

HOUSE BILL REPORT

HB 1492

As Reported by House Committee On:
Education

Title: An act relating to technology literacy.

Brief Description: Addressing technology literacy.

Sponsors: Representatives Magendanz, Walkinshaw, Reykdal and Bergquist; by request of Superintendent of Public Instruction.

Brief History:

Committee Activity:

Education: 2/2/15, 2/19/15 [DPS].

Brief Summary of Substitute Bill

- Prescribes that school districts must annually report verification that technology literacy and fluency standards are being demonstrated by students through an evidence-based method, including assessments developed by the Office of the Superintendent of Public Instruction (OSPI).
- Requires the OSPI to conduct a survey of school districts to evaluate access to technology for all students and barriers within each school and district that impede the ability to help students meet technology literacy and fluency goals.

HOUSE COMMITTEE ON EDUCATION

Majority Report: The substitute bill be substituted therefor and the substitute bill do pass. Signed by 18 members: Representatives Santos, Chair; Ortiz-Self, Vice Chair; Reykdal, Vice Chair; Magendanz, Ranking Minority Member; Muri, Assistant Ranking Minority Member; Stambaugh, Assistant Ranking Minority Member; Bergquist, Caldier, Fagan, Gregory, Griffey, Hargrove, Hayes, Kilduff, Lytton, McCaslin, Orwall and Pollet.

Minority Report: Do not pass. Signed by 3 members: Representatives S. Hunt, Klippert and Springer.

Staff: Cece Clynch (786-7195).

This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.

Background:

In 2007 the Superintendent of Public Instruction (Superintendent) was tasked with developing essential academic learning requirements (EALRs) and grade level expectations for educational technology literacy and fluency.

- "Technology literacy" means the ability to responsibly, creatively, and effectively use appropriate technology to: communicate; access, collect, manage, integrate, and evaluate information; solve problems and create solutions; build and share knowledge; and improve and enhance learning in all subject areas and experiences.
- "Technology fluency" builds upon technology literacy and is demonstrated when students: apply technology to real-world experiences; adapt to changing technologies; modify current and create new technologies; and personalize technology to meet personal needs, interests, and learning styles.

At the same time, the Superintendent was directed to obtain or develop education technology assessments that could be administered at the elementary, middle, and high school levels to assess the EALRs for technology. These assessments are classroom or project-based, so that they can be embedded in instruction, and are made available to school districts for their voluntary use. While use of the assessments is voluntary, school districts are required to notify the Superintendent if they use these assessments.

The Superintendent is required to annually report to the Legislature on the number of districts using the assessments each school year. The Superintendent is also required to annually report to the Legislature regarding the use of the assessments.

According to the report submitted in January 2013, regarding school district use during the 2011-12 school year:

- 74 districts reported using the elementary assessments;
- 77 districts reported using the middle school assessments; and
- 61 districts reported using the high school assessments.

Summary of Substitute Bill:

Beginning in the 2016-17 school year, school districts must report annually to the Office of the Superintendent of Public Instruction (OSPI) verification that state technology literacy and technology fluency standards are being demonstrated by students at elementary, middle, and high school levels. Verification may be accomplished through any evidence-based method used by the school district, including assessments developed by the Superintendent, that demonstrate at least the following:

- For kindergarten through grade 5: student understanding of responsible and safe use of the Internet and student use of digital research tools to meet learning objectives.
- For grades 5 through 8: student collaboration using digital tools to meet learning goals and student understanding of cyber-bullying and online identity.

- For grades 9 through 12: student use of online systems to organize learning and work, and use of a variety of digital tools and resources to enhance learning in all subject areas.

The OSPI must conduct a survey of school districts to evaluate access to technology for all students and barriers within each school and district that impede the ability to help students meet state technology literacy and fluency goals.

The Superintendent's duty to annually report to the Legislature regarding the number of school districts that use the assessments is stricken, as is the annual reporting requirement regarding the use of the assessments.

Substitute Bill Compared to Original Bill:

Rather than requiring students to demonstrate technology literacy and fluency through the use of assessments developed by the Superintendent or culminating projects or something substantially equivalent, school districts must report annually to the OSPI verification that state technology literacy and technology fluency standards are being demonstrated by students at elementary, middle, and high school levels. Verification may be accomplished through any evidence-based method, including assessments developed by the Superintendent.

The OSPI must conduct a survey of school districts to evaluate access to technology for all students and barriers within each school and district that impede the ability to help students meet state technology literacy and technology fluency goals.

The Superintendent is no longer required to report regarding the use of the assessments.

Appropriation: None.

Fiscal Note: Available.

Effective Date of Substitute Bill: The bill takes effect 90 days after adjournment of the session in which the bill is passed.

Staff Summary of Public Testimony:

(In support) This is OSPI request legislation. Increasing the pipeline has been at the center of work this the summer. Not every child needs to know how to code, but every child does need to know how to use technology. This will leave control in the hands of the local districts. Technology is part of basic education. While it is mandatory that districts require students to demonstrate technology literacy and fluency, the local districts have a choice as to how to assess. This policy needs to be paired with requested materials, supplies, and operating cost (MSOC) funding. This should be a state responsibility.

(In support with concerns) This bill is supported, in particular because it is flexible and their are choices allowed. However, there is concern that with the administration of the Smarter Balanced assessments, library space will be lost.

(With concerns) All students need to be literate, but some schools do not have the facilities for this and their students do not have technology access at home. There are so many assessments required, that administering these assessments already eats up all of the time in the technology lab. This should be postponed until MSOC is fully funded.

(Opposed) This bill is not supported.

Persons Testifying: (In support) Representative Magendanz, prime sponsor; and Chris Vance, Office of the Superintendent of Public Instruction.

(In support with concerns) Carolyn Louge; and Jerry Bender.

(With concerns) Charlotte Troxel, Pasco School District.

(Opposed) Wendy Radar-Konofalski.

Persons Signed In To Testify But Not Testifying: None.