Technology Integration and National Standards

The No Child Left Behind Act of 2001 surprised me and how Title II, Part D of this law requires states to implement a technology plan for the curriculum by 2006 (Schrum, 2011, Chapter 4). I found this surprising or interesting because just yesterday I had read and commented on the Texas Teacher STaR Chart's surveying teacher's integration of technology into the curriculum. Upon further investigation of the STaR Chart, I discovered this is driven by the TEA's Long Range Plan for Technology (LRPT), 2006-2020 ("2012 progress report," 2012). The LRPT is not hardware/software driven but rather how technology is helping to foster higher-order thinking and problem-solving skills for students. I guess what is surprising about this is how there is not much dialogue or support from the state with technology integration. Why isn't there more information on the LRPT and what this means to each and every classroom? Maybe some districts communicate this more effectively with their teachers. From the reading, professional development is a factor with technology integration into 21st century classrooms. Florida Innovates - Tools to Determine Technology Availability and Integration is a forward thinking program from Florida's Department of Education in regards technology integration and professional development (Schrum, 2011, Chapter 4). It would be amazing if the state of Texas had development programs (similar to programs in Florida) to demonstrate and mentor teachers on how to integrate technology into the curriculum.

The Apple Classroom of Tomorrow (ACOT) was a revolutionary project for 1985. Could this project have been funded as a marketing tool to get Apple computers into the educational marketplace and beyond? Nonetheless, almost 20 years ago, research was discovering how technology could foster higher-order thinking skills and challenge the methods of instruction. The 5 stages of technology integration (entry, adoption, adaptation, appropriation, and invention) for teachers is a concept that could be implemented with new technology funding and purchases. Amazing as it is, technology integration into the curriculum has been researched for almost 20 years, and we are still struggling on finding ways for best practices of understanding how to integrate technology in education.

Finally, I am surprised education is still struggling to define technology literacy. From the JRTE reading there is not a baseline to evaluate what technology literacy for students. This is very subjective and I'm not sure if it will ever be truly defined. According to the authors, students should be provided a choice on how they will use "technology to analyze, synthesize, and assimilate" information to construct their knowledge. Research needs to replace the number of daily/weekly uses of technology with the proficiency

of technology use in the classroom. The greater goal should be to analyze how technology is transforming the learning process for a deeper knowledge of content and how to solve problems. Does technology literacy mean students can use technology, have completed a technology course, or constructed learning through the use of technology?

References:

Schrum, L. (2011). *Considerations on educational technology integration: The best of JRTE.* United States: International Society for Technology in Education.

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