

## 2005 FLORIDA SCHOOL TECHNOLOGY AND READINESS (STaR) Chart

Technology Administration and Support					Educators and Technology			
	Technology Planning	Technical Support	Instructional Technology Support	Funding & Budget	Teacher Access to Technology	Teacher Use of Technology	School Administrators	Professional Development
TARGET	<ul style="list-style-type: none"> <li>Plan addresses 8 Essential Elements</li> <li>Plan reviewed/revised annually</li> <li>Representatives from business/community participate in planning process</li> <li>Plan focuses on technology integration throughout the curriculum</li> <li>Tech plan addresses NCLB/EETT goals</li> <li>Technology planning is integrated with School Improvement planning process</li> </ul>	<ul style="list-style-type: none"> <li>Full time school-based technical support with additional staff as needed (including faculty)</li> <li>Technical support response time less than 4 hours</li> <li>supports network and web production</li> </ul>	<ul style="list-style-type: none"> <li>Full time school-based instructional technology specialist with additional staff as needed (including faculty)</li> <li>Provides training, modeling, and assistance to teachers to fully integrate technology into the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing costs for hardware and software and provides for significant growth in technology integration</li> <li>Successfully obtains funding from two or more sources other than their allotments</li> <li>Funds devoted to professional development related to technology is equal to or greater than 30% of the total allocated for technology</li> </ul>	<ul style="list-style-type: none"> <li>One dedicated modern computer per teacher</li> <li>Refresh cycle every 3 or fewer years</li> </ul>	<ul style="list-style-type: none"> <li>Technology used for analysis of student assessment information, collaboration and communication with experts</li> <li>Teachers explore and evaluate new technologies and their educational impact</li> </ul>	<ul style="list-style-type: none"> <li>Promotes exemplary use of technology in instruction for all students</li> <li>Advocates parental and community involvement in the integration of technology and education</li> <li>Maintains awareness of emerging technologies; participates in job-related professional learning using technology resources</li> </ul>	<ul style="list-style-type: none"> <li>Participation: 75-100% of teachers have received technology-related training annually</li> <li>Training methods include coaching and/or modeling</li> <li>Content of training: focus on technology/curriculum integration; emerging technologies</li> </ul>
ADVANCED	<ul style="list-style-type: none"> <li>Plan addresses most but not all 8 Essential Elements</li> <li>Plan reviewed/revised every two years</li> <li>Students and parents participate in planning process</li> <li>Plan focuses on access to technology and tech skills for all students</li> <li>Planning process incorporates use of STaR Chart and STaR Survey data (STaR Profile)</li> <li>Plan is approved by SAC</li> </ul>	<ul style="list-style-type: none"> <li>Full time school-based technical support</li> <li>Technical support response time less than 8 hours</li> <li>Troubleshoots and maintains network and hardware and software</li> </ul>	<ul style="list-style-type: none"> <li>Full time school-based instructional technology specialist</li> <li>Assists teachers in using technology with their students</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing costs for hardware and software and provides for some growth toward technology integration.</li> <li>Successfully obtains funding from one source other than their allotment</li> <li>Funds devoted to professional development related to technology is equal to 20-29% of the total allocated for technology.</li> </ul>	<ul style="list-style-type: none"> <li>One dedicated modern computer per teacher</li> <li>Refresh cycle every 4 years</li> </ul>	<ul style="list-style-type: none"> <li>Technology used for research and content presentations and to collaborate with professional peers outside the school</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes and identifies exemplary use of technology in instruction for all students</li> <li>Advocates faculty and student use of technology within the curriculum</li> <li>Models use in daily work including communications, presentations, on-line collaborative projects and management tasks</li> </ul>	<ul style="list-style-type: none"> <li>Participation: 50-74% of teachers have received technology-related training annually</li> <li>Training methods include follow-up activities</li> <li>Content of training: learning to use technology for teaching</li> </ul>
INTERMEDIATE	<ul style="list-style-type: none"> <li>Plan addresses at least half of the 8 Essential Elements</li> <li>Plan reviewed/revised every 3 years</li> <li>Teachers participate in planning process</li> <li>Plan focuses on using technology to target specific groups of students</li> <li>Plan aligns with District technology Plan Technology plan aligns with School Improvement Plan</li> </ul>	<ul style="list-style-type: none"> <li>Part-time school-based technical support</li> <li>Technical support response time less than 24 hours</li> <li>Maintains hardware and troubleshoots hardware and software problems</li> </ul>	<ul style="list-style-type: none"> <li>Part time school-based instructional technology specialist</li> <li>Assists teachers in using technology in delivery of lessons</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing costs for hardware and software</li> <li>In addition to allotments, seeks grants and other funding such as business partnerships, donations, foundations, and other local funds designated for technology</li> <li>Funds devoted to professional development related to technology is equal to 10-19% of the total allocated for technology.</li> </ul>	<ul style="list-style-type: none"> <li>One dedicated computer per teacher</li> <li>Refresh cycle every 5 years</li> </ul>	<ul style="list-style-type: none"> <li>Technology used to streamline administrative tasks (grades, attendance, lesson planning, etc) and to communicate with students and parents</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes benefits of technology in instruction for all students and supports use of technology in instruction</li> <li>Advocates faculty use of technology</li> <li>Routinely uses technology in some aspects of daily work beyond word processing and email</li> </ul>	<ul style="list-style-type: none"> <li>Participation: 25-49% of teachers have received technology-related training annually</li> <li>Training methods include Hands-on learning</li> <li>Content of training: teacher use of technology for management, vendor-specific</li> </ul>
ENTRY	<ul style="list-style-type: none"> <li>We have a written technology plan</li> <li>Plan is reviewed/revised every 4-5 years</li> <li>Plan is created by administrators and/or technology specialists</li> <li>Plan focuses on technology use for productivity and management for teachers and staff</li> <li>School Improvement Plan includes technology strategies</li> </ul>	<ul style="list-style-type: none"> <li>Technical support comes from outside the school</li> <li>Technical support response time greater than 24 hours</li> <li>Troubleshoots only basic hardware or software problems</li> </ul>	<ul style="list-style-type: none"> <li>Instructional Technology support comes from outside the school</li> <li>Assists teachers in using technology for lesson preparation and classroom management</li> </ul>	<ul style="list-style-type: none"> <li>School struggles to maintain current level of hardware and software</li> <li>Funding from district technology allotments only</li> <li>Funds devoted to professional development related to technology is less than 10% of the total allocated for technology</li> </ul>	<ul style="list-style-type: none"> <li>One dedicated teacher computer per 2 or more teachers</li> <li>Refresh cycle every 6 years or more</li> </ul>	<ul style="list-style-type: none"> <li>Technology used for word-processing and to communicate with school faculty and staff</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes benefits of technology in instruction</li> <li>Pursues technology literacy for self</li> <li>Use of technology limited to word processing and email.</li> </ul>	<ul style="list-style-type: none"> <li>Participation: 1-25% of teachers have received technology-related training annually</li> <li>Training method is primarily demonstration</li> <li>Content of training: basic computer skills</li> </ul>

A school at the TARGET level may also have the traits of the ENTRY, INTERMEDIATE, and ADVANCED levels.

Learners and Learning				Accountability		Community
Student Access to Technology	Student Use of Technology	21st Century Learning Tools	21st Century Classroom	Student Technology Standards	Teacher Technology Standards	Community Outreach
<ul style="list-style-type: none"> <li>● One modern computer per student</li> <li>● Refresh cycle every 3 or fewer years</li> <li>● Special needs workstations are available in all instructional areas as needed</li> <li>● School provides after-school access to computers for all students over 10 hours per week</li> </ul>	<ul style="list-style-type: none"> <li>● Students regularly use technology for working collaboratively in communities of inquiry to propose, assess, and implement solutions to real world problems, and for evaluating and analyzing their own assessment information to improve learning</li> </ul>	<ul style="list-style-type: none"> <li>● Every classroom is equipped with the range of electronic equipment suitable for the subject taught there</li> <li>● Every classroom computer has access to appropriate content software and tool-based software</li> <li>● Every classroom has high speed Internet access</li> </ul>	<ul style="list-style-type: none"> <li>● Student-centered learning</li> <li>● Teachers act as mentors/ facilitators with national / international business, industry, and university communities of inquiry to develop 21<sup>st</sup> century skills</li> <li>● Technology is vital to all curriculum areas and embedded in daily instruction at appropriate grade level</li> </ul>	<ul style="list-style-type: none"> <li>● 75-100% of students are at the appropriate stage of Technology Literacy</li> <li>● Teachers are required to incorporate NETS-S skills and knowledge in their lessons</li> <li>● Monitoring/Assessing through multiple assessment methods</li> </ul>	<ul style="list-style-type: none"> <li>● At least 75% of educators meet Educator Accomplished Practices #12 at or above the Professional level proficiencies and utilize them in the classroom</li> <li>● 75-100% are technologically literate</li> <li>● Monitoring via some form of objective or performance assessment, in addition to observation</li> </ul>	<ul style="list-style-type: none"> <li>● Uses a variety of technologies, including radio or television broadcasting, to communicate with parents/community</li> <li>● School participates in establishing technology access centers for the community</li> <li>● Students lead technology training for parents/ community</li> </ul>
<ul style="list-style-type: none"> <li>● Fewer than 5 students per one modern computer;</li> <li>● Refresh cycle every 4 years</li> <li>● Special needs workstations limited to some instructional areas and media center</li> <li>● School provides after-school access to computers for all students 6-10 hours per week</li> </ul>	<ul style="list-style-type: none"> <li>● Students regularly use technology for working with peers and experts, evaluating information, analyzing data and content in order to solve problems, and evaluating individual progress</li> </ul>	<ul style="list-style-type: none"> <li>● Every classroom has at the equipment to project video and computer images for student viewing</li> <li>● Some classrooms have access to multimedia authoring and video editing software</li> <li>● Most classrooms have high speed Internet access</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-facilitated learning</li> <li>● Teachers establish communities of inquiry for students to collaborate with community members</li> <li>● Technology is embedded in core curriculum areas</li> </ul>	<ul style="list-style-type: none"> <li>● 50-74% of students are at the appropriate stage of technology literacy</li> <li>● NETS-S (or equivalent standards) adopted and grade-level and subject-area expectations for technology</li> <li>● Monitoring/Assessing through at least one form of objective assessment</li> </ul>	<ul style="list-style-type: none"> <li>● At least 50% of educators meet Educator Accomplished Practices #12 at or above the Professional level proficiencies and utilize them in the classroom</li> <li>● 50-74% are technologically literate</li> <li>● Monitoring via observation, tracking training and self assessment or survey</li> </ul>	<ul style="list-style-type: none"> <li>● Uses a variety of technologies, including the Internet, to communicate with parents/community</li> <li>● School staff lead technology training for parents /community</li> </ul>
<ul style="list-style-type: none"> <li>● Fewer than 10 students per one modern computer</li> <li>● Refresh cycle every 5 years</li> <li>● Special needs workstations limited to special education instructional areas</li> <li>● School provides after-school access to computers for all students 1-5 hours per week</li> </ul>	<ul style="list-style-type: none"> <li>● Frequent individual use by students to access information resources for communication and for presentation projects</li> </ul>	<ul style="list-style-type: none"> <li>● Shared use of electronic instructional equipment among groups of teachers</li> <li>● Tool-based software includes presentation, some graphics and concept mapping</li> <li>● Some classrooms have high-speed Internet access</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-directed learning</li> <li>● Teachers encourage students to use technology for cooperative projects in their own classrooms</li> <li>● Teachers support student use of technology to accomplish curriculum goals</li> </ul>	<ul style="list-style-type: none"> <li>● 25-49% of students are at the appropriate stage of technology literacy</li> <li>● NETS-S (or equivalent standards) adopted and some attempt to teach skills</li> <li>● Monitoring/Assessing through subjective assessment, such as teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>● At least 25% of educators meet Educator Accomplished Practices #12 at or above the Professional level proficiencies and utilize them in the classroom</li> <li>● 25-49% are technologically literate</li> <li>● Monitoring via observation and tracking training</li> </ul>	<ul style="list-style-type: none"> <li>● Uses email to communicate with parents</li> <li>● School offers technology awareness programs for parents (e.g., family tech night or through web sites or videos)</li> </ul>
<ul style="list-style-type: none"> <li>● One modern computer per instructional area, or 10 or more students per computer</li> <li>● Refresh cycle every 6 years or more</li> <li>● School provides student access to computers only for after-school care students or by special arrangement</li> </ul>	<ul style="list-style-type: none"> <li>● Infrequent use by students as a basic tool for drill and practice, and/or integrated learning labs</li> </ul>	<ul style="list-style-type: none"> <li>● Limited access to some electronic instructional equipment</li> <li>● Tool-based software limited to word processing and spreadsheets</li> <li>● High-speed Internet access is available at the school, though not in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-centered learning</li> <li>● Teachers allow students to use technology to work on individual projects</li> </ul>	<ul style="list-style-type: none"> <li>● 1-24% of students are at the appropriate stage of technology literacy.</li> <li>● Technology standards adopted, but do not align with NETS-S</li> <li>● Monitoring/Assessing through self assessment or survey</li> </ul>	<ul style="list-style-type: none"> <li>● Up to 25% of educators meet Educator Accomplished Practices (EAP) #12 at or above the Professional level proficiencies and utilize them in the classroom</li> <li>● 1-24% are technologically literate</li> <li>● Monitoring via observation only</li> </ul>	<ul style="list-style-type: none"> <li>● Uses technology such as voice bulletins, voice mail, and telephone homework hotlines to communicate with parents</li> <li>● Parents can access school computers during extended (non-instructional) hours</li> </ul>