



Technology Applications

Engagement Session, March 2024

Today, we will discuss the following topics.



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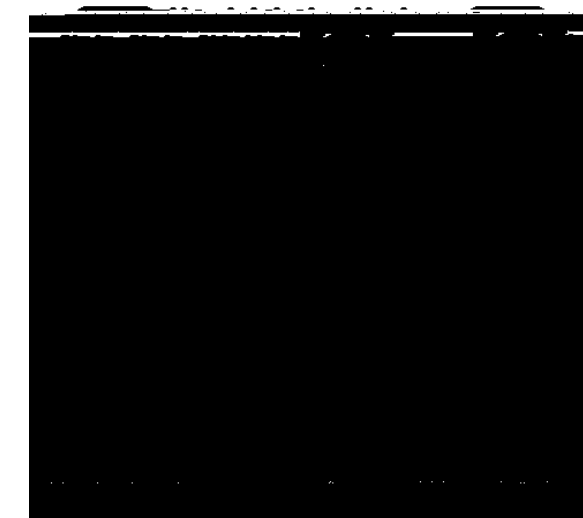
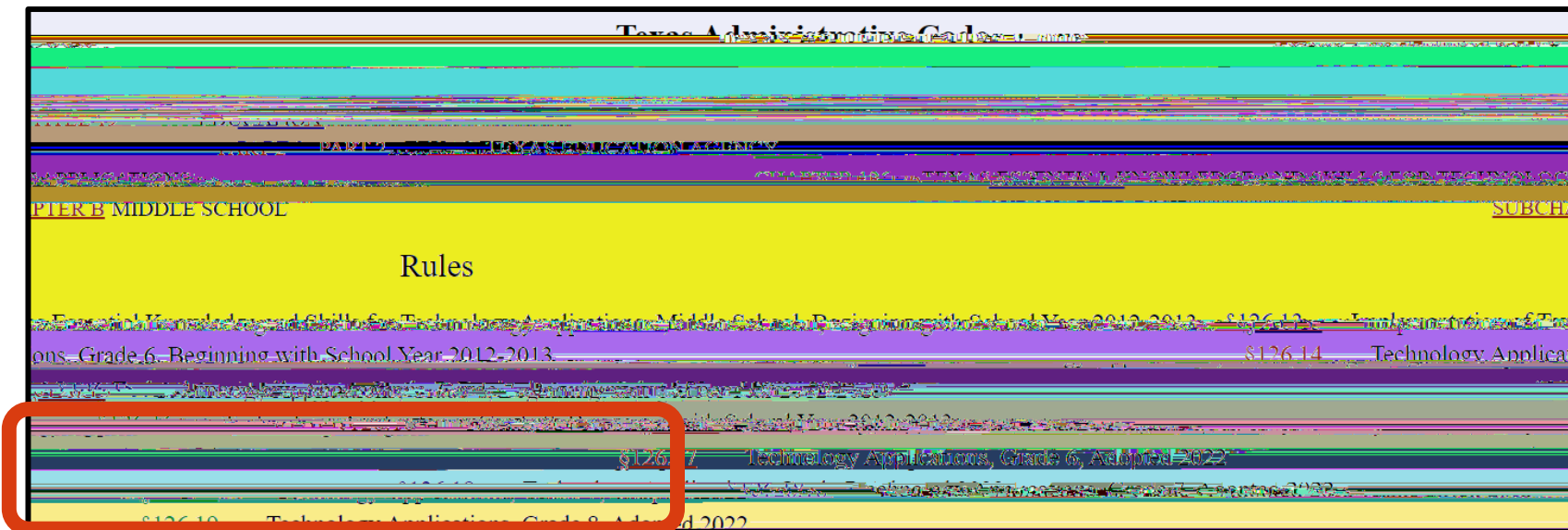
The Revised TEKS for Technology Applications

The revised TEKS for technology applications can be found online.



Located in Chapter 126 of the 19 Texas Administrative Code (TAC)

Include “Adopted 2022” in rule title



[https://texreg.sos.state.tx.us/public/readtac\\$xt.ViewTAC?tac_view=4&ti=19&pt=2&ch=126](https://texreg.sos.state.tx.us/public/readtac$xt.ViewTAC?tac_view=4&ti=19&pt=2&ch=126)

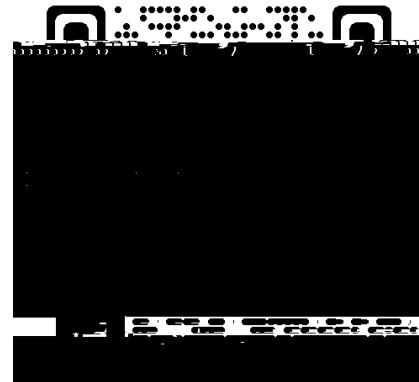
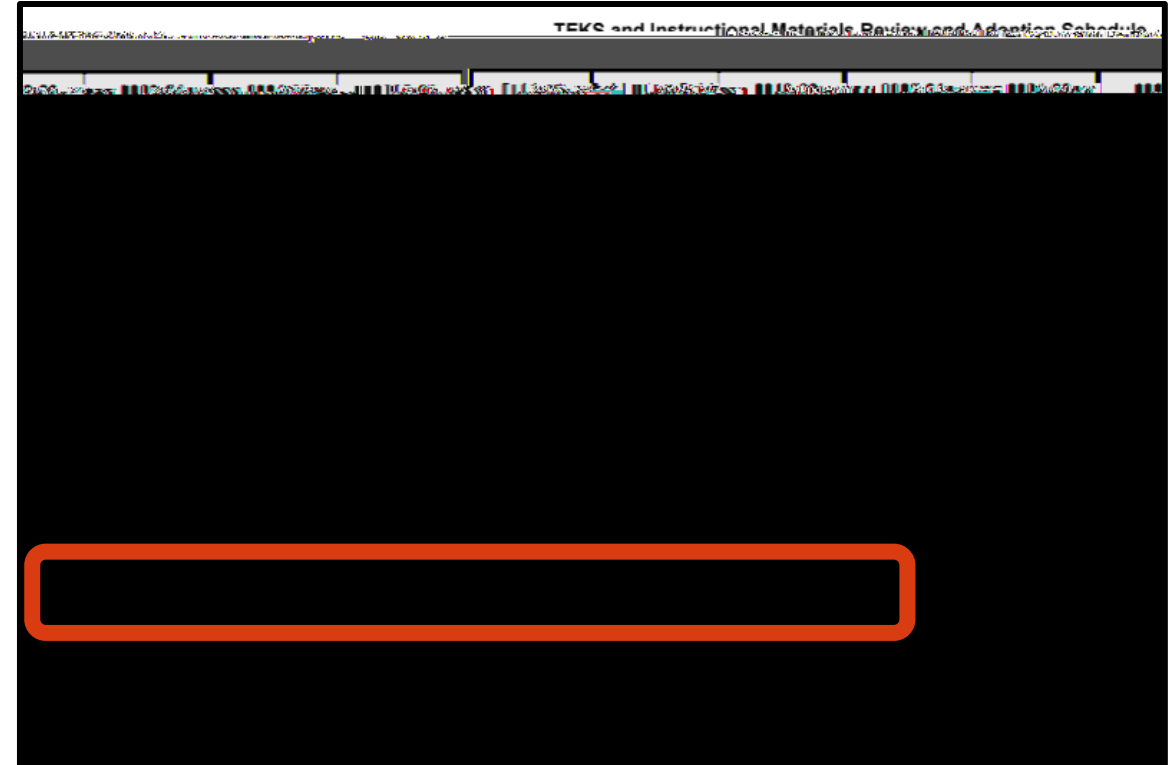
A timeline of the revised TEKS can be found online.



2022-2023 – TEKS are adopted by the State Board of Education (SBOE)

2023-2024 – Instructional materials are adopted by the SBOE

2024-2025 – Revised TEKS are implemented



<https://tea.texas.gov/academics/curriculum-standards/teks-review/teks-review-and-revision>

There are several overarching changes to the revised technology applications TEKS.



Elementary TEKS are now **written for each grade level, K–5**

TEKS are organized into **five strands:**

- Computational thinking (new)

- Creativity and innovation

- Data literacy, management, and representation (new)

- Digital citizenship

- Practical technology concepts (new)



TEKS include **“with assistance”** and **“with or without technology”**

Technology is written with **broad descriptions for emerging technology**

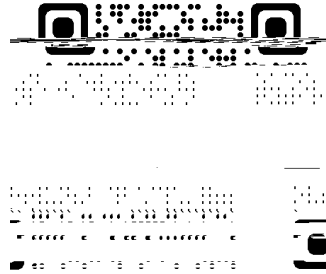
Strands connect to **everyday life**



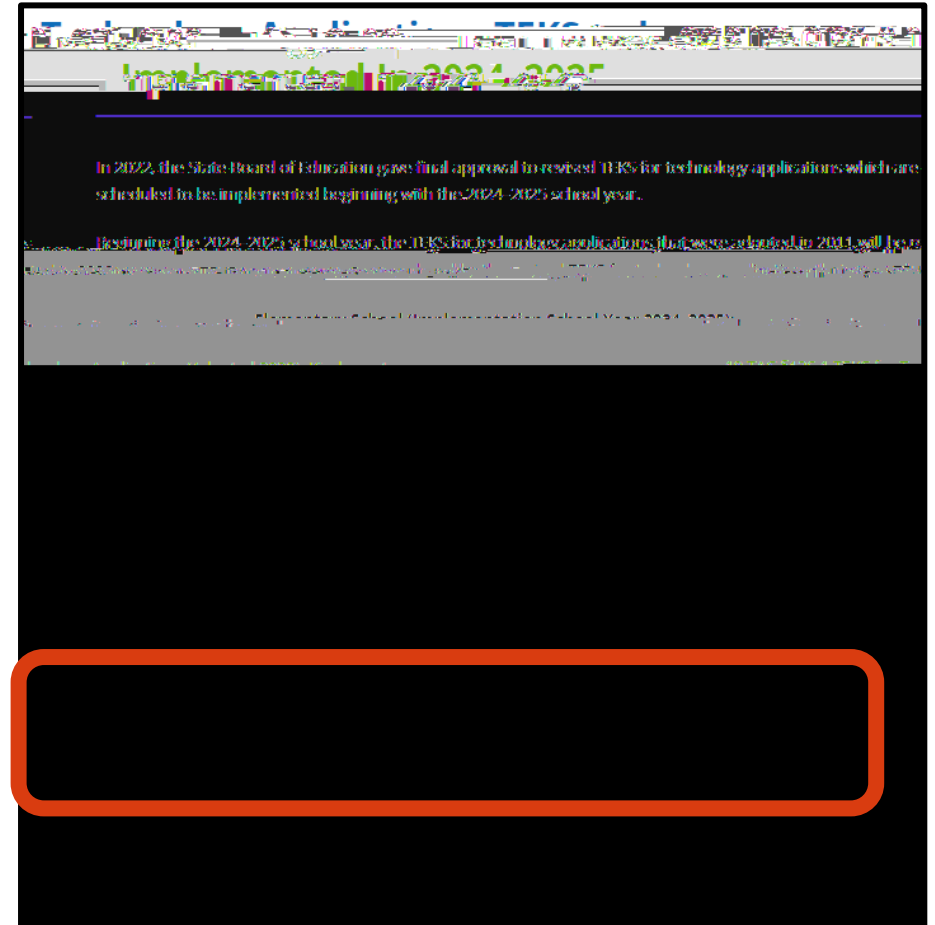
TEA's vertical alignment documents show the progression of concepts from K–8.



Two versions are available:
Organized by strand
Organized by substrand



<https://tea.texas.gov/academics/subject-areas/technology-applications>

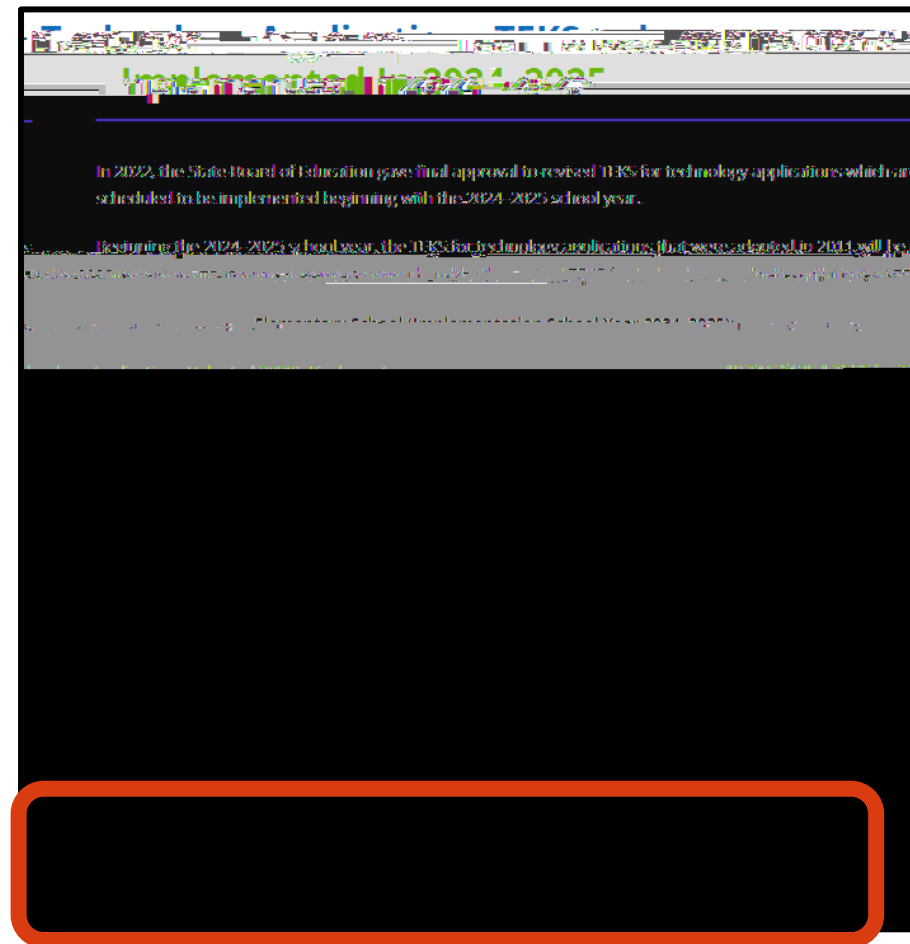
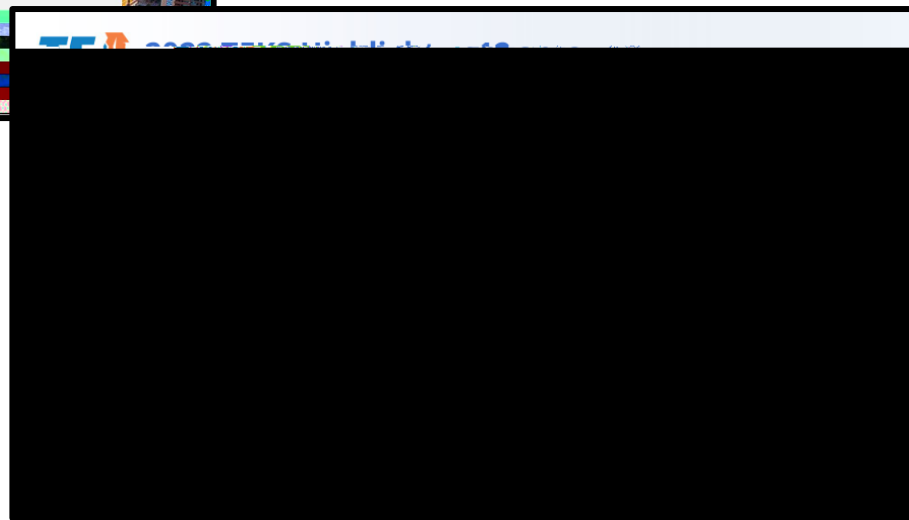
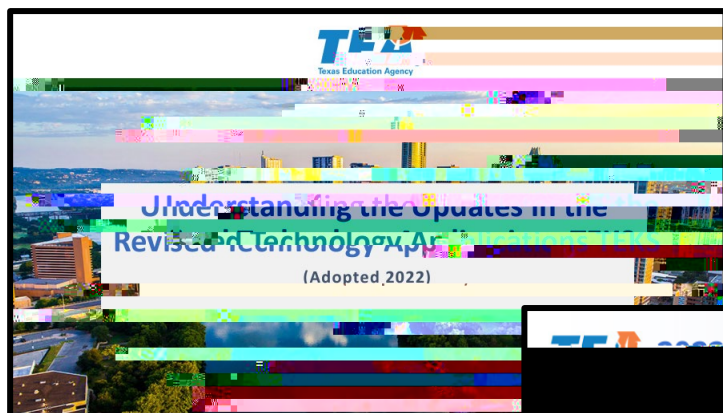


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The "Understanding the Updates" document explains major differences between the current and revised TEKS.



List of overarching changes
TEKS highlights per grade level and strand



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<https://tea.texas.gov/academics/subject-areas/technology-applications>

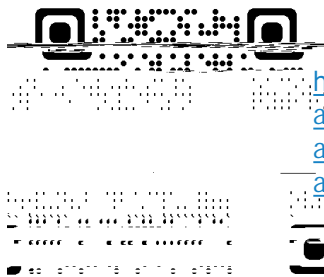
There are other upcoming resources to support the revised TEKS for technology applications.



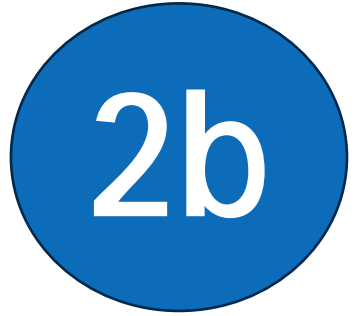
TEA has published a **side-by-side document** comparing the current TEKS for grades 6, 7, and 8 with the revised TEKS for grades 6, 7, and 8.

The technology applications engagement sessions scheduled for May will go over the side-by-side document.

No side-by-side document for grades K–5 will be developed due to the transition from elementary grade band to grade-level TEKS.



<https://tea.texas.gov/academics/subject-areas/technology-applications>



Other Resources

Teacher certifications are addressed in 19 TAC Chapter 231.



Elementary requirements are



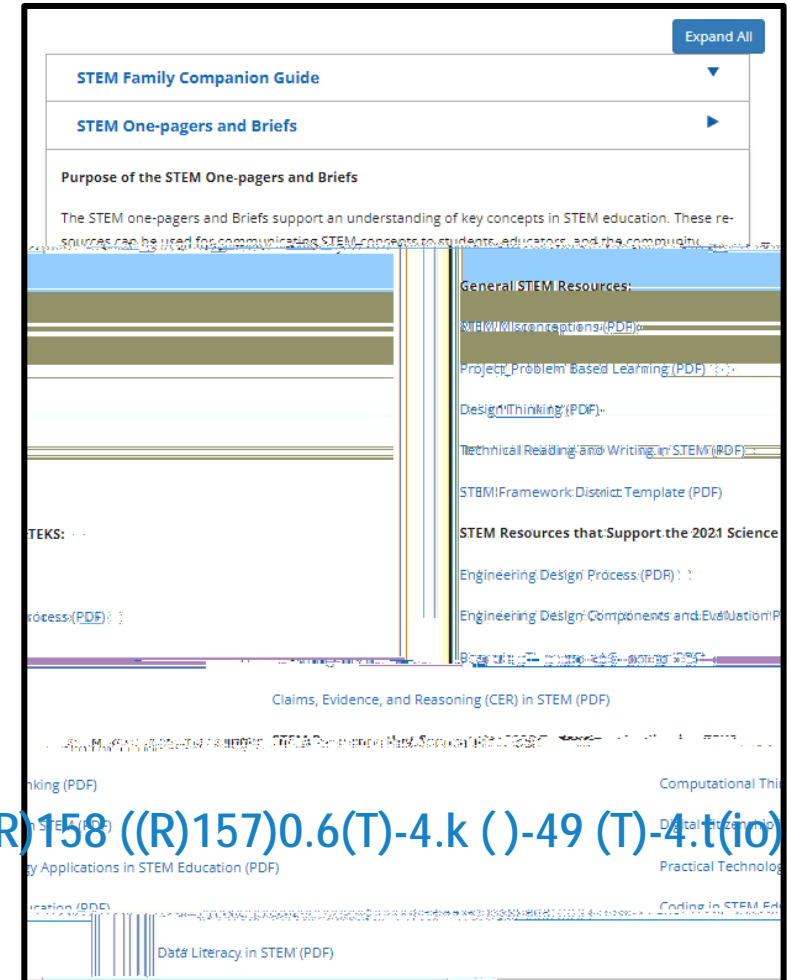
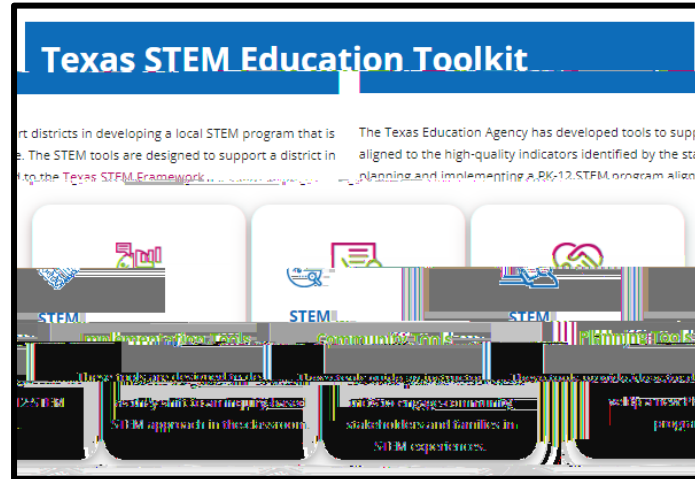
STEM instructional resources are located in the STEM Education Toolkit.



Webpage dedicated to STEM education, including technology applications

Series of STEM one-pagers and briefs to support key concepts in STEM education

Resources that align with K-8 technology applications TEKS

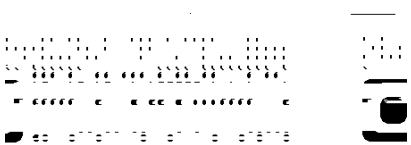
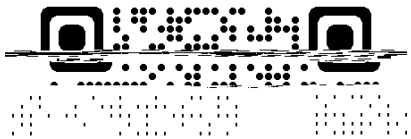
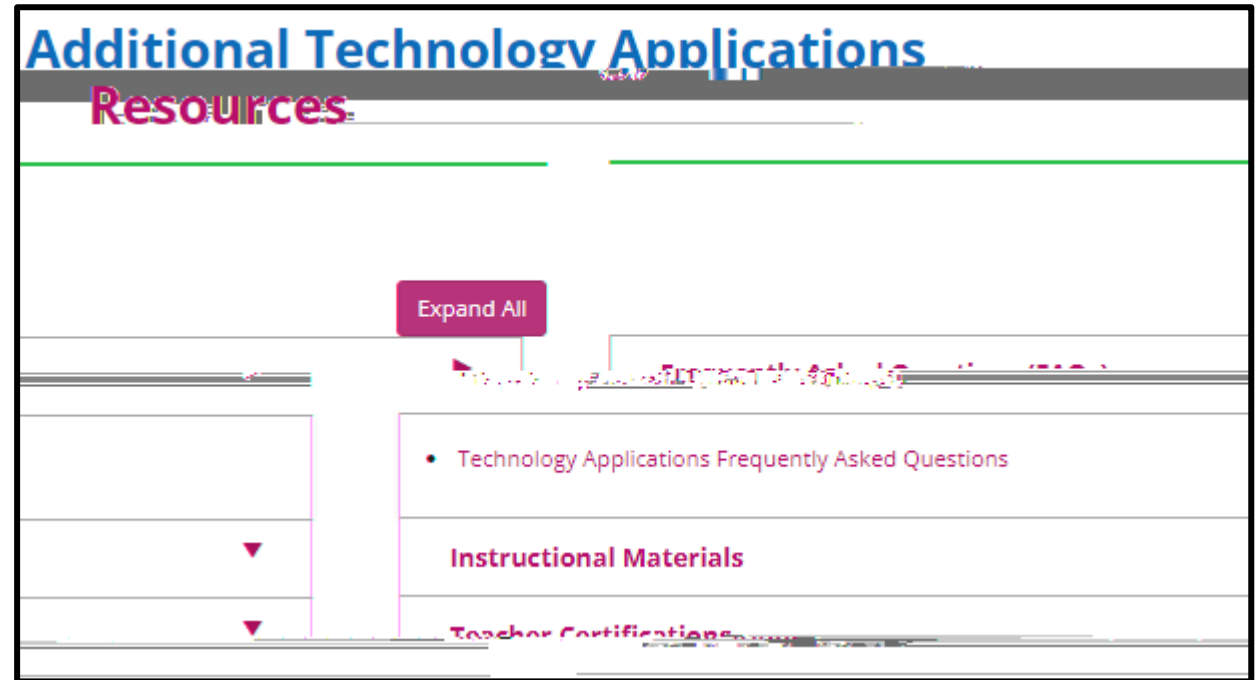


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Frequently asked questions (FAQs) are provided on the technology applications webpage.



Topics include, but are not limited to—
curriculum requirements;
TEKS questions; and
stand-alone courses versus
embedded standards.



<https://tea.texas.gov/academics/subject-areas/technology-applications>



Did the teacher certification requirements for technology applications change?



No, the requirements for personnel assignments for technology applications have not changed.

Teachers who are instructing the TEKS for

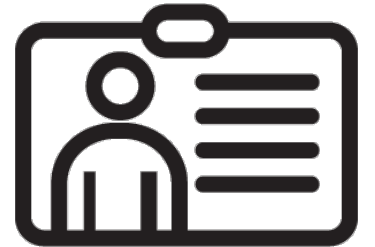
How should LEAs conduct the “verification of competency” on the list of certifications for technology applications?



The list of certifications to allow an assignment in technology applications for PK–grade 6 and grades 6–8 can be found in the following subchapters Texas Administrative Code:

[19 TAC §231.29 Technology Applications, Prekindergarten-Grade 6](#)

[19 TAC §231.77 Technology Applications, Grades 6-8](#)



In both lists, the phrase “**verification of competency**” is left intentionally broad to provide LEAs the **flexibility to locally determine the competency of an instructor**. This may be done through many various methods. Neither TEA nor the State Board for Educator Certification (SBEC) define how LEAs should make this determination.

For additional questions related to educator certifications, please contact Educator Certification and CPE by submitting a [TEA Help Desk ticket](#).

Do LEAs have to provide stand-



What settings can LEAs use to embed technology applications into other content areas?



LEAs may embed standards in a **variety of settings**.

Many technology applications concepts are **shared by other content areas**.

Districts/Charters may wish to **map the technology applications standards** to concepts in other content areas.

Tech Apps, Grade 5

(1)(B) identify patterns in real-world problems and make predictions based on the pattern;

Science, Grade 5

(5)(A) identify and use patterns to explain scientific phenomena or to design solutions;

Tech Apps, Grade 5

(5)(A) identify and collect quantitative and qualitative data with digital tools; and

Social Studies, Grade 5

(23)(A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States;

Use the TEA Help Desk to ask us questions.



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