

The American standards movement caught fire in the late 1980s and early 1990s in the fields of English, social science, mathematics, and science. While there were earlier standards in the field of Technology Education, the task of designing and developing national content standards began with the Technology for All Americans Project in 1996. *Standards for Technological Literacy: Content for the Study of Technology* officially launched at the ITEEA 2000 Conference in Salt Lake City, where each attendee received a hardbound copy. From that point on, state standards and curriculum writers, accreditation boards, textbook authors, vendors, and authors of articles in technology education publications all worked to incorporate the *STL* framework. Today, there are efforts in some states to move away from *STL* as the document becomes more dated. What are the technological literacy standards, and what can or should be done to bring them up to 2018 relevancy?

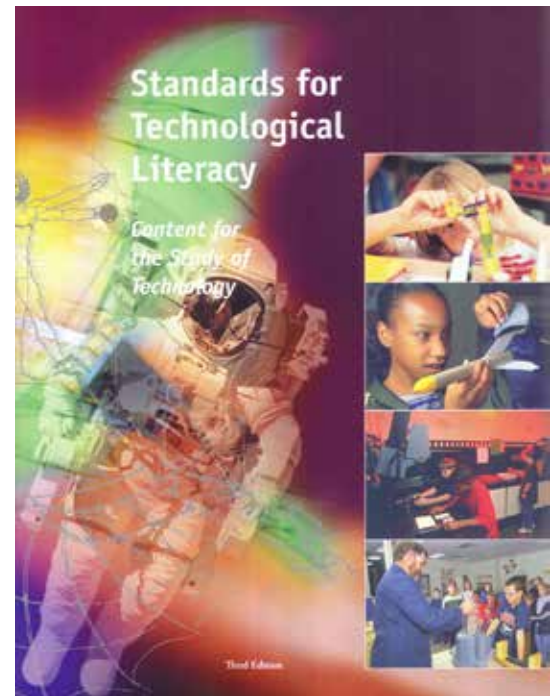
While *Standards for Technological Literacy* has stood the test of time over 18 years, it was always designed to be modified in the future. The standards were written as big ideas that all students should know and understand, not as curriculum, applied objectives, or lesson plans to drive the teaching in all fifty states. In the early 2000s, technology educators expressed a wide range of opinions on the standards, from dismay that they didn't spell out exactly what should be taught in each class to those who liked the flexibility of working with big-idea goals that could be incorporated in a variety of technology education settings. With age comes experience, reflection, and renewal. In this special issue of *Technology and Engineering Teacher*, we will explore what the technological literacy standards mean to the field and what is or could be the future of standards in Technology and Engineering Education.

The article by William Dugger and Johnny Moye reflects on the meaning of *Standards for Technological Literacy* and makes suggestions for their future as *Standards for Technology and Engineering Literacy*. In his article, Philip Reed discusses the role of revised *STL* standards in one of four definitions of technology associated with STEM. In the last article, Michael Grubbs, Greg Strimel, and Tanner Huffman propose a change to engineering literacy through a new engineering framework based on learning progressions in civil, mechanical, chemical, and electrical/computer engineering.

The intent of this special issue is to recognize the contribution of *Standards for Technological Literacy* to the field, while recognizing that the future of these, and other, standards has yet to be charted. Readers are encouraged to find ways to work with educational leaders to extend the life of standards for the profession.

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special issue: standards for technological literacy

by Thomas R. Loveland, DTE and Katie de la Paz