

**Greensboro College  
Teacher Education Division  
Spring 2008**

<b>Course</b>	<b>BKE 3150 - Assessment, Planning and Educational Technology in Early Childhood Settings</b>
<b>Location and Time</b>	<b>PHE 122 &amp; PHW 207</b>
<b>Professor</b>	<b>Steva Mervin</b>
<b>Office</b>	<b>237 Proctor Hall East</b>
<b>Phone</b>	<b>(336)272-7102, ext. 414</b>
<b>Email</b>	<b>Steva.Mervin@gborocollege.edu</b>
<b>Office Hours</b>	<b>Wed. 4:00-6:00pm</b>

**TEXT: Make It With Microsoft Office 2007, Vicki Sharp**

Required:

LiveText – an online service for creating, sharing and reviewing documents.  
Subscriptions are purchased in the GC Bookstore

**DESCRIPTION:**

This course introduces teacher candidates in the birth through kindergarten licensure program to basic computer applications in developmentally appropriate early childhood settings. Candidates will review the use of technology in building authentic assessments and communicating with families. The use of digital documentation to support emergent curriculum planning will be introduced. Finally, the appropriate use of technology with young children will also be reviewed. Throughout the course candidates will create an electronic portfolio demonstrating the various uses of technology in early childhood settings.

**GOALS:**

This course will emphasize the conceptual framework of Greensboro College Teacher Education Program. The use of reflective practices will emerge as candidates use information gathered from family blogs and digital documentation to adapt classroom environments. Candidates will practice collaborative goal setting with diverse families and develop thoughtful classroom design to support constructivist learning.

## **Planning Objectives** (Based upon NC State Board of Education Standards for B-K Teachers)

- Teacher candidates will create an authentic assessment tool reflecting on-going observation, data collection and analysis.
- Teacher candidates will collect and synthesize relevant assessment information that informs practice.
- Teacher candidates will demonstrate the use of assessment information to plan, implement and evaluate learning environments.
- Teacher candidates will create and adapt integrated meaningful, challenging and engaging developmentally appropriate learning experiences.
- Teacher candidates will use play and active learning as the foundation for all plans to support learning in young children.
- Teacher candidates will create a learning environment plan that is reflective of the children in the classroom and that honors diversity.
- Teacher candidates will use strategies such as reflective teaching, cooperative planning, problem solving and collaboration with others to create developmentally appropriate learning environments.
- Teacher candidates will construct family communication tools including newsletters, blogs and class web pages to encourage collaboration with families.

## **Technology Objectives**

National Educational Technology Standards and Performance Indicators for All Teachers  
Performance Profiles (<http://cnets.iste.org/currstands/cstands-netst.html>)

The technology learning objectives for the course correspond to the ISTE - NETS objectives. These indicators have been developed by the International Society for Technology in Education and have been adopted by the North Carolina Department of Public Instruction as the competencies expected of all teachers. The six standards areas with performance indicators are listed below:

I. TECHNOLOGY OPERATIONS AND CONCEPTS. Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students:  
<http://cnets.iste.org/currstands/cstands-netss.html>)

B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

II. **PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.** Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- B. apply current research on teaching and learning with technology when planning learning environments and experiences.
- C. identify and locate technology resources and evaluate them for accuracy and suitability.
- D. plan for the management of technology resources within the context of learning activities.
- E. plan strategies to manage student learning in a technology-enhanced environment.

III. **TEACHING, LEARNING, AND THE CURRICULUM.** Teachers implement curriculum plans, that include methods and strategies for applying technology to maximize student learning. Teachers:

- A. facilitate technology-enhanced experiences that address content standards and student technology standards.
- B. use technology to support learner-centered strategies that address the diverse needs of students.
- C. apply technology to develop students' higher order skills and creativity.
- D. manage student learning activities in a technology-enhanced environment.

IV. **ASSESSMENT AND EVALUATION.** Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- A. apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

V. **PRODUCTIVITY AND PROFESSIONAL PRACTICE.** Teachers use technology to enhance their productivity and professional practice. Teachers:

A. use technology resources to engage in ongoing professional development and lifelong learning.

B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.

C. apply technology to increase productivity.

D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

VI. **SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES** Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

A. model and teach legal and ethical practices related to technology use.

B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

C. identify and use technology resources that affirm diversity.

D. promote safe and healthy use of technology resources.

E. facilitate equitable access to technology resources for all students.

These standards and indicators define the skill with technology expected of teachers and are based on the assumption that teachers have the basic skills with technology identified by the ISTE National Education Technology Standards for Students (<http://cnets.iste.org/currstands/cstands-netss.html>). Students who do not have prior experience with using word processing for desktop publishing, creating and using spreadsheets, databases, and PowerPoint presentations might consider taking CS 101 before taking this course or should be prepared to spend extra time learning the basic applications.

## REQUIREMENTS:

Some of the activities for this class will become components in the technology portfolio required by the state of North Carolina for teaching licensure. These components will be submitted to LIVE TEXT and thus, contained in the Teaching Portfolio that is a graduation requirement for Greensboro College. The development of this portfolio will begin in this course and will be supported by work in other courses and by student teaching. It is expected that students will consider all portfolio components as works in progress, to be edited, updated and even replaced by more relevant work as they continue through the student teaching experience. The assignments in this course relate to applications that should be understood and used by all teachers and are designed to introduce the basic skills needed to use these applications successfully in the teaching experience.

### I. Use of Technology to Support Communication with Families

#### A. Demonstrate the ability to use desktop publishing and word processing skills

**1. Students will create both a printed newsletter, as well as an interactive blog or a class web-page for families with diverse backgrounds.**

**Newsletter- 10%**

**Blog OR website-20%**

Design the artifact to include the following: digital photography with audio bytes or documentation serving to illustrate classroom experiences; student work samples; a calendar with important events or other information; information about policies and procedures; any useful forms families may need; an opportunity for interactive communication; useful resources (links)

Criteria for grading the newsletter will include. . .

- At least two pages
- Multiple column format
- Headlines and banners
- Clip art and/or other digitized images – at least 3-4 – clearly related to topic and appropriate to reader
- Effective use of space, varied graphical features, varied sizes and styles of type, variety of styles – *italics*, **bold**, underline, and effective use of DTP features like boxes and borders
- Appropriate vocabulary and syntax
- Correct spelling and grammar

## Criteria for grading web-page and blog

- **Written Content** - Multiple entries (1 to 2 per week for 4 consecutive weeks ) describe current and upcoming activities of the students and are used as a tool for examining the rationale behind educational and environmental choices in the classroom. Entries focus on specific themes of work and play, and display a reflective and analytical disposition towards the activity of the students.
- **Visual Content**- Multiple images (3 to 5 for entries using images) are used in entries, grouped in series that are related to a theme, or are sequenced to tell a story about the activity of the children. All appropriate measures have been taken to ensure permission and safe use of photographs of children.
- **Communication** - Entries invite feedback from families by asking questions for response, for information, for ideas, and by making opportunities for involvement in the classroom explicit. A feature such as a 'Comments' section is used for this.
- **Layout and Accessibility** - The format of the page is easy to follow, visually interesting, and includes multiple ways of displaying information, such as written sidebars and lists. An archive list makes past entries easily accessible.
- **Spelling & Grammar** - Spelling is correct for all entries and correct grammar is used.

### **B. Demonstrate the ability to create a database –**

#### **Database- 10%**

Create a database of 30 children's books to be used as instructional resources for families, children and teachers across the B-K curriculum. The database will be used to sort and filter information used content of the database.

The database should provide:

- a. Fields with the following categories: title, author (last name), author (first name), illustrator, pub. date, award, award date, genre, themes, teaching activity, summary
- b. a 3-5 sentence original summary of the book.
- c. 3-5 themes for each book
- d. a system for filtering, sorting, and searching in the various fields.

## II. Use of Technology in Assessment

### A. Demonstrate the ability to create a spreadsheet

#### Spreadsheet 10%

1. Create a file that can be used as a record of developmental assessment scores or as an instructional activity for students. The spreadsheet should include formulas that are appropriate for planning and designing a supportive developmental environment. A rationale should also be submitted outlining how this data will support planning in developmentally appropriate settings.

Criteria for grading the file will include –

- a rationale explaining how it will be used –
- use of several different functions (1=C, 2=B, 3 or more required for A), ie SUM, AVG, MIN, etc.
- use of a formula (at least one for A), ie  $A1/B1$ ,  $B1+B2+C5$ ,  $(A1 +A2) * .25$
- at least one chart,
- design and use of labels,
- adjustment of column width or row height,
- adequate data entry to test the utility of the design,
- paper copy and electronic copy of file will be submitted

general logic, organization and utility of the file.

### B. Demonstrate the ability to use technology to create a portfolio assessment

#### Slideshow- 20%

- Develop a **Power Point/Kid Pix slideshow** that will be used as a portfolio documentation of student progress. This slideshow should include digital photographs documenting student progress, scanned student work samples, assessment documentation and anecdotal notes. A complete format for this slideshow will be provided. (50 pts)

Ex. Identify three children and include the following:

- Weekly anecdotal notes
- Scanned work samples
- Digital photos documenting Foundations objectives throughout all developmental domains

Criteria for grading slideshows . . .

- 6 slides for C, 10 for B, 12 or more for A (including an opening and closing slide, and a slide giving credit for sources of information and/graphics)
- appropriate text features (font, font size, contrast with background)
- appropriate and effective use of multimedia features (sound, slide transitions, custom animations, and action buttons).
- effective use of digital media (photographs, scanned work samples, etc) to provide documentation of student progress.
- content development and organization that supports the presentation of information and student learning and reflects some measurable learning objectives from Foundations.

written mechanics: grammar, spelling, and punctuation

### **III. Use of Technology in Planning**

#### **A. Demonstrate the ability to choose and implement technology with young children.**

- **Use of digital cameras by young children to document developmentally appropriate activities and projects.**
- **Use of creative software such as KIDPIX to create developmentally appropriate literacy projects, etc.**

**Children and technology-15%**

#### **B. Demonstrate the ability to use technology to support assessment – based planning for young learners**

- **Students will use assessment instruments, work samples anecdotal notes etc. to monitor children’s progress in learning.**
- **Assessment tools include LAP, Ages and Stages and CreativeCurriculum.net**

**Assessment tools- 15%**

2. Use the information you gathered in the assessment assignments above to create a developmentally appropriate curriculum plan for young learners. The plan should include a description of materials and activities and any necessary changes to a developmentally appropriate environment that will support the growth and development of the children in your classroom. The assessment data should be clearly linked to the choices that you have made. Your assignment will include:

a. An environmental diagram - that clearly denotes the specific areas that are reflected in your activity descriptions. The diagram should reflect a classroom that supports constructivist learning in a developmentally appropriate environment

b. Activity Descriptions – Child initiated- NOT Teacher Directed. These descriptions should include rich description of activities across the room which support critical thinking and problem solving across developmental domains – *specifically those noted in your assessment data*

c. Materials list – an extensive list of the materials needed to support the activities you have planned above to meet specific developmental needs indicated in the assessment data. A brief list of other materials available in the traditional classroom centers.

The final plan should be *clearly* driven by a combination of data generated in the above technology assisted assessment exercises including the spreadsheet; the commercial developmental profile and the individual portfolio assessment slideshow  
The plans must include the following components: (50 pts)

- Assessment Information
- Measurable learning objectives from Foundations: Widely Held Expectations
- Classroom Diagram
- Activities Plan – including a rich description of activities across developmental domains
- Materials List -A list of specific resources used by the teacher and students (Materials List; Software)
- Copies of teacher made materials.

## **ATTENDANCE AND PARTICIPATION**

All students are expected to attend every session and to have come to class prepared to participate in the learning activities of the class. Course assignments will be due at the beginning of class each week. **NO LATE WORK WILL BE ACCEPTED!**