



2002 - 2003

Texas STaR Chart

a Tool for Planning and Assessing

School Technology and Readiness

aligned with the

Long-Range Plan for Technology 1996-2010

**Recommended by the Educational Technology Advisory Committee
Educational Technology Division
Texas Education Agency**



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**Educational Technology
Advisory Committee
(ETAC)
2001-2003**

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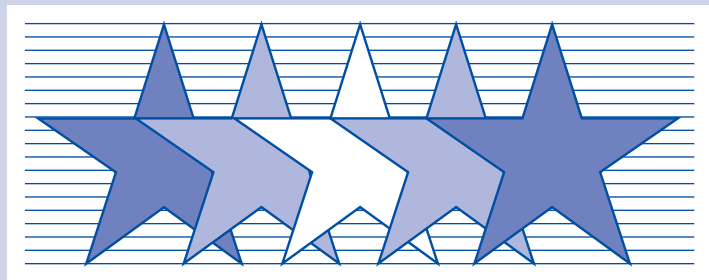
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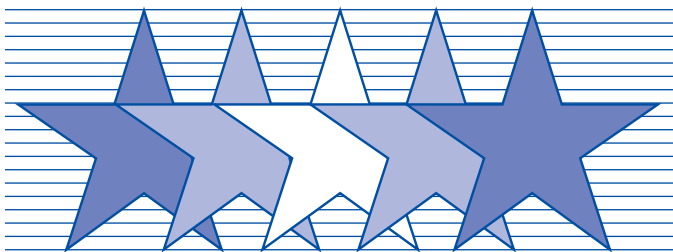


The Texas STaR Chart

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**The
Educational
Technology
Advisory Committee**
would like to thank the CEO Forum for
allowing us to adapt the *CEO Forum
STaR Chart* to meet the needs of
Texas educators as we strive
to provide students with
the skills they need to
be contributing citizens
and productive workers in the
21st Century and beyond.



To: Administrator Addressed

From: Educational Technology Advisory Committee

Subject: The Texas STaR Chart

Date: Summer 2002

The Texas Education Agency Educational Technology Advisory Committee (ETAC) developed the **Texas School Technology and Readiness (STaR) Chart**, an online resource tool for self-assessment of your campus' and district's efforts to effectively integrate technology across the curriculum. The statewide Educational Technology Coordinating Council's (ETCC) *State of Texas Master Plan for Educational Technology 2000-2003* recommends that this rubric serve as the standard for assessing technology preparedness in K-12 schools.

The **Texas STaR Chart** is a tool designed for use in technology planning, budgeting for resources, and evaluation of progress in local technology projects. Future applications for state funded technology grants will request a completed campus or district Texas STaR Chart profile to be filed with the application as an indicator of current status and progress and as a formative and/or summative evaluation tool. The online assessment may be used as a basis for dialogue with staff, administrators, technology directors, school board members and community leaders to plan for future growth.

The **Texas STaR Chart** models the national *CEO Forum STaR Chart* in structure and draws measures from a variety of national and statewide technology guidelines. It establishes a clear framework for measuring how well schools are prepared to equip students with the knowledge and skills they need to thrive in today's information technology economy.

The **Texas STaR Chart** and the accompanying Campus Analysis of School Technology and Readiness form produce a profile of your campus' status toward reaching the goals of the *Long Range Plan for Technology* (LRPT). The profile indicators place your campus at one of four levels of progress in each key area of the LRPT: Early Tech, Developing Tech, Advanced Tech, or Target Tech.

Please complete the survey located at the Web site below, and use the printed charts, graphs and information to compare your campus' progress to like-sized campuses and to the statewide profile. Your data will be compiled with those of other campuses to provide an overall picture of the state of technology in Texas. Additional statewide aggregated data will be available in the Spring of 2003.

This printed version of the **Texas StaR Chart** materials is provided for your reference.

<http://www.tea.state.tx.us/technology/etac/txstar>



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

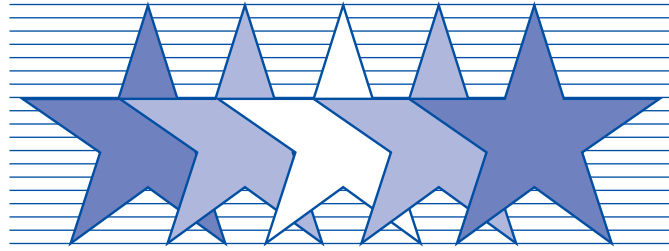
The Texas STaR Chart, patterned after the *CEO Forum STaR Chart*, has been developed around the four key areas of the *Long-Range Plan for Technology*: Teaching and Learning, Educator Preparation and Development, Administration and Support Services, and Infrastructure for Technology. The Texas STaR Chart is designed to help campuses and districts determine their progress toward meeting the goals of the *Long Range Plan for Technology*, as well as meeting the goals of their district. The Texas STaR Chart will also assist in the measurement of the impact of state and local efforts to improve student learning through the use of technology.

The Texas STaR Chart will Help Campuses and Districts Answer Some Critical Questions

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

The Texas STaR Chart Can Be Used

- ★ To create and/or to update the district's Technology Plan.
- ★ To set benchmarks and goals. Campuses and districts may use the chart to identify current education technology profiles, establish goals, and monitor progress.
- ★ To create individualized assessment tools. Education administrators and policymakers may use the Texas STaR Chart as the basis for technology assessments and to evaluate varied perspectives of different staff and clientele.
- ★ To apply for grants. The Texas STaR Chart will help schools identify their educational technology needs as they apply for grants.
- ★ To determine funding priorities. Education administrators and policymakers can use the Texas STaR Chart to determine where to allocate funds.
- ★ To use the Texas STaR Chart for a historical perspective. Campuses and districts can complete the survey online and then use the profile annually to gauge their progress. The data can be reported to school boards, and community, campus or district planning committees to gauge progress and align with national and state standards.
- ★ To help conceptualize your campus' or district's vision of technology.



Instructions for Completing a Campus Texas STaR Chart Profile

The printed STaR Chart materials may be used for discussion and collection of data. The online STaR Chart provides campus and district reports that includes charts, graphs, and a customized STaR Chart. Use the instructions below and those online at the Web site www.tea.state.tx.us/technology/etac/txstar to develop your campus STaR profile.

1. The *Long-Range Plan for Technology* identifies four Key Areas: Teaching and Learning, Educator Preparation and Development, Administration and Support Services, and Infrastructure for Technology.
2. Each Key Area is divided into Focus Areas. Within each Focus Area, indicators are provided for assessing the campus' Level of Progress. It is possible that the campus may have indicators in more than one Level of Progress. Select the **one** Level of Progress that best describes your campus.
3. In order to generate summary charts and graphs, complete the online Texas STaR Chart at www.tea.state.tx.us/technology/etac/txstar.
4. The Texas STaR Chart materials contained in this document may be used to collect and record campus data.

The Texas STaR Chart is a tool to help Texas school districts and campuses develop their own long-range technology plan aligned with the *Long-Range Plan for Technology*. Campuses and districts can use this data to perform a needs assessment, judge progress, set benchmarks and goals, determine funding priorities, provide information for technology planning, and measure the impact of state and local efforts to improve student learning through the use of technology. Districts will be able to view this data by region, district size, and district type (urban, rural, etc.). This data will not be used as an evaluation measure of individual campuses or districts.



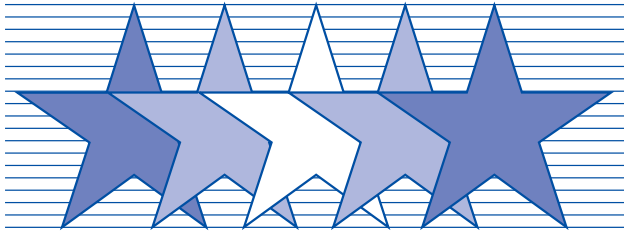
Impact of the Texas STaR Chart

State of Texas Master Plan for Educational Technology 2000-2003

The Texas STaR Chart will serve as a key component in meeting the goals of the *State of Texas Master Plan for Educational Technology*. The 76th Legislature called for creation of a task force to ensure a more integrated vision and planning across Texas state agencies, institutions of higher education and local education agencies, to reinforce the state efforts to implement educational technology initiatives. This taskforce was established as the Education Technology Coordinating Council (ETCC). In January, 2001, ETCC released its Master Plan as a collaborative effort of the Texas Education Agency (TEA), the Department of Information Resources (DIR), the General Services Commission (GSC), the State Board of Educator Certification (SBEC), the Telecommunications Infrastructure Fund (TIF) Board, the Texas State Library and Archives Commission (TSLAC), the Texas Higher Education Coordinating Board (THECB), and the Schools, Colleges, and Departments of Education (SCDEs).

The Texas STaR Chart is a crucial element in the state's efforts of implementing the *State of Texas Master Plan for Educational Technology* and can be used to measure the state's accomplishments in meeting the established goals. The STaR Chart can be used to promote a minimum level of technology access and use in the state's local education agencies and teacher preparation institutions.

Those interested in reviewing the *State of Texas Master Plan for Technology* can access the document online at www.etcc.state.tx.us.



THE TEXAS CHALLENGE

The world is different, and never in our history has success of the State and its citizens been so tightly linked to ongoing learning. If the social, intellectual, and economic opportunities of the Digital Age are to be shared by all Texans, our citizens - and especially our young citizens - must be guaranteed an excellent 21st Century education.

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

Challenges in Teaching and Learning

The traditional model of schooling, with the teacher choosing what is to be learned and then serving as the source of knowledge and with the student acting as the receiver of that knowledge, is not adequate for 21st Century, world-class education. Roles of teacher and learner must change. In the Digital Age the sheer volume of information means that Texas students cannot be passive recipients of instruction; rather, Texas students must become active participants in the learning process. It is vitally important that students know where and how to find content relevant to their needs and know how to be sure their sources are credible. It is important that students gain skills for collaboratively constructing, using, and communicating the knowledge they need for a chosen task, project, or learning pursuit. Learning and teaching must be different from past traditions.

Information and communications technologies empower learners to undertake authentic projects for learning and productivity even in early grades. These technologies make possible collaboration of diverse work and learning groups and provide access to rich resources and expertise previously unavailable. Indeed, these technologies enable us to envision learning and student productivity that extends far beyond the

“Learning and teaching must be different.”

“...we must also prepare teachers far differently for significantly different roles, different kids, and different tools...”

walls of the classroom and far beyond the rigidity of traditional school schedules. Our challenge in teaching and learning is to move traditional learning and teaching from teacher to student, to a system empowering citizens for a global and digital world of information. This transformation is not a simple undertaking, but it is one that must occur if we are to

prepare young Texans for their future lives.


Challenges in Preparation and Development of Educators

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

time, resources, and effective models for educator professional development presents a tremendous challenge to our state and to the entire nation. That professional development carries the urgent charge of supporting - indeed of catalyzing - the move from traditional schooling to 21st Century schooling.

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

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



“ Texas faces a significant challenge in providing visionary school leadership...”

Challenges in Administration and Support Services

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

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

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

Infrastructure for Technology

Texas has made tremendous strides during the last half-decade in connecting schools to each other, to external resources, and to the Internet. Texas schools have been fortunate to have the support of the Texas legislature and the federal government in building the technology infrastructure for schools through direct funding, grants, and discounts. As a result of these resources, districts have begun to build the infrastructure that will allow students and teachers to make use of technology tools that are basic and necessary for educating students today and in the future. Challenges clearly remain. Not all districts, campuses, and classrooms, have the connectivity and tools that they need to

integrate technology into the teaching and learning process. Work remains to ensure that connectivity reaches all instructional and professional work areas, and that infrastructure capacity supports promising practices in instruction, school leadership, and operations.

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

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

Summary

Learning for the 21st Century requires new skills, new tools, and new knowledge. Students today must learn different ways to work with tools, different ways to work with information, and different ways to work with people. Our students will function in ever-changing and richly diverse workgroups that often cross national boundaries. One of the greatest challenges our schools face is ensuring that each student is equipped to flourish within a wide array of learning and work communities. Today’s world demands this and technology facilitates it. Schools must also foster flexibility - for the 21st Century will demand that its citizens are able to deal with continuous and significant change. Finally, precisely because of ongoing change, Texas students must learn to learn. They must develop skills and habits of learning that will serve them for a lifetime.



Glossary

Collaboratively Developed Technology Plan

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

Collaborative Learning

An instructional strategy in which several students work together on an assignment, with individuals sharing responsibility for various tasks in an interactive process of ongoing dialogue.

Computer

Multimedia Internet accessible workstation.

Community of Inquiry

A group of persons who engage in ongoing dialogue about questions of shared interest or mutual concern, for the purpose of generating workable, productive solutions to meaningful problems, or an enhanced base of knowledge related to the common interest.

Digital Content

Digitized multimedia material that calls upon students to seek and manipulate information in collaborative, creative and engaging ways that make digital learning possible; includes video on demand, software, CD-ROMs, Web sites, E-mail, online learning management systems, computer simulations, streamed discussion, data files, databases and audio.

Easy Internet Access

Ready access to a computer connected to the Internet with a priority of student use in reasonable proximity.

Flexible Scheduling

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

Local Funding

Funds derived from local budgets, bond elections, and other local initiatives.

Integrated

The use of technology by students and teachers to enhance teaching and learning and to support existing curricular goals and objectives.

State and Federal Funds

State funds such as, but not limited to, the Technology Allotment and TIF grants; federal funds such as, but not limited to, TIE, NCLB and E-Rate.

Supplement vs. Supplant

New funds used to supplement technology activities and not used to replace local, state or federal funds already in place.

Technology Allotment

All schools receive \$30 per student per year for the purchase of technology to support the *Long-Range Plan for Technology*.

Texas Library Connection (TLC)

A statewide technology initiative administered by the Texas Education Agency, provides current, relevant information resources to Texas school communities enrolled in the project.

TIF Grants

Funding provided by the Telecommunications Infrastructure Fund as created in 1995 by House Bill 2128.

Standards

State Board for Educator Certification Standards for All Teachers

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

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

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

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

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

Stages of Professional Development (CEO Forum STaR Chart)

Entry/Adoption Stage. Educators move from the initial struggles to learn the basics of using technology to successful use of technology on a basic level (e.g., integration of drill and practice software into instruction).

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

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

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

National Staff Development Council Standards

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

The Texas School Technology

KEY AREAS:		TEACHING AND LEARNING				
FOCUS AREAS:	(A) Impact of Technology on Teacher Role and Collaborative Learning	(B) Patterns of Teacher Use	(C) Frequency/ Design of Instructional Setting Using Digital Content	(D) Curriculum Areas	(E) Technology Applications TEKS Assessment	(F) Patterns of Student Use
LEVELS OF PROGRESS						
I. Early Tech	<p>Teacher-centered lectures</p> <p>Students use technology to work on individual projects</p>	Use technology as a supplement	Occasional computer use in library or computer lab setting	<p>No technology use or integration occurring in the foundation subject area TEKS</p> <p>Technology use is restricted to technology skills classes only</p>	<p><i>Campuses that serve grades K-8:</i> Within each grade level cluster (K-2, 3-5, 6-8), some but not all Technology Applications TEKS are met</p> <p><i>High School Campuses:</i> At least 4 Technology Applications courses offered</p>	Students occasionally use software applications and/or use tutorial software for drill and practice
II. Developing Tech	<p>Teacher-directed learning</p> <p>Students use technology for cooperative projects in their own classroom</p>	Use technology to streamline administrative functions (i.e. gradebook, attendance, word processing, E-mail, AEIS information etc.)	Regular weekly computer use to supplement classroom instruction, primarily in lab and library settings	Use of technology is minimal in foundation subject area TEKS	<p><i>Campuses that serve grades K-8:</i> Within each grade level cluster (K-2, 3-5, 6-8), most Technology Applications TEKS are met</p> <p><i>High School Campuses:</i> At least 4 Technology Applications courses offered and at least 2 taught</p>	Students regularly use technology on an individual basis to access electronic information and, for communication and presentation projects
III. Advanced Tech	<p>Teacher-facilitated learning</p> <p>Students use technology to create communities of inquiry within their own community</p>	Use technology for research, lesson planning, multimedia and graphical presentations, simulations, and to correspond with experts, peers, and parents	Regular weekly technology use for integrated curriculum activities utilizing various instructional settings (i.e.: classroom computers, libraries, labs, and portable technologies)	Technology is integrated into foundation subject area TEKS, and activities are separated by subject and grade	<p><i>Campuses that serve grades K-8:</i> Within each grade level cluster (K-2, 3-5, 6-8), all Technology Applications TEKS are met</p> <p>Grade-level benchmarks (K-8) are established</p> <p><i>High School Campuses:</i> At least 4 Technology Applications courses offered and at least 4 taught</p>	<p>Students work with peers and experts to evaluate information, analyze data and content in order to problem solve</p> <p>Students select appropriate technology tools to convey knowledge and skills learned</p>
IV. Target Tech	<p>Teacher as facilitator, mentor, and co-learner</p> <p>Student-centered learning in communities of inquiry with business, industry, and higher education</p>	Integration of evolving technologies transforms the teaching process by allowing for greater levels of interest, inquiry, analysis, collaboration, creativity and content production	Students have on-demand access to all appropriate technologies to complete activities that have been seamlessly integrated into all core curriculum areas	Technology is integral to all subject area TEKS	<p><i>Campuses that serve grades K-8:</i> Within each grade level cluster (K-2, 3-5, 6-8), all Technology Applications TEKS are met</p> <p>Grade-level benchmarks (K-8) are met</p> <p><i>High School Campuses:</i> All Technology Applications courses offered with a minimum of 4 taught, or included as new courses developed as local elective or included as independent study course</p>	<p>Students work collaboratively in communities of inquiry to propose, assess, and implement solutions to real world problems</p> <p>Students communicate effectively with a variety of audiences</p>

and Readiness (STaR) Chart

EDUCATOR PREPARATION AND DEVELOPMENT

(G) Content of Training	(H) Capabilities of Educators	(I) Leadership and Capabilities of Administrators	(J) Models of Professional Development	(K) Levels of Understanding and Patterns of Use	(L) Technology Budget Allocated to Technology Professional Development
Technology literacy skills including multimedia and the Internet	10 % meet SBEC proficiencies and implement in the classroom	Recognizes benefits of technology in instruction; minimal personal use	Whole group	Most at entry or adoption stage	5% or less
Use of technology in administrative task and classroom management; use of TLC resources	40 % meet SBEC proficiencies and implement in the classroom	Expects teachers to use technology for administrative and classroom management tasks; uses technology in some aspects of daily work	Whole group with follow-up to facilitate implementation	Most at adaptation stage	6-24 %
Integration of technology into teaching and learning; regularly uses TLC resources to enrich instruction	60 % meet SBEC proficiencies and implement in the classroom	Recognizes and identifies exemplary use of technology in instruction; models use of technology in daily work	Long term and ongoing professional development; involvement in a developmental/ improvement process	Most at appropriation stage	25-29 %
Regular creation and communication of new technology-supported, learner-centered projects; vertical alignment of Technology Application TEKS; anytime anywhere use of TLC by entire school community	100 % meet SBEC proficiencies and implement in the classroom	Ensures integration of appropriate technologies to maximize learning and teaching; involves and educates the school community around issues of technology integration	Creates communities of inquiry and knowledge building; anytime, anywhere learning available through a variety of delivery systems; individually guided activities	Most at invention stage	30 % or more

No matter where a school falls along the spectrum, the Texas STaR Chart offers valuable information that initiates discussions, drives decisions, and produces results.

ADMINISTRATION AND SUPPORT SERVICES				
(M) Vision and Planning	(N) Technical Support	(O) Instructional and Administrative Staffing	(P) Budget	(Q) Funding
No campus technology plan; technology used mainly for administrative tasks such as word processing, budgeting, attendance, gradebooks	No technical support on-site; technical support call-in; response time greater than 24 hours	No full time dedicated district level Technology Coordinator Campus educator serving as local technical support	Campus budget for hardware and software purchases and professional development	Technology allotment only
Campus technology plan aligns with the Texas LRPT; integrated into district; used for internal planning, budgeting, applying for external funding and discounts Teachers/administrators have a vision for technology use for direct instruction and some student use	At least one technical staff to 750 computers Centrally deployed technical support call-in; response time less than 24 hours	Full-time district level Technology Coordinator/Assistant Superintendent for Technology Centrally located instructional technology staff; one for every 5,000 students Additional staff as needed, such as trainer, webmaster, network administrator	Campus budget for hardware and software purchases, professional development, minimal staffing support, and some ongoing costs	Technology allotment and minimum grants/minimal local funding
In addition to the above, the campus technology plan is approved by the board and supported by superintendent Campus plan collaboratively developed, guiding policy and practice; regularly updated Campus plan addresses Technology Application TEKS and higher order teaching and learning Administrators use technology tools for planning	At least one technical staff to 500 computers Central technology support use remote management software tools Centrally deployed and minimal campus-based technical support on-site; response time is less than 8 hours	Full-time district level Technology Coordinator/Assistant Superintendent for Technology Centrally located instructional technology staff; one for every 1,000 students Additional staff as needed	Campus budget for hardware and software purchases, professional development, adequate staffing support, and ongoing costs	Technology allotment, TIF, other competitive grants, E-Rate discounts applied to technology budget, locally supplemented through tax dollars
In addition to the above, the campus technology plan is actively supported by the board Campus plan is collaboratively developed, guiding policy and practice; updated at least annually The campus plan is focused on student success; based on needs, research, proven teaching and learning principles Administrators use technology tools for planning and decision making	At least one technical staff to 350 computers; centrally deployed and dedicated campus-based Central technology support use remote management software tools Technical support on-site; response time is less than 4 hours	Full-time district level Technology Coordinator/Assistant Superintendent for Technology Dedicated campus-based instructional technology support staff--one per campus plus one for every 1,000 students Additional staff as needed	Campus budget for hardware and software purchases, sufficient staffing support, costs for professional development, incentives for professional development, facilities, and other ongoing costs Appropriate budget to support the district technology plan	Technology allotment, TIF, other competitive grants , E-Rate discounts, locally supplemented through tax dollars Other state and federal programs directed to support technology funding, bond funds, business partnerships, donations, foundations, and other local funds designated for technology

Education today needs a comprehensive vision that can illustrate where the use of technology can take the 21st Century student. The Texas STaR Chart was designed to help schools and districts develop their vision and implement a clear plan to reach that vision.

—Ken Kay, Executive Director, the CEO Forum on Education and Technology

INFRASTRUCTURE FOR TECHNOLOGY

(R) Students per Computer	(S) Internet Access Connectivity/Speed	(T) Distance Learning	(U) LAN/WAN	(V) Other Technologies
<p>Ten or more students per Internet-connected multimedia computer</p> <p>Replacement cycle established by district/campus is 6 or more years</p>	<p>Dial-up connectivity to the Internet available only on a few computers</p>	<p>No Web based/online learning available at the campus</p> <p>No satellite based learning available at the campus</p> <p>No two-way interactive video distance learning capabilities available at the campus</p>	<p>Limited print/file sharing network at the campus</p> <p>Some shared resources available on the campus LAN</p>	<p>Shared use of resources such as, but not limited to, TVs, VCRs, digital cameras, scanners, classroom sets of programmable calculators</p>
<p>Between 5 and 9 students per Internet-connected multimedia computer</p> <p>Replacement cycle established by district/campus is every 5 years</p>	<p>Direct connectivity to the Internet available at the campus in 50% of the rooms, including the library</p> <p>Adequate bandwidth to the campus to avoid most delays</p>	<p>Web based/online learning available at the campus</p> <p>Satellite based learning available at the campus</p> <p>No two-way interactive video distance learning capabilities available at the campus, but available in the district</p>	<p>Most rooms connected to the LAN/WAN with student access</p> <p>Minimum 10/100 Cat 5 hubbed network</p> <p>High-end servers, such as Novell or NT servers, serving some applications</p>	<p>One educator per computer as recommended by the <i>Long-Range Plan for Technology</i></p> <p>Shared use of resources such as TVs, VCRs, digital cameras, scanners, digital projectors, and analog video cameras; classroom sets of programmable calculators</p>
<p>Four or less students per Internet-connected multimedia computer</p> <p>Replacement cycle established by district/campus is every 4 years</p>	<p>Direct connectivity to the Internet in 75% of the rooms, including the library</p> <p>Adequate bandwidth to each classroom over the local area network (at least 10/100 MB LAN) to avoid most delays</p> <p>Easy access for students and teachers</p>	<p>Web based/online learning available at the campus</p> <p>Satellite based learning available at the campus</p> <p>Two-way interactive video distance learning capabilities available in at least one classroom</p>	<p>All rooms connected to the LAN/WAN with student access</p> <p>Minimum 10/100 Cat 5 switched network</p> <p>High-end servers, such as Novell or NT servers, serving multiple applications</p>	<p>One educator per computer as recommended by the <i>Long-Range Plan for Technology</i></p> <p>Dedicated and assigned use of commonly used technologies such as computers with projection devices, TVs, VCRs, programmable calculators assigned to each student, and telephones in each classroom</p> <p>Shared use of specialized technologies such as digital cameras, scanners, document cameras and projectors, and digital video cameras</p>
<p>In addition to 4 or less students per Internet-connected multimedia computer, on-demand access for every student as recommended by the <i>Long Range Plan for Technology</i></p> <p>Replacement cycle established by district/campus is 3 years or less</p>	<p>Direct connectivity to the Internet available in all rooms on all campuses</p> <p>Adequate bandwidth to each classroom over the local area network (at least 100 MB or fiber network LAN)</p> <p>Easy access for students and teachers including some wireless connectivity</p>	<p>Web based/online learning available at the campus</p> <p>Satellite based learning available at the campus</p> <p>Two-way interactive video distance learning capabilities available at the campus in multiple classrooms</p>	<p>All rooms connected to the WAN sharing multiple district-wide resources</p> <p>Campus is connected to robust WAN with 100 MB/GB and/or fiber switched network that allows for resources such as, but not limited to, video streaming and desktop teleconferencing</p> <p>Easy access to network resources for students and teachers, including some wireless connectivity</p>	<p>One educator per computer as recommended by the <i>Long-Range Plan for Technology</i></p> <p>Fully equipped classrooms with all the technology that is available to enhance student instruction readily available including all the above as well as the use of new and emerging technologies</p>

Related Web Sites

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

This site for Texas educators provides immediate information needed daily in schools. Keep it bookmarked also for quick links to Education Service Centers and the State Board for Educator Certification.

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

This site provides information on the *State of Texas Master Plan for Educational Technology 2000-2003*. This plan was developed under the provisions of Rider 74, House Bill 1, 76th Legislature to the Texas Education Agency.

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

The TIF site connects educators to grant programs available for Texas schools. An electronic curriculum for TIFTech Training is also located at this site.

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

Technology standards information at this site assists educators in planning for quality professional development programs. In addition, the State Board of Educator Certification provides information on certifications for all professional educators.

<http://www.tcea.org>

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

<http://www.iste.org>

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

<http://ceoforum.org>

The CEO Forum provides reports on the status of educational technology in the United States in the areas of infrastructure, professional development, digital content, and accountability. The K-12 STaR Chart, a Web based tool, allows both districts and campuses to self-assess components of a total technology program.

<http://www.cosn.org>

The Consortium for School Networking promotes the use of telecommunications to improve K-12 learning. Taking TCO to the Classroom, is just one of their superior vendor neutral resources for schools.

<http://www.nsdcc.org>

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

http://tasanet.org/depserv/profdev/Tech_leadership_academy.html

The Texas Association of School Administrators with Texas Tech University, the Texas Business and Education Coalition (TBEC), and Texas Computer Education Association will train approximately 50 percent of all Texas superintendents and principals during the three-year period beginning in the 2000-2001 school year. The project is funded through the Bill and Melinda Gates Foundation.

<http://www.ncrel.org>

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

<http://www.mff.org/edtech>

The Milken Family Foundation site provides professional development information as well as high school science inquiry-based learning programs, best practices for middle schools, and reading programs proven to be effective. Their Seven Dimensions for Gauging Progress guides educators in assessing whether or not their schools provide the conditions necessary for improving student learning with technology.

http://www.ed.gov/offices/OERI/ORAD/LTD/newtech_progs.html

These exemplary and promising educational technology programs may help districts create quality, effective, and useful projects within their communities.



Educational Technology Advisory Committee

2001 - 2003

Authority

The Educational Technology Advisory Committee, ETAC, is authorized by the Texas Education Code, 7.055.11. The function of the Educational Technology Advisory Committee is to work in an advisory capacity to increase the equity, efficiency, and effectiveness of student learning, instructional management, staff development, and administration. The efforts of this committee will be in the development, implementation and evaluation of technology guidelines to provide districts with the tools for self-assessment to aid in the effective integration of technology across the curriculum. The committee will bring collective information from across the state and nation to assist in the identification of the needs and future directions of educational technology related to appropriate use of technology, technology proficiencies for teachers, staff development needs for preservice and in-service teachers, and digital content needs.

Charge to the Educational Technology Advisory Committee 2001-2003

Conduct midpoint review and adjustment of the *Long-Range Plan for Technology* to ensure recommendations remain appropriate, determine if new recommendations are warranted, and create benchmarks or indicators that will let us know where we are as a state and as individual schools and districts in achieving the targets addressed in the LRPT.

Timeline

Fall 1999

Committee selected and approved
First meeting held December 9, 1999
Received and clarified committee charge

Spring of 2000

Formed sub-committees based on
Long-Range Plan for Technology
Researched existing tools and resources and developed
criteria and questions to be answered

Summer of 2000

Developed rubric with measurement and scale

Fall 2000

Developed draft of *Texas STaR Chart*
Piloted the assessment tool with select group
Recommended refinements

Spring 2001

Released draft of *Texas STaR Chart* for field testing
by various stakeholders
Obtained input from stakeholders
Refined survey
Released online *Texas STaR Chart* version for field test

Fall 2001

Implemented *Texas STaR Chart*

Spring 2002

Released first report

Fall 2002

Include statewide results in the
*Progress Report on the Long-Range
Plan for Technology* to the 78th Texas Legislature
Release *Campus STaR Chart*

STaR Chart Summary



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

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

Key Area I: Teaching and Learning

A. Teacher Role and Collaborative Learning	B. Patterns of Teacher Use	C. Frequency/ Design of Instructional Setting	D. Curriculum Areas	E. Technology Applications TEKS/ Assessment	F. Patterns of Student Use	*Total

Key Area II: Educator Preparation and Development

G. Content of Training	H. Capabilities of Educators	I. Leadership and Capabilities of Administrators	J. Models of Professional Development	K. Levels of Understanding and Patterns of Use	L. Technology Budget for Technology Professional Development	*Total

Key Area III: Administration and Support Services

M. Vision and Planning	N. Technical Support	O. Instructional and Administrative Staffing	P. Budget	Q. Funding	*Total

Key Area IV: Infrastructure for Technology

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

Key Area Summary

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

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

Campus Name: _____

County/Campus Number: _____

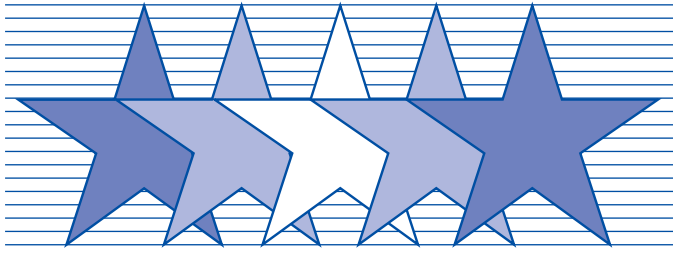
School Year: _____

Data Completion Date: _____

Completed by: _____

Email: _____

Please go to the online STaR Chart Assessment (www.tea.state.tx.us/technology/etac/txstar) to enter your results and print summary charts and graphs. Statewide aggregated data will be available in Spring 2003.



Educational Technology Advisory Committee

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**Additional information on the
Educational Technology Advisory Committee
is available on the World Wide Web at
www.tea.state.tx.us/technology/etac**

