchase state-adopted materials	52%

State Initiatives: Data Systems

Goal of the Texas Student Data System

The Texas Student Data System (TSDS) goal is to reduce the data collection burden on LEAs, while putting real-time performance oriented dashboards in the hands of educators to improve student achievement.

- **Efficiency:** TSDS can collect data once for multiple reporting requirements and can scale for growth of future collections (long-term goal).
- **Classroom Impact:** Daily uploads allowed, providing timely LEA access to performance data through Performance Dashboards.
- **Availability:** Data provided to TEA will be more accessible by all at LEAs, from classroom teachers to central office staff.

Major components of TSDS

- State Sponsored Student Information System (SSIS): This is opt-in, voluntary but could have a cost savings for school districts and charter schools.
- Education Data Warehouse (EDW): Includes operational data store, PEIMS data mart, Dashboard data mart, and performance dashboards. This will become the conduit for all LEAs to submit their PEIMS submissions as well as the ability for districts and charters to access student, campus, and district level data that will allow the effective use of data in decision making to improve student performance. PEIMS will be mandatory; performance dashboards are voluntary.
- TPEIR: TSDS adds information in the areas of college readiness, assessment (ACT, SAT, etc.) and workforce data to the existing TPEIR data warehouse.

An Expectation of Leaders

- All education leaders create and secure adequate support for innovative, flexible, and responsive technology-rich environments and services to maximize learning and optimize teaching. They engage in data-rich planning for and evaluation of learning and management systems that leverage resources and opportunities.

State-sponsored SIS

District Connections Database (DCD)

EDUCATION AGENCY Excellence Indicator System District Performance				
	Hispanic	White	Native American	Asian
	84%	98%	57%	94%
	81%	96%	80%	94%
	78%	95%	67%	94%
	71%	91%	70%	95%
	73%	94%	57%	85%
	66%	90%	60%	92%

PEIMS

TPEIR

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Vision for Infrastructure for Technology

Texas has made strides in connecting schools to each other, to external resources, and to the Internet. Educator and student use of the Internet as a major resource is now an expected education standard. Texas requires a truly high-performance infrastructure to take advantage of new technologies, significantly reduce costs, increase student access, and improve communication and collaboration among all stakeholders.

A 21st century infrastructure offers high-speed connectivity among schools, colleges, medical facilities, libraries, businesses, and homes and provides ample digital tools and resources for all learners. This robust statewide infrastructure continues to be critical in providing access to all learners. Districts should have an infrastructure that is safe and secure, flexible, scalable, and reliable. The campus infrastructure integrates voice, video, and data and has the capacity to host large volumes of digital content and powerful applications. Schools should meet the high expectations of technology-savvy students with anytime/anywhere connectivity. This infrastructure should provide easy access to tools that allow students and educators to access online information and materials, do collaborative work, and broadly share resources. Teachers, parents, and administrators need immediate access to data and information essential to the success of students and the effective and efficient operation of schools. Districts ensure the reliability of the technical environment and support the effective use of technology in teaching and learning.

In the past years, Texas schools have been fortunate to receive state and federal support in building the technology infrastructure that allows students and teachers to make use of technology tools that are basic and necessary for education today and in the future.

It is important that Texas continues to support high-speed connectivity for schools to provide access for all students. The infrastructure is expected to support any Internet-ready device, promote security measures, accommodate the growing amount of digital content, and easily adapt to cost efficient operations such as cloud computing and desktop virtualization. In addition, there is a focus on the necessary components of technical and pedagogical support and leadership to ensure that the infrastructure can make a positive difference.

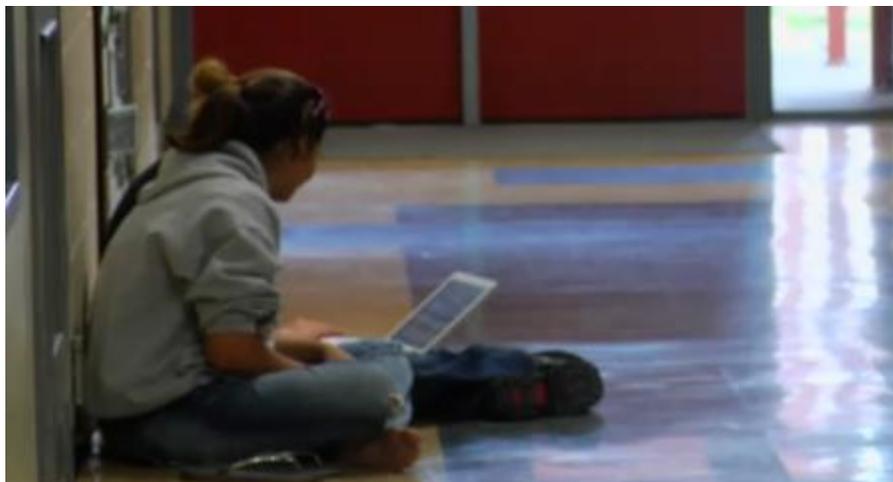


Vision for Infrastructure for Technology

With sufficient access to broadband, schools have the opportunity to move time-consuming support and labor intensive activities for applications and systems to the cloud, focusing efforts on maintaining the local infrastructure and supporting students and educators. Infrastructure plans can allow for scalability to support the growth in students, applications, and functionality. Schools in remote areas need to partner with telecommunication providers and their education service center to ensure adequate last mile connectivity meets national broadband standards for education institutions.

With the creation of a state uniform and interoperable data standard, schools have access to vast amounts of data from a host of software programs and online resources. Schools have the choice of supporting their local student information systems or using one offered by the State. Access to timely information allows educators to analyze data and individualize curriculum based on student needs. The burden of collecting and reporting data to the state will be more efficient and help districts work more effectively and address compliance with the Section 508 accessibility standards to ensure access for individuals with disabilities.

In the 21st century infrastructure, online resources are essential for a quality education for all students and are a platform for educators to maintain their professional status. With Project Share as a statewide digital learning environment, the Texas Virtual School Network, and Texas Education on iTunes U, students have access to learning systems where they can receive a personalized, customized education tailored to fit their individual learning needs. Educators can receive online professional development and collaborate with other Texas educators using Project Share. Schools can leverage the statewide resources and encourage the use of these robust repositories and collaboration resources.



Recommendations for Infrastructure for Technology

Recommendations for Infrastructure for Technology in the Long-Range Plan for Technology:

Texas Education Agency

Regional Education Service Centers

Local Education Agencies

Texas Higher Education

Parents, Communities, and the Private Sector

***Alvarado ISD** had a challenge: getting the community connected. The district comprises 3,400 students on six campuses spread across almost 100 square miles. About 75% of these students come from economically disadvantaged households. This community not only has difficulty meeting the cost associated with acquiring service, but some families are so rural, they don't even have the physical ability to get service at home. With students being issued laptop devices, the district knew it had to find a way to get students connected outside of the school building. The school worked with the community to develop community-based Internet hot spots that would allow anyone to gain access to the Internet and AISD resources for free. The result? C.L.I.C.K — Community Located Internet Connected Kiosks. The program began with five community kiosks, which are located in restaurants, retail stores, grocery stores, and anywhere there is an electrical outlet. Each kiosk displays the district colors and logos and includes advertising to generate revenue and has a fully functioning PC that provides access to all district online sources. —Alvarado ISD*

Recommendations for Infrastructure for Technology

TEA

Recommendations to the Texas Education Agency

1. Use relationships with other state agencies and institutions of higher education to develop and implement a high-speed, high-capacity telecommunications network.
2. Promote the collaboration between public and private entities to provide 24/7 equitable access to robust broadband network resources for all students, educators, parents, and communities.
3. Promote the use of the local, regional, and/or statewide technology and telecommunications infrastructure to support teaching and learning, educator preparation and development, parental involvement, and community access.
4. Encourage state, federal, and private partnership funding for regional Education Service Centers to support the connection of wide area networks to the high-speed, high-capacity telecommunications network.
5. Promote network architecture models, consistent with the FCC's National Broadband Plan, to support emerging technologies and ensure an infrastructure that is operable 24/7.
6. Provide and refine a uniform, statewide interoperable data standard that aligns with federal standards to support the Texas Student Data System and inter-district data exchange.
7. Encourage business continuity and disaster recovery planning to ensure recovery of critical technology applications in a timely manner.
8. Encourage the effective and efficient use of funds to maintain an infrastructure that is highly scalable and resilient for supporting online learning, real time assessments, and Internet-ready devices.
9. Provide and refine initiatives such as Project Share for online professional development, professional learning communities, K-12 student ePortfolios, student-shared learning resources, and other educational networking tools.

ESC

Recommendations to the Regional Education Service Centers

1. Maintain and expand the regional high-speed, high-capacity telecommunications infrastructure for school districts.
2. Provide equitable and cost-effective connectivity to a high-speed, high-capacity statewide telecommunications network.
3. Provide a competitive forum for regional collaboration to maximize the use of local, regional, and statewide technology infrastructure through grants, cooperative purchasing, and the sharing of resources such as distance learning content, courses, and professional development.
4. Offer technical assistance and support to schools in technology infrastructure planning, technology purchasing, network operations, infrastructure maintenance, troubleshooting, and network security.
5. Facilitate the deployment and support of infrastructure to ensure 24/7 accessibility for student assessment and curricular initiatives.
6. Provide professionally-managed data center services that result in cost-savings to support shared application hosting, co-location of equipment, cloud services, and business continuity and disaster recovery solutions.

Recommendations for Infrastructure for Technology

LEA

Recommendations to Local Education Agencies

1. Design, install, and maintain a technology and telecommunications infrastructure that ensures equitable access and meets recommended bandwidth target amounts.
2. Develop innovative funding and collaboration strategies with both public and private sectors to ensure all students have equitable and anytime/anywhere access to broadband communications.
3. Leverage the high-speed, high-capacity regional and statewide telecommunications infrastructures for economy-of-scale pricing.
4. Maintain a life-cycle policy to ensure maximum efficiency and use of technology and infrastructure by all students and staff.
5. Provide and maintain an infrastructure for communications with students, parents, and community members, including year-round access to school news, educational resources, and personnel.
6. Provide access to digital instructional tools that meet interoperability and accessibility standards for instruction.
7. Adopt the state's uniform and interoperable data standards for student information by modifying/maintaining a cost efficient student system.

HE

Recommendations to Texas Higher Education

1. Acquire and maintain current technology for educator preparation facilities.
2. Provide a high-speed, high-capacity telecommunications network giving institutions of higher education access to global resources and related services.
3. Partner with TEA, ESCs, and LEAs to design and implement an accessible high-speed Texas intranet with access to state, national, and international resources.

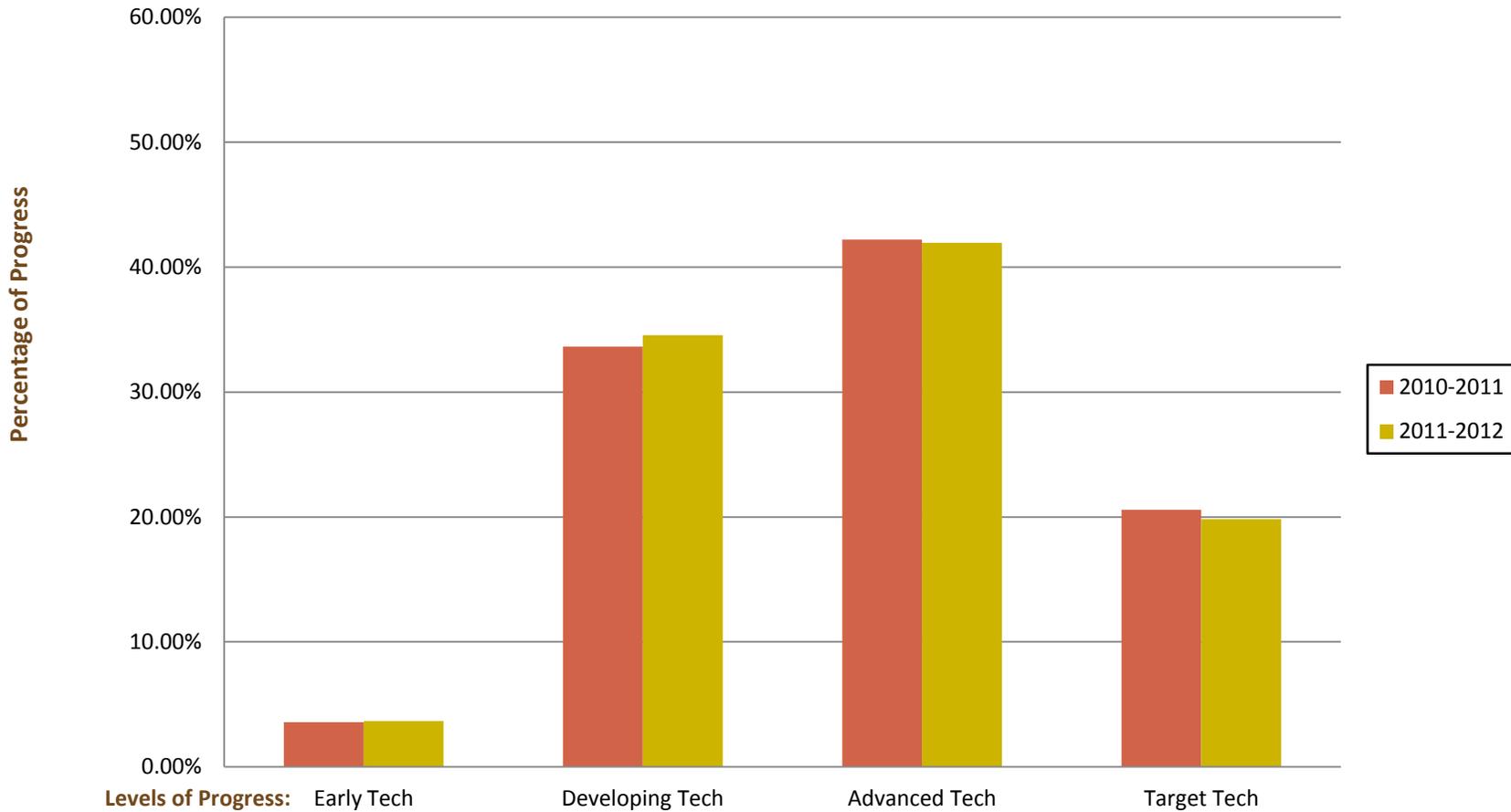
PCPS

Recommendations to Parents, Communities and the Private Sector

1. Support 24/7 access for parents and communities to Internet-ready devices and to existing and emerging networks for communication with schools and community learning facilities.
2. Develop strategic partnerships with local education agencies to foster infrastructure support, including promotion of interoperability and accessibility, and the use of instructional materials, digital learning resources, and cloud-based services.
3. Develop software applications that are consistent with TEA digital initiatives and meet interoperability and accessibility standards for instruction.
4. Enable software applications to provide transparent anytime/anywhere parental access to relevant student data.
5. Establish competitive statewide utilities for high-speed broadband connectivity that can provide low cost, equitable Internet access for all students.
6. Establish network infrastructure construction codes for public school buildings to support current and emerging technologies.

Data from Schools: Texas Campus STaR Chart—Overall Scores

Texas STaR Chart—Overall Scores in the Area of Infrastructure for Technology Comparison for 2010-2011 and 2011-2012



The data gathered through the Campus STaR Chart for Infrastructure for Technology shows that the majority of Texas campuses evaluate themselves as Advanced Tech, Developing , or Target Tech. The scores for Target Tech are the highest of all key areas.

Data from Schools: Texas Campus STaR Chart—Overall Scores

The Texas Campus STaR Chart produces a profile of the campus' status toward reaching the goals of the Long-Range Plan for Technology. The profile indicators place a campus at one of four levels of progress in each key area of the LRPT.

Early Tech. INF1—There are ten or more students per Internet-connected multimedia computers. **INF2**—Connectivity to the Internet is available at the campus level in less than 50% of the rooms, including the library. **INF3**—There is a shared use of technologies such as computers, digital cameras, classroom phones, flash drives, portable digital devices, probes, interactive white boards, projection systems, and classroom sets of graphing calculators. **INF4**—There is a ratio of one technical staff to more than 750 computers. **INF5**—LAN/WAN provides teachers and students access to print/file sharing and some shared resources. **INF6**—There is access to online learning: text-based with still images and audio.

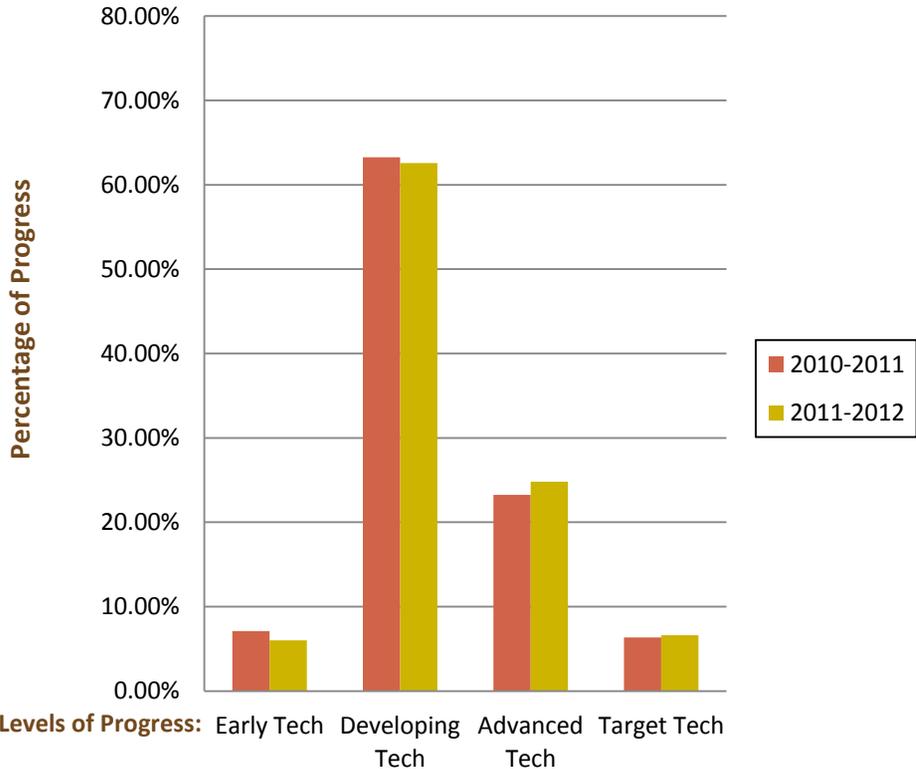
Developing Tech. INF1—There are between five and nine students per Internet-connected multimedia computer. **INF2**—Direct connectivity to the Internet is available at the campus in at least 50% of the rooms, including the library. **INF3**—There is a dedicated computer per educator with shared use of technologies such as digital cameras, classroom phones, flash drives, portable digital devices, probes, interactive white boards, projection systems and classroom sets of graphing calculators. **INF4**—There is at least one technical staff to 501-750 computers. **INF5**—At least half the rooms are connected to the LAN/WAN with access for teachers and students to print/file sharing, multiple applications and district servers. **INF6**—There is scheduled access to online learning with rich media such as streaming video, podcasts, applets, animation, etc.

Advanced Tech. INF1—There are four or less students per Internet-connected multimedia computer. **INF2**—Direct connectivity to the Internet is available at the campus in at least 75% of the rooms, including the library. **INF3**—There is a 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. **INF4**—There is at least one technical staff to 351-500 computers. **INF5**—There is 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. **INF6**—There is simultaneous access to online learning with rich media such as streaming video, podcasts, applets, animation, etc.

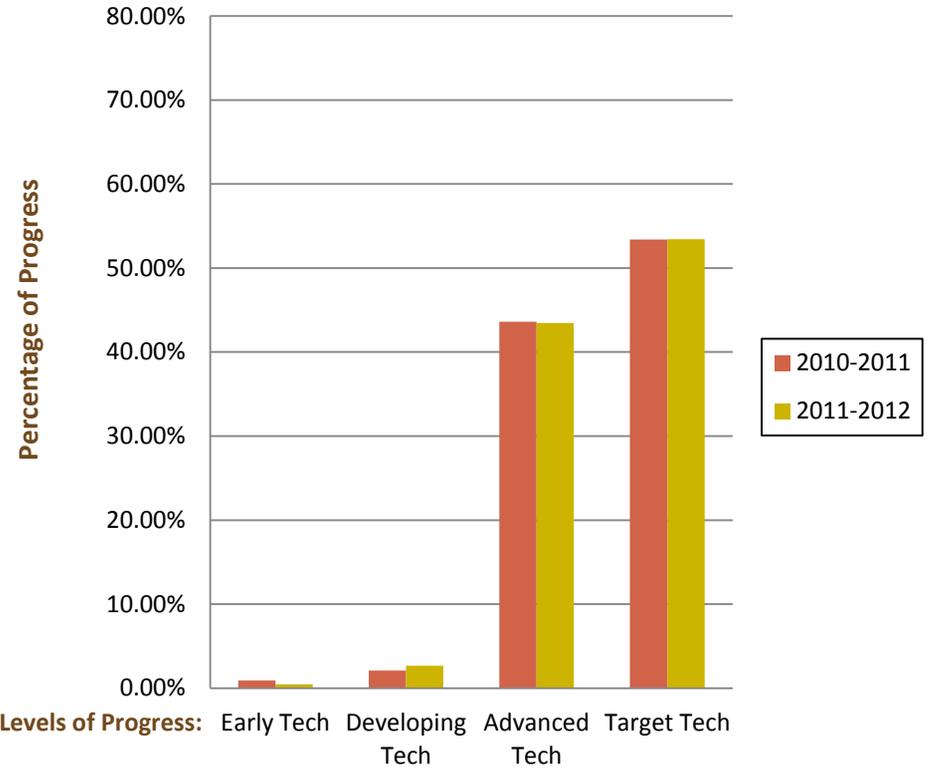
Target Tech. INF1—All students have one-to-one access to Internet-connected multimedia computers when needed. **INF2**—Direct connectivity to the Internet available in all rooms with adequate bandwidth. **INF3**—There is a fully equipped classroom with readily available technology to enhance student instruction, including all the above as well and emerging technologies. **INF4**—At least one technical staff to 350 or less computers. **INF5**—All rooms are 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. **INF6**—There is 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.

Data from Schools: Texas Campus STaR Chart—Scores for Each Focus Area

INF1—Students Per Computer



INF2—Internet Access Connectivity/Speed

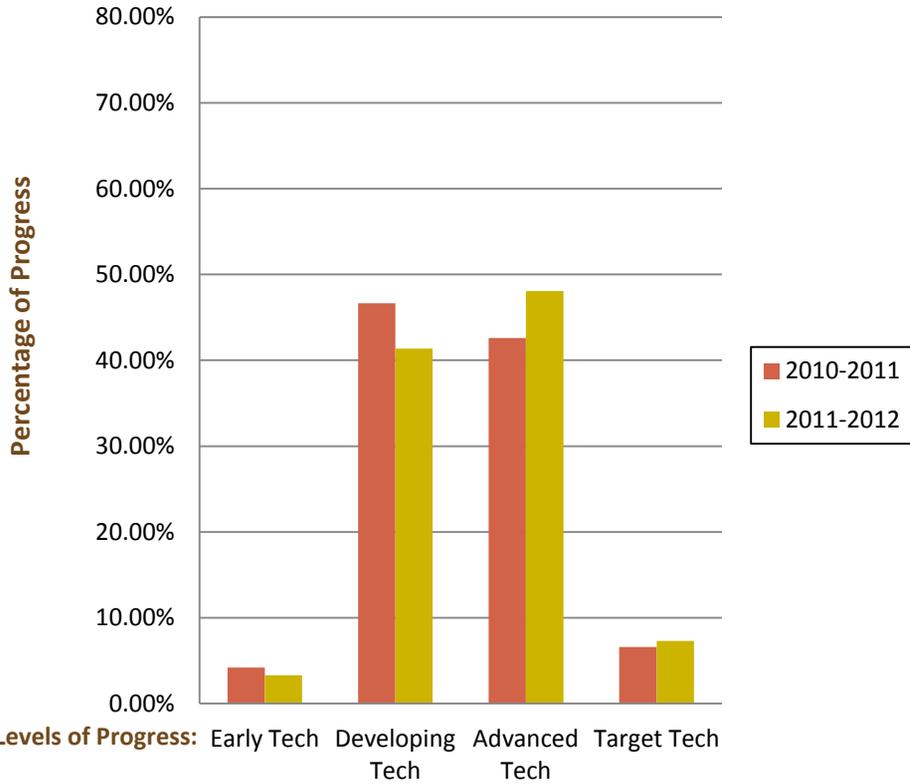


The **Students per Computer (INF1)** focus area responses are primarily at the Developing Tech level. At the Developing Tech level, campuses have between five and nine students per Internet-connected multimedia computer. Advanced Tech showed a gain over the two-year reporting period. At the Advanced Tech level, campuses have four or less students per Internet-connected multimedia computer. At the Target Tech level, all students have one-to-one access when needed.

The **Internet Access Connectivity/Speed (INF2)** focus area responses are primarily at Target Tech level. At the Target Tech level, direct connectivity is available in all rooms with adequate bandwidth. At the Advanced Tech level, schools have direct connectivity to the Internet available at the campus in at least 75% of the rooms, including the library.

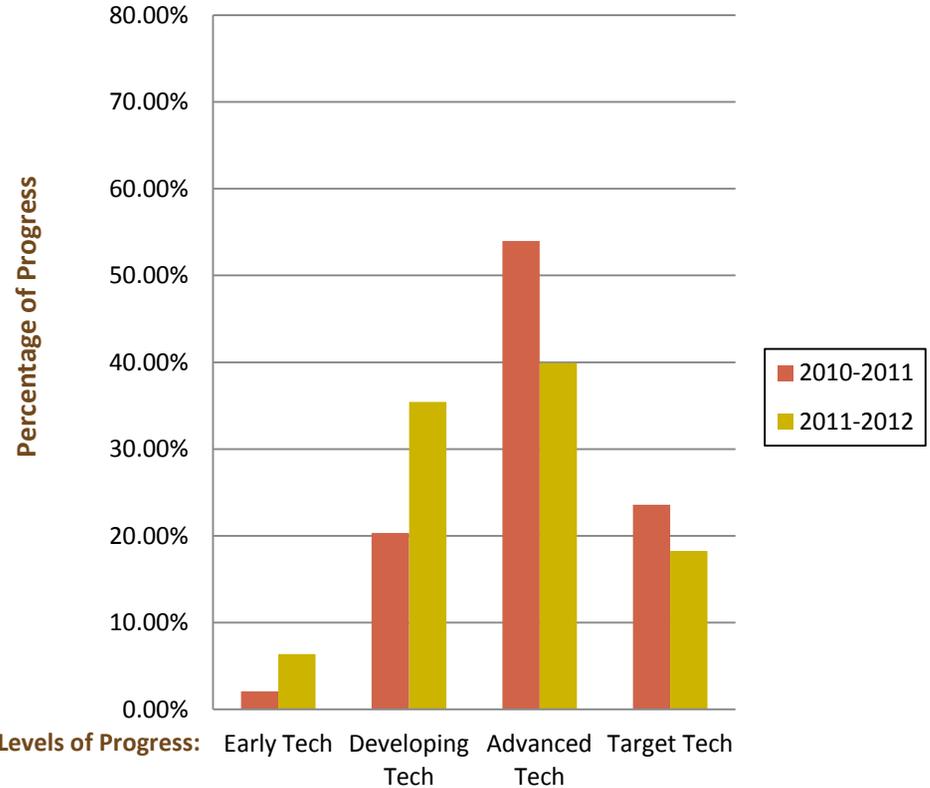
Data from Schools: Texas Campus STaR Chart—Scores for Each Focus Area

INF3—Other Classroom Technology



The **Other Classroom Technology (INF3)** focus area responses are primarily at the Advanced Tech level. The Advanced Tech level has a 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.

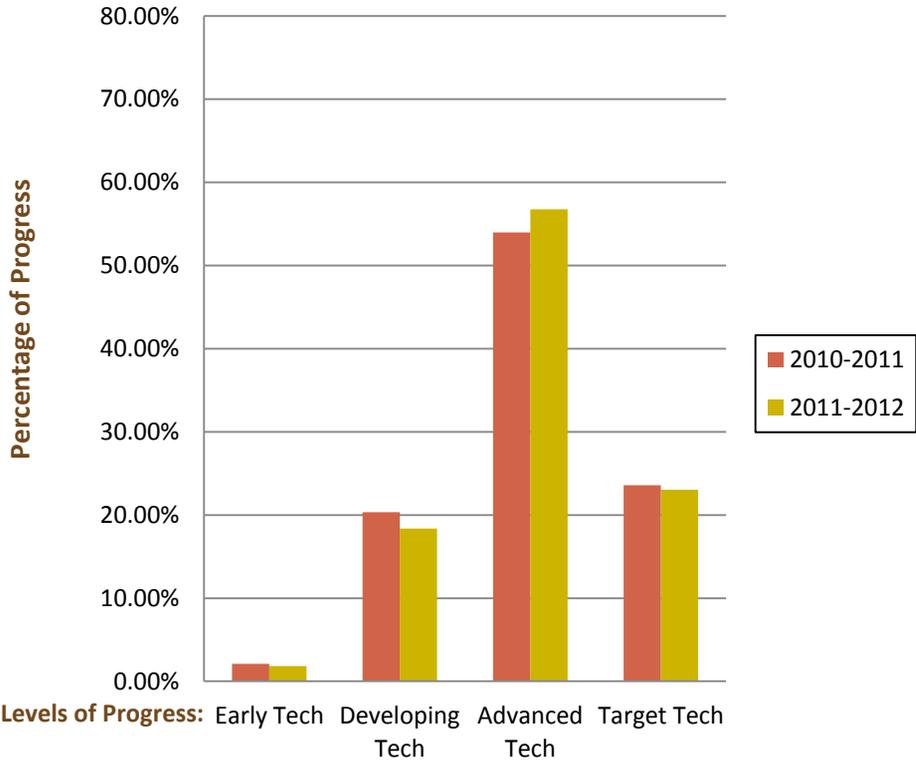
INF4—Technical Support



The **Technical Support (INF4)** focus area responses are primarily at the Advanced Tech level. At the Advanced Tech level, there is at least one technical staff to 351-500 computers. Target Tech is at least one technical staff to 350 or less computers.

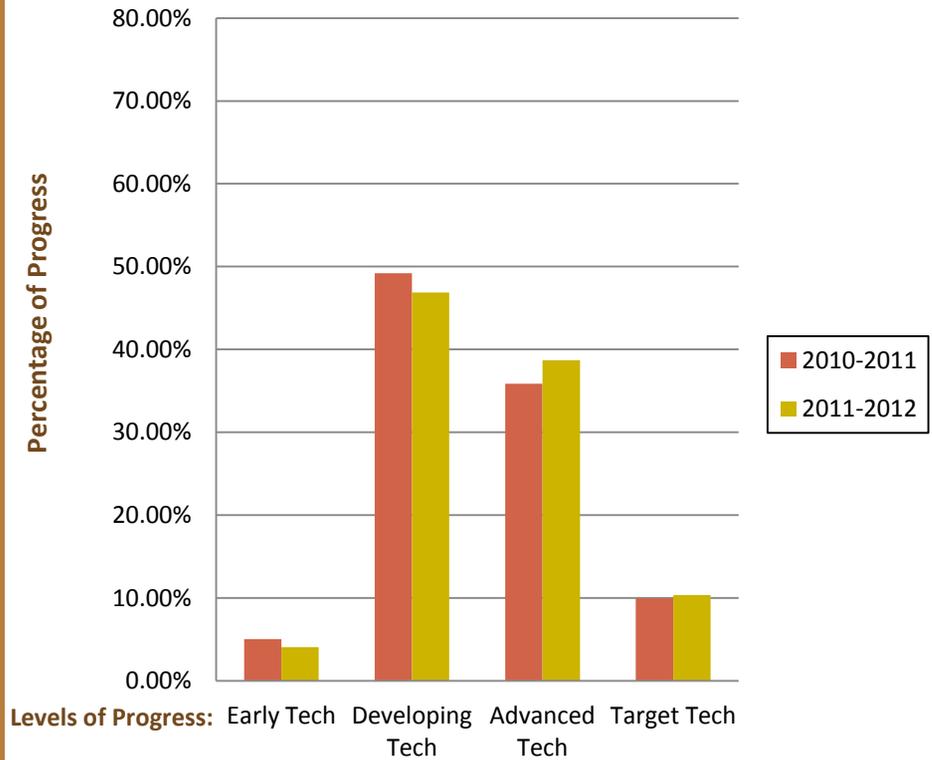
Data from Schools: Texas Campus STaR Chart—Scores for Each Focus Area

**INF5—Local Area Network
Wide Area Network**



The **Local Area Network/Wide Area Network (INF5)** focus area responses are primarily at the Advanced Tech level. At the Advanced Tech level, there is 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.

INF6—Distance Learning Capacity

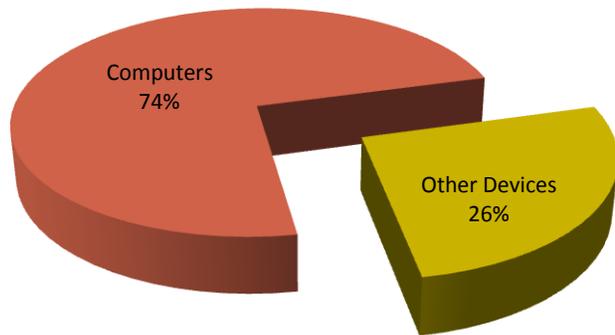


The **Distance Learning Capacity (INF6)** focus area responses are primarily at the Developing Tech level over the two-year reporting period. The Developing Tech level has scheduled access to online learning with rich media such as streaming video, podcasts, applets, animation, etc.

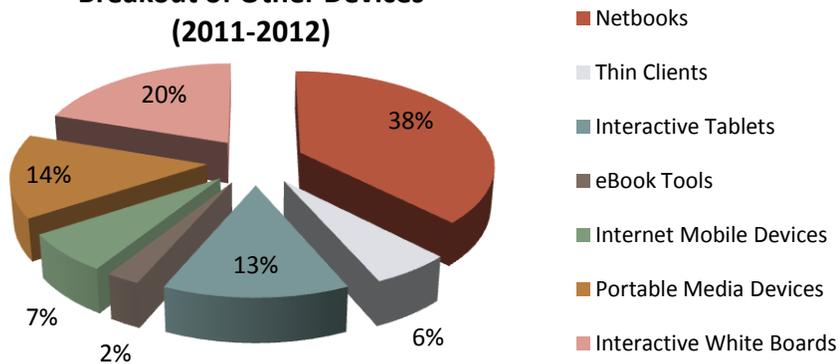
State Initiatives: NCLB Technology Report—Computers/Types of Equipment

As a part of the No Child Left Behind, Title II, Part D requirement for schools, data is collected through the [NCLB Technology Report](#) and the [Texas Campus STaR Chart](#) on computers/devices and Internet connectivity/speed. From the data received in the NCLB Technology Report for Computers/Types of Equipment and Campus STaR Chart for Internet Access Connectivity/Speed for the 2011-2012 School Year, collectively, the results are provided below.

Types of Equipment in Texas Schools (2011-2012)



Breakout of Other Devices (2011-2012)



Definitions:

Computer—used to access the Internet and support the use of basic word processing, spreadsheet, multimedia presentation, and database software (Desktops, Laptops, and Tablet PC's)

Other Devices—

- Netbooks (Mini Computers)**—small, light, and inexpensive laptop computers suited for general computing and accessing web-based applications. Screen sizes are generally less than 10" diagonally
- Thin Clients**—a client computer or client software in client-server architecture networks; depends primarily on the central server for processing activities
- Interactive Tablets**—not laptops or pocket-sized devices; primarily used for accessing multimedia content and have the option to access the Internet (such as iPads)
- eBook Tools**—not laptops or pocket-sized devices; primarily used for reading, accessing multimedia content, and may have the option to access the Internet
- Internet Mobile Devices**—pocket-sized, typically having a display screen with touch input, miniature keyboard, or other user interface and are able to access the Internet (PDA's , Other Wi-Fi accessible devices)
- Portable Media Devices**—MP3 player that has the capability to connect to the Internet, portable gaming devices
- Interactive White Boards**—large interactive display that connects to a computer and projector

Data Source: Data gathered from NCLB Technology Report for Computers/Types of Equipment

State Initiatives: Texas Education Telecommunications Network (TETN)

Background

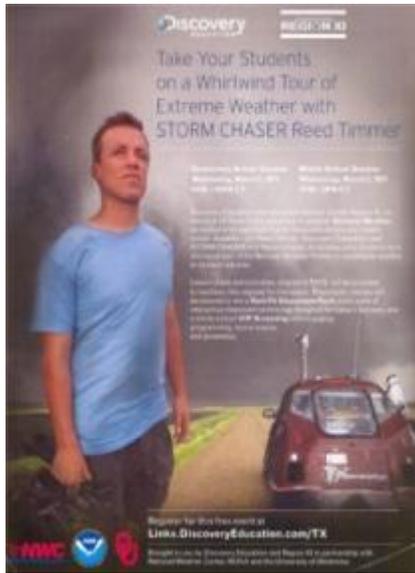
The Texas Education Telecommunications Network (TETN) has provided video, voice, and data services among the 20 Education Service Centers (ESCs) and the Texas Education Agency. These members formed the TETN cooperative to accomplish three main goals:

- save out-of-pocket expenses by reducing travel required to attend meetings in Austin;
- enhance productivity to service center staff, district personnel, administrators, teachers, and students; and
- create “added value” to network users.

The system was developed in an equitable cost-share model assuring the inclusion of all ESC’s across the state without undue burden. The annual cost savings on travel alone is in the millions of dollars each year. The network is highly utilized for video conferencing, statewide activities for students, distance learning, and traditional telecommunication services.



Discovery Education–Stormchasers–the National Weather Center



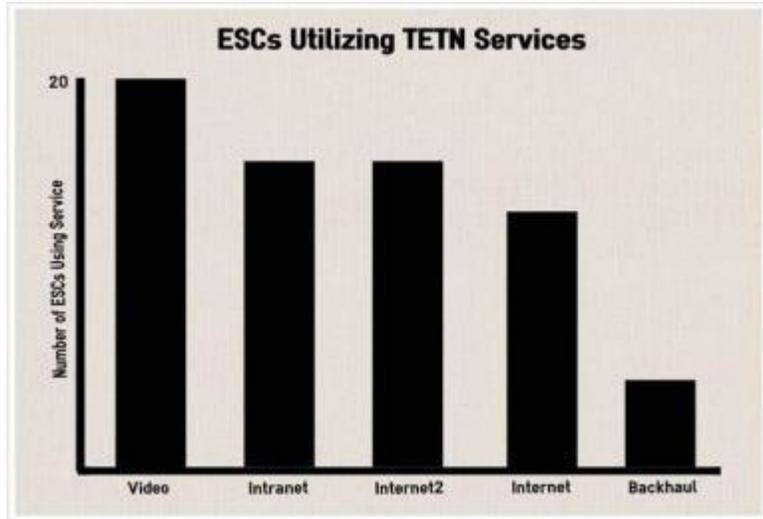
- On March 2, 2011, the Texas Education Telecommunications Network (TETN) connected ESC Region 11 with the National Weather Center at the University of Oklahoma and Discovery Education. This connection brought together students from across the state of Texas in a live, interactive video conference.
- During this event, over 32,000 students in 700 classrooms across Texas toured the National Weather Center. Utilizing Internet2’s high bandwidth and high-definition video conferencing provided by TETN, students were able to investigate and explore extreme weather with Discovery Education’s Reed Timmer.

TETNPlus Network

Beginning in 2007 with the initiation of the TETN Plus project, TETN began building gigabit connections to provide a high-speed, high capacity backbone as recommended in the Long-Range Plan for Technology. Peering with Texas higher education was implemented and shared Internet2 services were established by utilizing the infrastructure of the Lone Star Education and Research Network (LEARN). Internet2 is a high performance network that supports the educational and research missions of 221 U.S. universities and 35 state research and education networks.

State Initiatives: Texas Education Telecommunications Network

Services



Network Services

TETN’s next generation collaborative optical network uses Internet technology over gigabit connections to support a K-20 education network in Texas. TETN provides a managed DWDM based optical network backbone, providing distinct services to ESCs including: video; intranet; Internet2; commodity Internet; and backhauling.¹ Benefits of the network include:

- Access to Internet bandwidth at significantly reduced rates
- Access to the top 2 commodity Internet providers in the world (Cogent and Level3)
- Enhanced quality access to over 13,000 IP networks on Internet2
- Direct access to state colleges and ESCs and their services, allowing for the removal of dedicated circuits for significant cost savings
- Shared applications and service between ESCs without bandwidth constraints or quality of service issues via the private intranet

Video Services

Utilizing the TETN video network, the state’s 20 ESCs provide Interactive Video Conferences (IVC) to classrooms across the state. IVC is used to provide dual-credit and graduate courses, professional development, certification programs, TEA policy updates, and student programs. The TETN video network assisted state education entities by:

- Bridging 378 TEA video conferences from Sept 2010 to Sept 2012
- Providing Cisco Jabber Desktop Video Client for anytime/anywhere conferencing
- Allowing members to video conference directly without having to go through the state bridge
- Bridging an average of 99 video conferences a month

Content Services

As an educational network, it is necessary to make technological advancements relevant to the classroom. TETN works with the ESCs to design and market programs that utilize state specific content standards, events customized to fit ESC needs, broadband specific tools, and a host of other services.

In collaboration with consortium members, the content program at TETN has delivered:

- 10,807 electronic field trips statewide from July 2010 to June 2012
- 9,142 professional development events from July 2010 to June 2012
- a statewide registration website and promotional tools for ESC events
- over 200,000 student participants statewide annually since 2009
- national and international connections for global education opportunities

¹Backhauling refers to the service of transporting a connection in one LATA (local access transport area and hauling the data back to the ESC located in another LATA.

State Initiatives: Texas Education Telecommunications Network

Structure

In addition to the robust services, the organization and administration of the TETN network has allowed for several structural and cost efficiencies within the system of education service centers. These efficiencies include:

- A strategic plan for the network coordinated with ESC network planning and operations
- A streamlined staffing model allowing for cost savings to consortium membership (ESCs)
- Approval on budget and expenditures of funds by TETN Governing Committee (made up of ESC representatives)
- Partnerships with state and national initiatives for value-added services on the network
- Two million dollars annually in saved travel cost for the ESCs and TEA
- Alignment with the National Broadband Plan and the Long -Range Plan for Technology, 2006-2020

Future Possibilities

The rapid development of applications, which the TETN cloud could support, provides opportunities for the network to develop into a self-sufficient enterprise, generating revenue to assist ESCs as they aid school districts. These potential developments include:

- Adding collaborative applications such as VoIP, cloud services, disaster recovery, etc.
- Upgrading bandwidth on core network from one gigabit to ten gigabit
- Improving quality and performance of all network services by implementing Multiprotocol Label Switching (MPLS) across the core connection, essentially creating a TETN network cloud for whatever services customers want to add or use
- Building future partnerships and network peering with outside organizations to improve core, intermediate, and “last mile” connections

The ESC networks provide IVC connectivity to over 900 school districts as well as higher education and cultural institutions in their region.

Statewide College Day

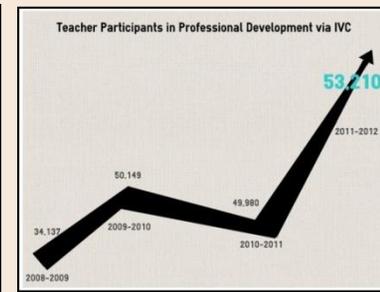
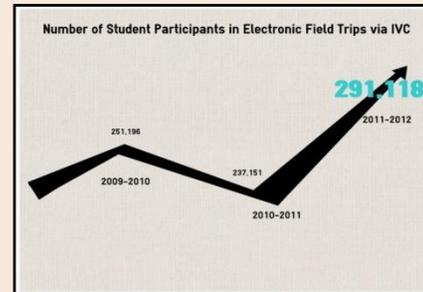


On March 28, 2012, TETN and 10 ESCs collaborated on a first-of-its-kind Statewide College Day. Throughout the day students could dial in and interact with representatives from 18 different colleges.

The open nature of the event allowed for one of the largest turnouts for a statewide high school event and exposed students to numerous higher education opportunities.

HB 2038—Concussion Training Professional Development

TETN has coordinated with ESCs across the state to bring collaborative professional development opportunities for Texas educators. House Bill 2038 recently mandated the creation of concussion management teams and required a 2-hour training for participants. Experts from ESC Region 13, ESC Region 11, and Cook Children’s Hospital provided through TETN a set of three trainings on Concussion Management with a breakdown of the requirements of HB 2038 and appropriate procedures for district concussion oversight teams. Over a thousand educators statewide received CPE credits for this event solidifying TETN and IVC as a viable content delivery option for professional development.



State Initiatives: Broadband Access

In 2010 the National Broadband Plan was adopted by the Federal Communications Commission (FCC) to increase the role of broadband in America. The plan set six overarching goals that addressed areas of affordability of access, equality of access, minimum gigabit service for anchor institutions such as schools and hospitals, an interoperable public safety network and broadband to track real-time energy consumption. Success of the plan may result in 19 million American households and businesses having affordable access to broadband by 2020.

The Plan recognized that broadband enables improvement in public education by supporting online learning, facilitating flow of information among teachers, parents, schools and other organizations, and improving decision-making tied to each student's needs and abilities. To those ends, the plan included recommendations to upgrade the FCC's E-Rate program to increase flexibility for obtaining broadband, to promote digital literacy, and to foster adoption of electronic educational records.

In September 2010, the FCC released the 6th Report & Order that updated the E-Rate program for the 21st century. The order enabled schools and libraries to better serve students and communities by:

- Allowing applicants more flexibility to select the most cost effective broadband including services from non-profit entities including state and regional networks
- Allowing schools the option of providing community use of E-Rate-funded services outside of school hours
- Indexing E-Rate's funding cap to inflation
- Supporting a limited pilot program for off-campus wireless connectivity outside school hours
- Streamlining the application process
- Improving safeguards against waste, fraud and abuse



The Texas Education Agency is a member of the broadband task force formed by the Texas Department of Agriculture (TDA) as part of the Texas State Broadband Data and Development grant program (SBDD). TDA partnered with [Connected Texas](#) to produce a map of the inventory of availability around the state and research broadband issues in the state.

Connected Texas issued a report that shows that approximately a quarter million Texas households are not served by terrestrial, fixed broadband. The report also estimated approximately 100,000 Texas households have fixed broadband service at download speeds that are classified as underserved by the National Telecommunications & Information Administration (NTIA).

Another major reform stemming from the National Broadband Plan is the modernization of the Universal Service Fund (USF) to accelerate broadband build-out to the 18 million Americans living in rural areas who have no access to robust broadband infrastructure. The FCC approved the creation of the Connect America Fund (CAF) which transformed the outdated universal service and inter-carrier compensation systems into a new service aimed at helping rural Americans connect to high-speed Internet and voice.

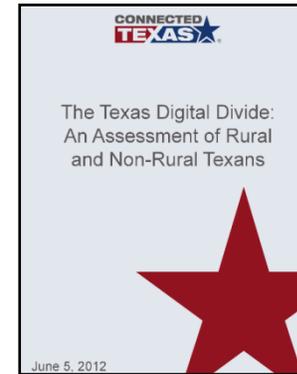
State Initiatives: Broadband Access

In January 2010, Texas received funds from the National Telecommunications and Information Administration (NTIA) to map the State of Texas for comprehensive broadband coverage. The Connected Texas initiative created a comprehensive broadband map for Texas and provides data on broadband availability, technology, speed, and infrastructure. In June 2012, Connected Texas produced the report "Texas Digital Divide: An Assessment of Rural and Non-Rural Texans" after examining technology adoption among rural Texans compared to Texans living in non-rural portions of the state. Among the findings are:

- Overall, rural Texans are less likely to own and use technology than Texans living in non-rural counties.
- More than one in four rural Texans who do not subscribe to broadband say that cost is their main barrier to adopting high-speed Internet.
- A lack of available broadband service is the main barrier to adoption for approximately 145,000 rural Texans.

NTIA also provided grants to fund comprehensive broadband infrastructure projects, public computer centers, and sustainable broadband adoption projects via its Broadband Technology Opportunities Program (BTOP). There are several grants in Texas that are bringing broadband access to underserved areas and to anchor institutions. The following list represents major projects affecting education entities in Texas:

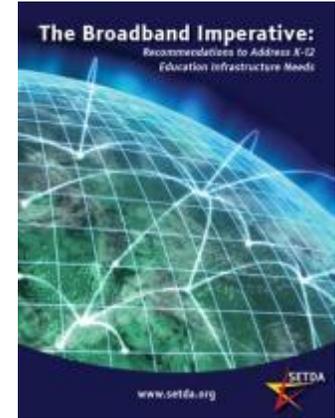
- **Connect Southwest Texas**—is a public/private partnership by ESC Region 18 to deploy a new middle-mile network across a 19-county region in partnership with five broadband service providers. As part of this project, 33 K-12 schools and 21 libraries will be connected at a minimum of 100 Mbps with capability of reaching 1 Gbps. ESC Region 18's wide-area network will increase by 1,345% with only a 16% increase in cost. For schools that provides a 95% reduction in cost per Mbps of bandwidth.



- **Rio Grande Valley Fiber Optic Network**—is a public/private partnership to deploy a new 166-mile network to transform existing service and increase fiber in the area. Twenty-three (23) higher education institutions will receive a minimum of one gigabit of broadband.
- **Texas A&M**—will deploy fiber optics broadband ranging from one to ten gigabit to 50 anchor institutions in underserved areas. ESC Region 2 and a few K-12 schools in the East Texas area will benefit from the project.
- **Level3 EON**—Level3 is upgrading 17 new access points to enable last-mile connections in underserved areas of Fort Worth to the Texas-Oklahoma border, Dallas to the Arkansas border, and San Antonio to El Paso. Schools will have access to broadband along these corridors.
- **East Texas Medical & Education Optic Network**—this project serves higher education, healthcare, and government organizations across 13 economically-distressed counties which will provide broadband connectivity to higher education entities and ESC Region 8.

State Initiatives: Broadband Access

The State Education Technology Directors Association (SETDA) took the initiative to address broadband issues that affect schools, educators, and students. In their report issued in 2012, SETDA quoted a survey conducted by the Federal Communications Commission of E-Rate funded schools that found most schools had some form of broadband; 80% of the respondents reported their connections were inadequate to support the growing use of hand-held devices, applications, and online resources. To reach the goal of sufficient broadband access for K-12 teaching and learning, SETDA made four major recommendations. While these are recommendations, schools may use them to continue to improve their goals.



([Broadband Imperative—click here](#))

Recommendations:

1. Set minimum bandwidth targets between 2012 and the 2017–2018 school year based upon 1,000 students/staff.

Broadband Access for Teaching, Learning and School Operations	2014–2015 School Year Target	2017–2018 School Year Target
An external Internet connection to the Internet Service Provider	At least 100 Mbps per 1,000 students/staff	At least 1 Gbps per 1,000 students/staff
Internal wide area network (WAN) connections from the district to each school and among campuses within the district	At least 1 Gbps per 1,000 students/staff	At least 10 Gbps per 1,000 students/staff

2. Ensure broadband access for students and educators outside of school by sharing the responsibility among the federal government, states, and districts.
3. Build state leadership programs to develop and implement adequate and equitable bandwidth to K-12 schools, homes, and publicly accessible institutions.

SETDA also recognized the importance of state broadband networks as a strategy for tackling broadband access. These networks can provide significant advantages for K-12 districts, including the ability to aggregate purchasing power and enable dynamic routing, save time and personnel resources by avoiding duplication of effort, provide base level of connectivity service, and provide consistent levels of safety and security.

Additional educational technology information and resources are found at the [SETDA website](#).

State Initiatives: Technology Lending Program Grants

Background/Description

The 82nd Texas Legislature in Senate Bill 6, Section 32.201, established a program to fund district Technology Lending Program Grants. The grant program was created to award funds to school districts and open-enrollment charter schools to implement or enhance an existing technology lending program to loan students the equipment necessary to access and use electronic instructional materials. The goal of the program is to ensure that all students, including economically disadvantaged students, have dedicated access to a personal technology device.

ESC Region 10, on behalf of the Texas Education Agency, requested applications from school districts and open enrollment charter schools for funds to design and implement a technology lending program to loan students the equipment necessary to access and use electronic instructional materials adopted by the school. The Notice of Intent, SAS grant application, and all communications and reports were submitted to ESC Region 10.

Awarded Grants

A total of 124 grants were awarded, for a total of \$9,715,791, as follows:

- Enrollment >10,000 had 18 grants totaling \$2,214,706;
- Enrollment between 1600-9999 had 45 grants totaling \$4,475,099; and
- Enrollment <1600 had 61 grants totaling \$3,025,986.

The grants are scheduled to be implemented beginning in the 2012 school year.

Additional Information on Program and Awardees

Technology Lending Program Grants

Eligibility
Public school districts and open-enrollment charter schools in Texas are eligible to apply for funding through the TLPG. Applicants have met the following criteria in order to be considered for funding:

- The school district or open-enrollment charter school must have an enrollment of at least 40% economically disadvantaged students. Eligibility was determined using the 2011 Snapshot enrollment data from the Public Education Information Management System (PEIMS).
- The school district/open enrollment charter school must have adopted digital instructional materials for one or more core foundation subject areas in one or more grade levels.
- The school district/open enrollment charter school must have an approved Technology Plan on file with TEA.
- The school district/open enrollment charter school must provide or have provided professional development to teachers related to the use of digital instructional materials.

State Initiatives: Technology Lending Program Grants

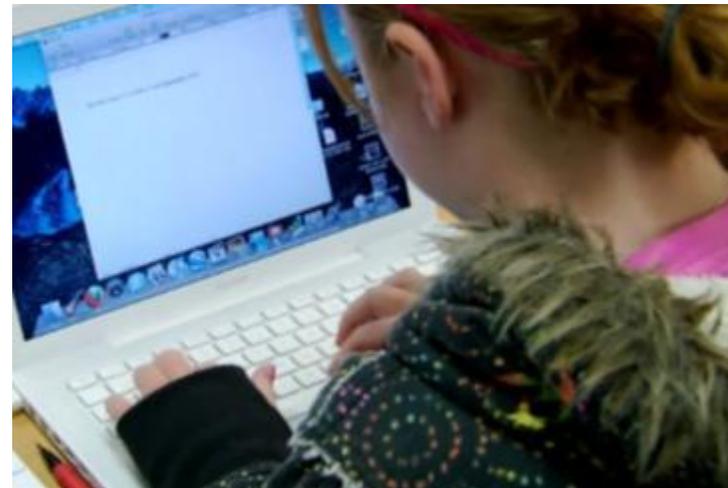
Grant Examples

With **Castleberry ISD's** "Connected Learning" Project every 8th grade student will be issued a netbook with filtered Internet access that can be utilized from anywhere and anytime. Why the shift from traditional textbooks to one-to-one computing? In order for students to be competitive in today's global society, they need 24/7 mobile access to the vast resources available online in order to learn new things, collaborate with others, and be creators of multimedia content. The National Technology Plan states, "The challenge for our education system is to leverage technology to create learning experiences that mirror students' daily lives and the reality of their futures." Castleberry is committed to providing our students with the best technology and learning opportunities that will prepare them to be self-empowered learners throughout their lives.

Seguin ISD is a step closer to closing the technology gap for low-income students who are struggling with schoolwork. Bill Lewis, executive director of technology, said the grant for \$99,750 would allow 96 notebook computers to be issued to students in sixth-, seventh-, and eighth-grades. The computers would connect to the Internet through a two-year cellular data plan. "The program is for students who are struggling academically, are considered economically disadvantaged and don't have Internet access at home," Lewis said. As a part of the requirements, parents and students must attend training sessions and agree to safe, responsible use of the computers for academic purposes. Teachers will also be trained to help them make effective use of the notebooks for instructional purposes. Superintendent Irene Garza said that the program will reach far beyond the 96 students selected. "A number of these students have siblings who are elementary—or high school-aged," she said. "It is much more far reaching than just students in middle school."

Sherman ISD is planning to use the funds from the grant to purchase 90 iPads for use in a pilot program called "Flipping the Classroom" at Piner Middle School. The program will have students watching materials designed to introduce new concepts at home on a personal technology device such as a computer or tablet. Students will then work on what would traditionally be homework during class the next day so teachers can provide guidance and help if the student runs into a problem.

"By using a flipped classroom, students can get help with the problems that would normally be assigned as homework, thus reducing the stress on the students, as well as the parents," SISK Director of Technology and Fine Arts Mignon Plyler said. "We are anticipating this will increase student engagement in the classroom, and it'll help them feel more productive because they'll get immediate positive feedback from their teachers...we'll target the ones who don't have access at home, and we'll make sure that they have access first," Plyler said.

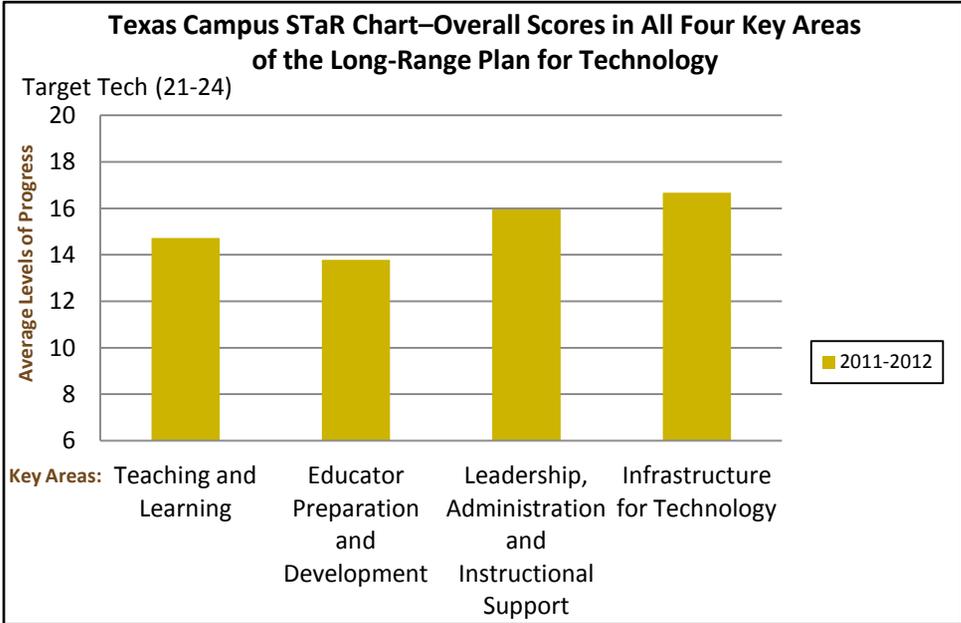


Conclusion and Next Steps for 2012-2014

The digital world is a reality, and that reality is increasingly reflected in the way teaching and learning takes place in classrooms across Texas.

From September 1, 2010 to August 31, 2012, Texas districts have shown progress in meeting the recommendations in the *Long-Range Plan for Technology, 2006-2020*. Districts continue to use the Texas Campus and Teacher STA^R Charts as tools to establish their needs and document their accomplishments. Examples of developments have been shared from Phase II of the Long-Range Plan, and the next progress report will continue in Phase II focusing on years 2012-2014. Phase II spans from 2011-2015.

As a key indicator of progress, on average, campuses have reached the Advanced Tech level or close to this level for each of the four key areas in the Long-Range Plan for Technology. Fifteen is the average score needed to be considered at the Advanced Tech progress level and 21 is needed for the Target Tech level.



Districts should continue to plan for and implement technology programs that proceed to higher levels of progress on the Texas STA^R Charts over time. Some suggestions for next steps are below.

- ✓ Continue using your Campus and Teacher STA^R Chart results to identify needs and next steps.
- ✓ Refer back to the Long-Range Plan to determine if any changes need to be made in your technology plan as your district continues to build partnerships and collaboration opportunities with your various stakeholders.
- ✓ Determine if your planning strategies and action plan will lead to the results that you have set for your district.
- ✓ Review the priorities set for Phase II, 2011-2015 to see how you have addressed them in your district planning.
- ✓ Determine how state resources are being used in your district.
- ✓ Consider leveraging partnerships with other districts and campuses.
- ✓ Continue to explore new uses for digital content, open source, and existing and emerging technology.
- ✓ Keep the students in mind as your district proceeds, understanding their needs and enthusiasm for bringing digital learning into the schools and classrooms as well as in their homes.

