



Position Statement

Computer Applications

PROCESS

To make certain that all Idaho students are provided the opportunity to meet the high expectations of Idaho's content standards, educators need access to instructional materials that are not only high quality but well aligned to Idaho content standards. For the 2019 review cycle, Idaho's Information and Communication Technology Curricular Review Committee evaluated submitted materials for content, organization, presentation and quality. The result of this process will provide districts with needed information on instructional materials in order to make informed adoption decisions. This process also allows for local control in regards to choice on instructional materials; districts may also choose to adopt curriculum that was/is not reviewed.

The Curricular Review process included an initial training of all evaluators, a remote review of assigned materials, and a consensus review where evaluators who were assigned the same materials partnered up for a final rating on each textbook based on the following ratings:

- Comprehensive Program - A program which consistently meets the focus, coherence, depth, and rigor of the Idaho Content Standards with minimal or no need for instructional adaptations and/or supplemental materials. A comprehensive program provides effective content progressions within and between grade levels.
- Basic Program - A program which meets the focus, coherence, depth, and rigor of the Idaho Content Standards at a substantial level with some need for supplemental material. A basic program provides content progressions within and between grade levels, though they may be uneven.
- Component Program - A program designed and intended to be used to supplement a comprehensive or basic program. A Component Program will support and/or enhance the focus, coherence, depth, and rigor of a comprehensive or basic program.
- Intervention Program - A program designed and intended to target and support students' specific needs.

INFORMATION AND COMMUNICATION TECHNOLOGY

Since the first desktop computers were installed in a classroom or computer lab, educators have experienced cognitive dissonance regarding how to best use that technology to support student learning. On one hand, teachers and administrators suggest that technology has the

potential to transform student learning. Yet, more often than not, we see technology used primarily to automate marginally effective traditional instructional strategies. We know the latter does not impact student learning, but we continue to promote low-level, ineffective uses for classroom technology. It is well past time to move beyond rudimentary use of classroom technology. A December 2015 report from the Organization for Economic Co-Operation and Development finds that schools still are not taking advantage of technology’s potential to ameliorate the impact of the digital divide and level the instructional playing field.

However, things do not have to be this way. We have access to technologies that were the stuff of science fiction less than a decade ago. We have research that points out pathways to making differences in student learning. Now we have the 2016 Information and Communication Technology Standards. The new standards lead with learning by focusing on encouraging students to engage in deeper learning—to take ownership of their learning, becoming more effective learners in and outside the classroom.

In this new iteration of the standards, the focus is squarely on learning, not tools. Yes, students still need to be proficient in foundational technology skills, but that is not the end. It is the means to an end where the expectation is that students will use technology when appropriate to take charge of their own learning.

REVIEW

For the 2019 review cycle, two educators and/or administrators across the State of Idaho reviewed one computer applications materials. Contracts for these materials are effective September, 2019-December 31, 2025. For the final review results, please visit the [curricular materials webpage](#).

For Questions Contact

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