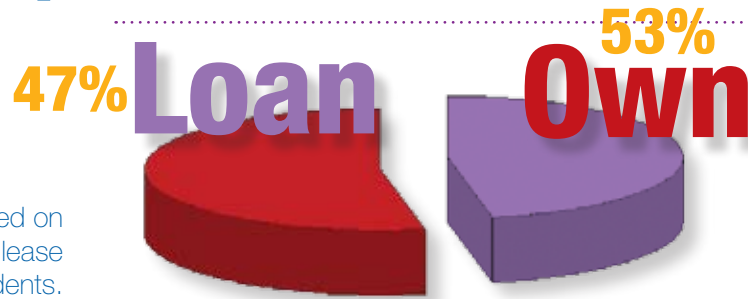


READERS respond

POLL RESULTS

Should students or schools own the computers in 1:1 computing scenarios?

Respondents were almost evenly divided on whether schools should provide (own) or lease (loan) laptops to students.



LETTERS

Kudos and a Question

Just catching up on my reading of some past issues of *L&L* and wanted to say how much I enjoy the magazine. One question/comment I have regarding an article—“Web 2.0 World,” Dec/Jan 2005–06, page 9. The article states, “Recent studies show the vast majority of teenage students have access to the Internet outside of school,” and then they go on to list some stats. Where did they get these numbers? I don’t see any citation, and it always makes me question the rest of the article when something like this is omitted.

I think that you are doing a really nice job with *L&L*—great editorial intros and I really like the balance of articles and reviews. I am especially appreciative of the shorts on open source software and some of the newer gadgets that are coming out. I just don’t have the time to keep up with these things! Keep up the great work!

Lynn M. Lary
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Lane Education Service District
Eugene, OR

The editor responds: Because we are striving for a conversational rather than scholarly tone to *L&L*, we may have erred a bit on the side of informality here. The statistics the authors cited came from the 2005 Pew Foundation report, *The Internet and American Life*, available at <http://www.pewinternet.org>.

Resources in Vermont

I am writing in response to the article “Mapping Curriculum to Ed Tech and Industry Standards” by Bjorn Norstrom from the Colchester, Vermont, Middle School published in your March 2006 issue (pp. 14–17). The article contained a number of inaccuracies that require a response.

Mr. Norstrom asserts that “there is still no consistent definition, process, or assessment in place, leading to concerns about accountability.” In 2004 Vermont published formal definitions for both technology literacy and technology integration based on the work of ISTE and the State Educational Technology Directors Association. In addition, to provide direction for our teachers, the Vermont Department of Education (VT-DOE) published detailed Grade Expectations in technology for Vermont students in Summer 2004. These comprehensive Grade Expectations are not “limited to the use of a mouse, keyboard, digital capturing tools, and removable media” as stated in the article.

Also in 2004, VT-DOE published Technology Performance Assessment tasks, based on our Grade Expectations, which may be used (optionally) by schools to assess student technology performance within content areas. Our premise for developing these resources

for educators in Vermont has been that technology tools can and should be used to enhance instruction and provide students with important 21st century skills as described in our definitions. The Performance Assessment Tasks were developed specifically for the purpose of assessing student skills.

Our work in developing the Technology Grade Expectations and Performance Assessment Tasks is part of a systemic program to provide Vermont educators with the tools required to ensure our students have the 21st century skills they need to succeed. Recent work led by VT-DOE and Vermont educators has produced K–12 Instructional Guides that describe the grade level at which each Technology Grade Expectation should be introduced, practiced, and assessed.

We are proud of the products and processes developed by Vermont educators that have brought focus and needed resources to our educational technology efforts. Although individual schools and districts may choose to adopt or even purchase different tools, it is not because those resources do not exist in Vermont.

Bill Romond
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Send your comments to us at letters@iste.org