Connecticut State Board of Education
Hartford

Position Statement on Educational Technology and Information Literacy

Adopted February 4, 2009

Literacy in the 21st century requires more than the ability to read, write and compute. The State Board of Education believes that every student must develop strong technological skills and continually use them in order to function adequately in our 21st century world. Connecticut schools must ensure that technology resources are integrated across the curriculum in preK-12 and become part of the fabric of instruction. Students must use appropriate technologies to access worldwide resources in order to become more productive learners as part of their regular classroom routine. They must be able to use the many forms of technology to access, understand, manage, interpret, evaluate and create information. They also must be able to analyze information for content, relevancy and accuracy and be able to present that information in a variety of formats, including those with technology platforms.

An education that is technologically rich produces high school graduates with the tools, competencies and level of sophistication necessary to be successfully employed in an ever-changing global economy. Such an education enables all students to understand and use current and emerging technologies in their personal, academic and work environments. For many students, especially those with disabilities, technology often provides access to the general curriculum and allows them to perform tasks or demonstrate skills they would otherwise be unable to do.

The Department of Education plays an essential role in ensuring technological literacy by:

- establishing high standards and developing a preK-12 technology plan that is integrated across all content areas and incorporates 21st century skills and competencies;
- providing high-quality professional development that uses various types of technology to support student learning;
- developing statewide partnerships with business, industry and higher education and using grant funds to support the state technology plan;
- developing technological literacy assessments for both students and educators;
- providing the Connecticut Education Network (CEN) with a statewide education portal that will include learning resources, data collection, evaluation and assessment tools; and
- providing opportunities within the Connecticut Technical High School System for students to pursue careers in evolving technology fields.

School districts play an essential role in ensuring technological literacy by:

- providing equal access to technological tools provided by the district for all students;
- selecting curriculum resources and providing course offerings that prepare students with 21st century skills;

- providing ongoing professional development that promotes the integration of technology across the curriculum;
- ensuring that teachers and educational leaders are highly qualified in the application of appropriate technology in all curricular areas;
- providing up-to-date equipment and programs and prompt, expert technical assistance;
- policies for safe and acceptable use of technology resources, and
- informing families of ways in which technology can be used effectively and safely by their children.

Educators play an essential role in ensuring technological literacy by:

- using technology with the same ease as a pencil, textbook or chalkboard;
- using technology as an effective assessment tool;
- teaching students how to use technology in order to communicate information and ideas, conduct research, organize data, solve problems and create original work;
- staying current with the capabilities of emerging technologies; and
- requiring that students responsibly use technology by demonstrating appropriate network etiquette, taking necessary security measures, assessing the validity of online resources and following rules for copyright and citation.

Teacher preparation programs play an essential role in ensuring technological literacy by:

- ensuring that students incorporate technology into instruction across all curriculum areas in order to respond to complex problems and broaden content mastery;
- requiring students to use technology in order to communicate information and ideas, conduct research, organize data, solve problems and create original work; and
- developing student capability to use technology to support state and national standards.

Families play an essential role in ensuring technological literacy by:

- providing appropriate technology tools for student use at home; and
- monitoring their children's use of technology at home in order to ensure that it is safe, responsible and ethical.