

Guidelines for Content Advisor Feedback on the K-8 Technology Applications Texas Essential Knowledge and Skills

Please review the current Texas Essential Knowledge and Skills (TEKS) for kindergarten–grade 8 technology applications and results from the K-8 technology applications TEKS survey. Use the following questions to develop feedback for the State Board of Education regarding revisions to the TEKS.

There is no specific format required for your

students can properly utilize technology in each grade level. Students with disabilities have benefited by the implementation of adaptive and assistive technology on the STAAR test, but is it being implemented in the classroom. If so, how often and how is this accountability implemented state-wide? If the Tech Apps TEKS are moved into each core subject, then the accountability will exist state-wide. The role of the Tech Apps teachers shouldn't be to teach these TEKS independently but instead they should be planning with all core teachers and providing relevant resources for each subject. School districts across Texas must provide equal technology for every student as well as equitable professional development and resources for every teacher. Otherwise, it doesn't matter if or how often we update our TEKS if students and teachers don't have proper access and resources to implement them.

2. Does each grade band and/or grade level follow a complete and logical development of technology application concepts presented within the grade band/level? If not, what improvements are needed?

Kindergarten-Grade 2 should be classified per grade level instead of clustered together. For example, (b) Knowledge and Skills (1) Creativity and Innovation (A) (B) (D) and € are all describing the Engineering Design Process, however (C) should be a Kindergarten expectation where students "Explore" before they can be expected to apply, create, or evaluate.

3. Are there specific topics that are missing from the current TEKS? If so, please explain.

Digital Literacy to navigate through today's socially engineered world. Cybersecurity basics in middle school.

4. Are there topics that should be eliminated or revised because they are not essential or no longer reflect current research or practices within the field? If so, please identify by grade level and student expectation number.

Communication and collaboration should be revised to include current safe platforms Digital Citizenship is included, however, current cybersecurity includes basic safety concepts that each student at every grade level should learn before utilizing the internet. Expand digital citizenship to include cyber citizenship based on current CompTIA standards.

5. Are the TEKS vertically aligned so that concepts are introduced, elaborated on, and refined across grade bands/grade levels and students will possess the necessary knowledge and skills to be successful in later grades?

The strands can be updated to reflect current ISTE performance indicators. TEKS are not rigorous enough in middle school. The expectations are nearly the same as

No, specific examples need to be included with the words “such as” throughout the entire document. This is rarely provided. Expectations are too vague throughout the grade levels. Include 3-D modeling and simulation of printing in middle school.

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