

4.0 Infrastructure: Access and Enable

All students and educators will have access to a comprehensive infrastructure for learning when and where they need it.

5.0 Productivity: Redesign and Transform:

Our education system at all levels will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money, and staff (U.S. Department of Education and Office of Educational Technology, 2010, November, pp. xvi–xx).

Clearly, yet-to-be-invented technologies will affect school curricula during the years to come. Today's curriculum leaders, along with others who have an interest in education, are becoming more sophisticated in understanding the strengths and limitations of technology as a tool to enhance the curriculum. They know full well that, like another educational tool—the book—the computer can be a powerful, almost unlimited medium for instruction and learning; if they carefully reflect on how it will further the attainment of curriculum goals.

CRITERION QUESTIONS—CURRICULUM IMPLEMENTATION AND TECHNOLOGY

- The articles in this chapter examine the interrelationships among curriculum implementation, instruction, and technology. The criterion questions for this chapter are as follows:
1. Does the teacher leader play a role in planning and implementing the curriculum as well as assessing how technology might be used in both instruction and assessment?
 2. Are appropriate instructional methods (or models of teaching) used to attain the purposes and goals of the curriculum?
 3. Are the instructional activities meaningful and authentic for students?
 4. Does the curriculum focus on technological literacy for all students?

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