Instruction

Instruction and Use of Technology

CREC recognizes that an effective public education system develops students who are innovative, globally aware, civically engaged, and prepared to face the challenges of the future. Thus, in addition to instructional materials and audio-visual materials, an increasing number and variety of technological aids and equipment have become integral parts of CREC's instructional programs. CREC has created a systemic digital learning environment and workplace which supports and enhances innovative teaching and learning.

It is CREC's goal to provide students with rich and ample opportunities to use technology in schools, as they prepare to use technology in the workplace and in other real-life settings. Curriculum and instruction should drive the appropriate selection of and access to technology used in the classroom. Teachers are expected to engage in appropriate technology-specific learning in order to fully utilize and integrate technology into curriculum and instruction.

By the end of grade 12, students must be independent, competent, responsible, and confident users of information and technology. They must be able to apply technology-related strategies to acquire basic skills, learn content, collaborate with others, communicate ideas, solve problems, and pursue personal interests.

CREC fully embraces the program goals for information and technology literacy contained in the Connecticut Information and Technology Curriculum Framework.

When budgeting for computers and related technology, CREC may seek outside funding for computer hardware and software, as well as for training programs; and, when possible, pursue cooperative purchasing/leasing agreements.

Legal Reference: Connecticut General Statutes

                     10-221 Boards of education to prescribe rules

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