

WSRA Position Statement

Reading and Technology

The Wisconsin State Reading Association believes that literacy is not a fixed construct; it requires that all learners be prepared to use powerful technological tools. These 21st century literacies need to be an essential part of today's curriculum. It is the position of the Wisconsin State Reading Association that all Wisconsin educators incorporate the Information Technology Literacy Standards (ITLS) while integrating 21st century literacy into their instruction. WSRA believes that 21st century literacy for all learners is dependent on a clear vision of and strong commitment to a rapidly changing future.

To meet that end, Wisconsin schools need to:

- Clarify new roles and relationships for students and teachers for collaborative teaching and learning with new technologies;
- Provide equity of access to technology for all students in their daily classroom settings;
- Prepare teachers to be knowledgeable and skilled in using evolving technology to improve instructional practices and student achievement utilizing job-embedded professional development opportunities to stay current with continuously emerging technologies;
- Create an environment in which teachers know, understand, and integrate 21st century literacy standards into the reading, writing, and content area curriculum;
- Support teachers in their efforts by providing the resources (e.g. technology personnel, equipment, software, and professional development, etc) to teach and measure progress in a rapidly changing digital society;
- Enable teachers to provide multiple representations of instructional material;
- Enable learners to demonstrate proof of their learning with multiple formats;
- Create awareness of technology policies and responsibility for students' safety and acceptable uses of technology in the classroom;
- Prepare students for reading critically to become information seekers, analyzers, and evaluators;
- Embrace a literacy curriculum in which the Internet and other communication technologies enable students to communicate with a global community becoming culturally sensitive communicators, collaborators, publishers, and producers of information.



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References

- International Society of Technology and Education <http://www.iste.org/>
- International Reading Association <http://www.reading.org/>
- Partnership for 21st Century Skills. (2004). *Partnership for 21st century skills*. Tucson, AZ: The Partnership for 21st Century Skills. <http://www.21stcenturyskills.org/>.
- 21st Century Learning and Assessment. (2008). *Technology & Learning*. 29 (2), S1.
- Wisconsin's Model Academic Standards for Information and Technology Literacy <http://dpi.wi.gov/imt/pdf/infotech.pdf>

