2003 Florida STaR Chart

SCHOOL TECHNOLOGY AND READINESS
Planning and Assessment Guide

Bureau of Educational Technology
Florida Department of Education

Florida School Technology and Readiness Chart

What is a STaR Chart?

A STaR (**S**chool **T**echnology **a**nd **R**eadiness) Chart is a tool designed for use in technology planning, budgeting for resources, and assessment of progress in local technology projects. A STaR Chart is a rubric of technology benchmarks that relate to a variety of education issues. The benchmarks for each issue are presented at stages, providing the opportunity to chart a school's or district's progress in educational technology. The *CEO Forum* introduced the first STaR Chart in 1997, followed by the Texas STaR Chart in 2001.

Why a Florida STaR Chart?

The Bureau of Educational Technology (BET) recognized the need for such a tool for Florida. While existing STaR Charts presented an inspired concept, the content of both the CEO Forum and Texas STaR Charts did not meet Florida's special needs. In August of 2002, volunteers from the Florida Council of Instructional Technology Leaders (FCITL) met with the Bureau Staff to begin work on a rubric unique to Florida. The Florida STaR Chart mirrors the CEO Forum and Texas STaR Charts in structure, and establishes a clear framework for measuring how well schools are prepared to equip students with the knowledge and skills they need to meet the challenges of expanding technology.

What do the 4 stages indicate?

Stage 1: Sometimes referred to as the Entry or Adoption Stage; schools at Stage 1 are beginning to see the benefits of technology and to explore its role in education.

Stage 2: Sometimes referred to as the Adaptation Stage; schools at Stage 2 have accepted that technology has an important role in education and are beginning to integrate technology and instruction.

Stage 3: Sometimes referred to as the Appropriation Stage; schools at Stage 3 have embraced educational technology, and encourage and support integration of technology and instruction, professional development, and technology infrastructure.

Stage 4: Sometimes referred to as the Invention or Target Stage; schools at Stage 4 aggressively seek to create new learning environments through the use and support of educational technology.

The 2003 Technology Resource Survey questions reflect the elements of the STaR Chart. With the data collected from the survey, and using these four stages, BET will assist schools in determining the status of their educational technology in the areas of Administration and Support, Technology Capacity, Educator Competency and Professional Development, Learners and Learning, and Accountability.

How will BET use the STaR Chart?

BET will use the Florida STaR Chart and the results from the Technology Resource Survey in tandem to respond to legislative inquiries, as well as to offer documented evidence to justify additional funding requests at school, district, and state levels.

How do I use the Florida STaR Chart?

The Florida STaR Chart can be used to:

- Create and/or update a school or district technology plan.
- Set benchmarks and goals. Schools and districts may use the chart to identify current education technology profiles, establish goals, and monitor progress.
- Create individualized assessment tools.
- Apply for grants. The Florida STaR Chart will help schools identify their educational technology needs as they apply for grants. Chart references may also be helpful in project reports.
- Determine funding priorities. Education administrators and policymakers can use the Florida STaR Chart to determine where to allocate funds.
- Generate an historical perspective of school technology progress. The data can be reported to school boards, and planning committees to gauge progress and align with national and state standards.
- Help conceptualize your school's or district's vision of technology.

TECHNOLOGY STANDARDS

For Students:
Because specific standards for technology skills for students are not currently a part of Florida's Sunshine State Standards, the Bureau of Educational Technology recommends that districts adopt, or align their own standards with the ISTE NETS-S (International Society for Technology in Education National Educational Technology Standards for Students).

For Teachers:
Technology standards for Florida teachers are incorporated in the Florida Educator Accomplished Practices as Practice #12. The Bureau of Educational Technology is working to align the indicators for Practice #12 with the ISTE NETS-T (Standards for Teachers).

HELPFUL LINKS

www.ceoforum.org
The CEO Forum provides reports on the status of educational technology in the United States in the areas of infrastructure, digital content, professional development, and accountability.

www.iste.org
Technology standards for teachers and students are available at this site, as well as a variety of resources for technology integration.

www.doe.firn.edu/edtech
The Bureau of Educational Technology offers a wealth of information and resources.

www.firn.edu/doe/dpe/publications.htm
Find the Florida Educator Accomplished Practices at this site.

FLORIDA SCHOOL TECHNOLOGY AND READINESS (StaR) Chart

TECHNOLOGY ADMINISTRATION AND SUPPORT					
KEY AREAS	Vision and Planning	Technical Support	Instructional Technology Staffing	Budget	Funding
STAGE 1	• No educational technology planning evident • Technology used mainly for administrative tasks such as word processing, budgeting, and attendance	• No school-based technical support • Technical support response (personal contact to address the problem) time greater than 24 hours	• No school-based instructional technology specialist (one who provides expert support for integration of technology and curriculum rather than technical support)	• Budget for hardware and software purchases and professional development	• District, state and federal technology allotments only
STAGE 2	• Educational technology planning aligns with District/ State technology plans • Technology used for internal planning, budgeting, applying for external funding and discounts; educators have vision of technology use for direct instruction and some student use	• Part-time school-based technical support • Technical support response time less than 24 hours	• Part time school-based instructional technology specialist	• Budget for hardware and software that is accessible to all students, professional development, minimal staffing support, and some ongoing costs	• In addition to allotments, seeks grants and other funding such as bond funds, business partnerships, donations, foundations, and other local funds designated for technology to meet enhanced technology needs and minimal instructional technology needs
STAGE 3	• In addition to above, educational technology planning is integrated into the SIP process and approved by the school's SAC committee • A collaboratively developed technology plan guides policy and practice, addresses higher order teaching and learning for ALL students (including ESOL and ESE), and is regularly updated	• Full time school-based technical support capable of troubleshooting basic network and hardware repair including assistive technologies • Technical support response time less than 8 hours	• Full time school-based instructional technology specialist	• Budget for hardware and software that is accessible to all students, professional development, adequate staffing support, and ongoing costs	• Successfully obtains funding from one source other than their allotment
STAGE 4	• In addition to above, the school's administration, teachers, and staff actively support technology planning. • A collaboratively developed technology plan guides policy and practice; focuses on student success; is based on needs, research, proven teaching, and learning principles; Revised annually	• Full time school-based technical support with additional staff (including faculty) to support network and web production • Technical support response time less than 4 hours	• Full time school-based instructional technology specialist and additional staff (including faculty) with expertise in specialized areas of integration	• Budget for hardware and software that is accessible to all students, professional development, sufficient staffing support, facilities, and other ongoing costs including investigation of new technologies	• Successfully obtains funding from two or more sources other than their allotments

TECHNOLOGY CAPACITY					
Student Computer Access	**Teacher Computer Access**	**Internet Access**	**Video Capacity**	**LAN/WAN**	**Curriculum-based Tools**
• One modern computer per classroom, or 10 or more students per computer; no refresh cycle • No Universal Access Stations (computer stations equipped with necessary hardware and software to meet the special needs of students with disabilities) • No student access to computers after school	• One dedicated teacher computer per 2 or more teachers; no refresh cycle	• Dial-up connectivity to the Internet available to support web-based applications only on a few computers	• Video available in the classroom on magnetic or optical media. • Media is available via classroom device such as VCR or DVD player.	• Limited print/file sharing network at each school	• Limited access to some instructional equipment (i.e., televisions, VCRs, digital cameras, scanners, programmable calculators, etc.) • Tool-based software limited to word processing and spreadsheets
• Fewer than 10 students per one modern computer; refresh cycle every 5 years • Universal Access Stations limited to special education classrooms • Student access to computers for after-school care students or by special arrangement	• One dedicated computer per teacher; refresh cycle every 5 years	• Direct connectivity to the Internet at the school and accessible in some rooms; adequate distribution of bandwidth to the school to avoid most delays	• Capacity to schedule and distribute video over school network to the classroom. • Capacity to receive via satellite and distribute programming to the classroom	• Most rooms connected to the LAN/WAN with student access • Minimum 10/100 hubbed network • High-end servers serving some applications at the school with a replacement cycle of 3 years	• Shared use of instructional equipment among groups of teachers • Tool-based software includes presentation, some graphics and concept mapping
• Fewer than 5 students per one modern computer; refresh cycle every 4 years • Universal Access Stations limited to some classrooms and media center • Open after-school access to computers for all students 1-5 hours per week	• One dedicated modern computer per teacher; refresh cycle every 4 years	• Direct connectivity to the Internet at the school and accessible in all rooms; adequate bandwidth to each classroom over the LAN to avoid most delays	• Capacity to schedule and distribute video over district or cable access network to the classroom. • Two way interactive video conferencing used to connect schools.	• All rooms connected to the LAN/WAN with student access • Minimum 10/100 switched network	• Instructional equipment assigned to each teacher/ classroom including at least a computer with projection device, TV, and VCR or DVD • Tool-based software includes some multimedia authoring and video editing
• One computer per student; refresh cycle every 3 or fewer years • Universal Access Stations available in all classrooms • Open after-school access to computers for all students over 5 hours per week	• One dedicated modern computer per teacher; refresh cycle every 3 or fewer years	• Anywhere, anytime direct access to the Internet for any desired application	• Network provided video on demand Two way interactive video conferencing used to connect to post-secondary institutions and other education providers	• All rooms connected to the LAN/WAN with student access • Robust WAN with 100 MB/GB and/or fiber switched network that allows for resources (i.e. video streaming, desktop conferencing, etc.) • Easy access to network resources for students and teachers including some wireless connectivity and remote access	• Fully equipped classrooms with all the technology that is available to enhance student instruction including all forms of software, digital cameras, scanners, other devices specific to content areas

TECHNOLOGY EDUCATOR COMPETENCY AND PROFESSIONAL DEVELOPMENT

Educator Use of Technology	Leadership	Professional Development Budget	Models of Professional Development	Content of Technology Training
• Teachers use e-mail and word processing programs • Technology not used to review student assessment information	• Recognizes benefits of technology in instruction • Limited use of technology	• 5% or less of technology budget devoted to professional development in technology-related training	• Leader presents information to group of teachers	• Teachers become acquainted with technology (i.e., basic computer skills)
• Streamlined administrative tasks (grades, attendance, lesson planning, etc) • Technology used infrequently to review student assessment information	• Recognizes benefits of technology in instruction for all students and supports use of technology in instruction • Routinely uses technology in some aspects of daily work	• 6-24% of technology budget devoted to professional development in technology-related training	• Teachers participate in hands-on instruction with follow-up to activity	• Teachers learn to use technology in the classroom (i.e., administration, management, and or presentation software; Internet as a research tool)
• Technology used for research; creating templates for students; multimedia and graphical presentations and simulations; and correspondence with experts, peers, and parents • Technology frequently used to review student assessment information	• Recognizes and identifies exemplary use of technology in instruction for all students • Models use in daily work including communications, presentations, on-line collaborative projects and management tasks	• 25-29% of technology budget devoted to professional development in technology-related training • Additional training provided by outside instructors brought to the school	• Majority of instructional staff participate in coaching, modeling of best practices, scaffolding, and school-based mentoring	• Teachers learn to use technology with curriculum/ students (i.e., integration skills for creating learner-centered technology projects using Internet, applications, multimedia presentations, data collection; making accommodations with assistive technologies; etc.)
• Teachers explore and evaluate new technologies and their educational impact; technology used for inquiry, analysis, collaboration, creativity, content production, and communication • Technology regularly used to review student assessment information which results in needed changes in instruction	• Promotes exemplary use of technology in instruction for all students; advocates and encourages parental and communal involvement in the training and integration of technology and education • Maintains awareness of emerging technologies; participates in job-related professional learning using technology resources	• 30% or more of technology budget devoted to professional development in technology-related training	• Learning communities created among instructional staff to provide continuous coaching, modeling of best practices, and school-based mentoring • Additional professional development available any time, at any level, through a variety of delivery systems	• Teachers learn about emerging technologies and their uses with curriculum/ students (i.e., creation and communication of new technology-supported, student-centered projects) • Vertically aligned integration of all technology within SSS

LEARNERS AND LEARNING				ACCOUNTABILITY	
Student Use of Technology	**Technology Integration**	**Secondary Technology Courses**	**Community Connection**	**Student Technology Standards**	**Teacher Technology Standards**
• Infrequent use by students as a basic tool for drill and practice, and/or integrated learning labs	• **Teacher-centered lectures** • Teachers allow students to use technology to work on individual projects	• Offers some technology courses	• No effort to connect with the community, including parents, through technology or about technology	• Core curriculum teachers address the technology-implicit standards (SSS)	• Up to 25% of educators meet Educator Accomplished Practices (EAP) #12 at or above the Professional level proficiencies and utilize them in the classroom
• Frequent individual use by students to access information resources for communication and presentation projects	• Teacher-directed learning • Teachers encourage students to use technology for cooperative projects in their own classrooms • Teachers use technology projects as an alternative form of assessment	• Offers a variety of technology courses on different topics or at different levels	• Offers a technology awareness program for parents (e.g., family tech night or through web sites or videos)	• Specific student technology standards beyond SSS adopted	• At least 25% of educators meet Educator Accomplished Practices #12 at or above the Professional level proficiencies and utilize them in the classroom
• 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	• Teacher-facilitated learning • Teachers establish communities of inquiry for students to collaborate with community members	• Offers at least one sequential program of study in an area of technology	• Partners with community to offer after-hours training to parents/ caregivers • Parents/ caregivers have access to school technology • Students assist in training parents and community in real-life skills	• In addition to the above, a method for monitoring and evaluating student progress established • Technology integrated into curriculum areas; grade-level and subject-area expectations for technology established	• At least 50% of educators meet Educator Accomplished Practices #12 at or above the Professional level proficiencies and utilize them in the classroom
• 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 • Students communicate effectively with a variety of audiences	• Student-centered learning • Teachers act as mentors/ facilitators with national / international business, industry, and university communities of inquiry to develop 21st century skills • Technology is vital to all curriculum areas and integrated on a daily basis	• Offers multiple sequential programs of study in technology	• Plays an active role in attempting to overcome the digital divide within the local community • Offers universal access to training in professional skills	• All technology standards for students are accomplished	• At least 75% of educators meet Educator Accomplished Practices #12 at or above the Professional level proficiencies and utilize them in the classroom