| KEY AREAS: | TEACHING AND LEARNING | | | | | |
|---|---|---|---|---|---|---|
| FOCUS AREAS:<br>LEVELS OF PROGRESS | **(A) The 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** |
| **I. Early Tech** | Teacher-centered lectures<br><br>Students use technology to work on individual projects | Use technology as a supplement | Occasional computer use in library or computer lab setting | No technology use or integration occurring in the foundation subject area TEKS<br><br>Technology use is restricted to technology skills classes only | *Campuses that serve grades K-8:*<br>Within each grade level cluster (K-2, 3-5, 6-8), some but not all Technology Applications TEKS are met<br><br>*High School Campuses:*<br>At least 4 Technology Applications courses offered | Students occasionally use software applications and/or use tutorial software for drill and practice |
| **II. DevelopingTech** | Teacher-directed learning<br><br>Students use technology for cooperative projects in their own classroom | 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 | *Campuses that serve grades K-8:*<br>Within each grade level cluster (K-2, 3-5, 6-8), most Technology Applications TEKS are met<br><br>*High School Campuses:*<br>At least 4 Technology Applications courses offered and at least 2 taught | Students regularly use technology on an individual basis to access electronic information and, for communication and presentation projects |
| **III. Advanced Tech** | Teacher-facilitated learning<br><br>Students use technology to create communities of inquiry within their own community | 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 | *Campuses that serve grades K-8:*<br>Within each grade level cluster (K-2, 3-5, 6-8), all Technology Applications TEKS are met<br><br>Grade-level benchmarks (K-8) are established<br><br>*High School Campuses:*<br>At least 4 Technology Applications courses offered and at least 4 taught | Students work with peers and experts to evaluate information, analyze data and content in order to problem solve<br><br>Students select appropriate technology tools to convey knowledge and skills learned |
| **IV. Target Tech** | Teacher as facilitator, mentor, and co-learner<br><br>Student-centered learning in communities of inquiry with business, industry, and higher education | 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 | *Campuses that serve grades K-8:*<br>Within each grade level cluster (K-2, 3-5, 6-8), all Technology Applications TEKS are met<br><br>Grade-level benchmarks (K-8) are met<br><br>*High School Campuses:* | Students work collaboratively in communities of inquiry to propose, assess, and implement solutions to real world problems<br><br>Students communicate effectively with a variety of audiences |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | 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 | |

| KEY AREAS: | EDUCATOR PREPARATION AND DEVELOPMENT | | | | | |
|---|---|---|---|---|---|---|
| FOCUS AREAS:<br>LEVELS OF PROGRESS | **(G) Content of Training** | **(H) Capabilities of Educators** | **(I) Leadership and Capabilities of Administrators** | **(K) Levels of Understanding and Patterns of Use** | **(J) Models of Professional Development** | **(L) Technology Budget Allocated to Technology Professional Development** |
| **I. Early Tech** | 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 |
| **II. DevelopingTech** | Use of technology in the administrative task and classroom management; use of online 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 % |
| **III. Advanced Tech** | Integration of technology into teaching and learning; regularly uses online 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 % |
| **IV. Target Tech** | Regular creation and communication of new technology-supported, learner-centered projects; vertical alignment of Technology Application TEKS; anytime anywhere use of online 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 |

| KEY AREAS: | ADMINISTRATION AND SUPPORT SERVICES | | | | |
|---|---|---|---|---|---|
| FOCUS AREAS:<br><br>LEVELS OF PROGRESS | **(M)Vision and Planning** | **(N)Technical Support** | **(O)Instructional and Administrative Staffing** | **(P)Budget** | **(Q)Funding** |
| **I. Early Tech** | 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<br><br>Campus educator serving as local technical support | Campus budget for hardware and software purchases and professional development | Technology allotment only |
| **II. DevelopingTech** | Campus technology plan aligns with the Texas LRPT; integrated into district plan; used for internal planning, budgeting, applying for external funding and discounts<br><br>Teachers/administrators have a vision for technology use for direct instruction and some student use | At least one technical staff to 750 computers<br><br>Centrally deployed technical support call-in; response time less than 24 hours | Full-time Technology Coordinator/Assistant Superintendent for Technology<br><br>Centrally located instructional technology staff; one for every 5,000 students<br><br>Additional staff as needed, such as trainer, webmaster, or 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 |
| **III. Advanced Tech** | In addition to the above, the campus technology plan is approved by the board and supported by superintendent<br><br>Campus plan is collaboratively developed, guiding policy and practice; regularly updated<br><br>Campus plan addresses Technology Application TEKS and higher order teaching and learning<br><br>Admistrators use technology tools for planning | At least one technical staff to **500** computers<br><br>Central technology support use remote management software tools<br><br>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<br><br>Centrally located instructional technology staff; one for every **1,000** students<br><br>Additional staff as needed | Campus budget for hardware and software purchases, professional development, adequate staffing support, and ongoing costs | Technology allotment, other competive grants, E-Rate discounts applied to technology budget, **locally supplemented** through tax dollars |
| **IV. Target Tech** | In addition to the above, the campus technology plan is actively supported by the board<br><br>Campus plan is collaboratively developed, guiding policy and practice; updated at least annually<br><br>The campus plan is focused on student success; based on needs, research, proven teaching and learning principles<br><br>Administrators use technology for planning and decision making | At least one technical staff to **350** computers; centrally deployed and dedicated campus-based<br><br>Central technology support use remote management software tools<br><br>Technical support on-site; response time is less than 4 hours | Full-time district level Technology Coordinator/Assistant Superintendent for Technology<br><br>**Dedicated** campus-based instructional technology support staff -one per campus **plus** one for every **1,000 students**<br><br>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<br><br>**Appropriate** budget to support the district technology plan | Technology allotment, **other competitive grants**, E-Rate discounts, **locally supplemented** through tax dollars<br><br>Other state and federal programs directed to support technology funding, bond funds, business partnerships, donations, foundations, and other local funds designated for technology |

| KEY AREAS: | INFRASTRUCTURE FOR TECHNOLOGY | | | | |
|---|---|---|---|---|---|
| FOCUS AREAS:<br>LEVELS OF PROGRESS | **(R) Students per Computer** | **(S) Internet Access Connectivity/Speed** | **(T) Distance Learning** | **(U) LAN/WAN** | **(V) Other Technologies** |
| **I. Early Tech** | Ten or more students per Internet-connected multimedia computer<br><br>Replacement cycle established by district/campus is 6 or more years | Dial-up connectivity to the Internet available only on a few computers | No Web based /on-line learning available at the campus<br><br>No two-way interactive video distance learning capabilities available at the campus | Limited print/file sharing network at the campus<br><br>Some shared resources available on the campus LAN | Shared use of resources such as, but not limited to, TVs, VCRs, digital cameras, scanners, classroom sets of programmable calculators |
| **II. DevelopingTech** | Between 5 and 9 students per Internet-connected multimedia computer<br><br>Replacement cycle established by district/campus is every 5 years | Direct connectivity to the Internet available at the campus in 50% of the rooms, including the library<br><br>Adequate bandwidth to the campus to avoid most delays | Web based /on-line learning available at the campus<br><br>No two-way interactive video distance learning capabilities available at the campus, but available in the district | Most rooms connected to the LAN/WAN with student access<br><br>Minimum 10/100 Cat 5 **hubbed** network<br><br>High-end servers, such as Novell or NT servers, serving **some** applicationt | One educator per computer as recommended by the *Long-range Plan for Technology*<br><br>Shared use of resources such as, TVs, VCRs, digital cameras, scanners, digital projectors, and analog video cameras; classroom sets of programmable calculators |
| **III. Advanced Tech** | Four or less students per Internet-connected multimedia computer<br><br>Replacement cycle established by district/campus is every 4 years | Direct connectivity to the Internet available in **75%** of the rooms, including the library<br><br>Adequate bandwidth to each classroom over the local area network (at least 10/100 MB or LAN) to avoid most delays<br><br>Easy access for students and teachers | Web based /on-line learning available at the campus<br><br>Two-way interactive video distance learning capabilities available at the campus in **at least one classroom** | **All rooms** connected to the LAN/WAN with student access<br><br>Minumum 10/100 Cat 5 **switched** network<br><br>High-end servers, such as Novell or NT servers, serving **multiple** applications | One educator per computer as recommended by the *Long-range Plan for Technology*<br><br>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<br><br>**Shared use of specialized technologies** such as digital cameras, scanners, document cameras and projectors, and digital video cameras |
| **IV. Target Tech** | In addition to 4 or less students per Internet-connected multimedia computer, on-demand access for every student as recommended by the *Long Range Plan for Technology*<br><br>Replacement cycle established by district/campus is 3 years or less | Direct connectivity to the Internet in **all** rooms on all campus<br><br>Adequate bandwidth to each classroom over the local area network (at least 100 MB or fiber network LAN)<br><br>Easy access for students and teachers including some wireless connectivity | Web based /on-line learning available at the campus<br><br>Two-way interactive video distance learning capabilities available at the campus in **multiple** classrooms | All rooms connected to the WAN **sharing** multiple district-wide **resources**<br><br>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<br><br>**Easy access** to network resources for students and teachers, **including** some wireless connectivity | One educator per computer as recommended by the *Long-range Plan for Technology*<br><br>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. |