

Foundations for High-Quality Early Learning Programming

Early Learning Readiness (Pre-K – Kindergarten)

Developmentally Appropriate Practices for Technology Integration

Technology is integrated throughout classroom experiences as a tool to facilitate the learning process. Students are provided opportunities to engage in and master the standards set forth in W. Va. 126CSR44N, Policy WVBE Policy 2520.14: 21st Century Learning Skills and Technology Tools Content Standards and Objectives for West Virginia Schools (hereinafter WVBE Policy 2520.14).

Technology

Instructional technology refers to a variety of tools including but not limited to: computers, tablets, digital cameras, calculators, and smart phones.

The Early Learning Readiness Grades (WV Universal Pre-K and kindergarten) provide opportunities for the intentional use of technology and media to support learning and building of relationships.

The teacher's ability to integrate high-quality, developmentally appropriate technology and interactive media throughout classroom instruction enhances the learning experience for each student.

Critical Considerations to Help Assure Developmentally Appropriate Practices for Technology Integration:

- Students at this age learn best when educators make intentional choices to integrate technology in order to maximize learning for students while managing screen time.
- American Academy of Pediatrics recommends limiting screen time to 30 minutes per day in a half-day program and less than one hour per day in a full-day program.
- Passive use of technology is not an acceptable replacement for active play, engagement with other children and adults.
- Students at this age benefit from the opportunities to explore a variety of technology and interactive media.
- Students learn best when developmentally appropriate teaching practices guide the selection of classroom materials including technology and interactive media.
- Young children benefit from using technology to document their learning experiences.

Implications

- Intentional selection and use of technology tools and interactive media enhances the learning experience within the framework of developmentally appropriate practices to support learning goals. **Ask yourself:** *Do I intentionally select technology tools and interactive media to extend children's learning? Do I integrate technology tools and interactive media to provide developmentally appropriate experiences for my students? Do I monitor student screen time?*
- Preschool and kindergarten students interact with technology and media within a variety of learning experiences. **Ask yourself:** *Do I integrate technology in the varied classroom experiences including: classroom routines, small groups, creative play and learning centers?*
- Technology tools are available for student exploration and use. **Ask yourself:** *Do students have access to technology tools? Do I encourage them to use technology to document learning experiences?*



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Selected Resources

Bredenkamp, S. & Copple, C. (2009). **Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8 (3rd ed.)**. NAEYC.

National Association for the Education of Young Children. (Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8) Online:
http://www.naeyc.org/files/naeyc/PS_technology_WEB.pdf

Ready, Set, Go! WV: West Virginia’s Comprehensive Framework for School Readiness. (2014).
Online: www.readysetgowv.com.

Teach 21 WV Educator Resources. (2012). Online: <http://wvde.state.wv.us/teach21/>.

Related Policies

Policy 2510	Assuring the Quality Of Education: Regulations For Education Programs
Policy 2525	West Virginia's Universal Access to an Early Education System
Policy 2520.15	Early Learning Standards Framework: Content Standards and Learning Criteria for West Virginia Pre-Kindergarten (WV Pre-k)
Policy 2520.14	21st Century Learning Skills and Technology Tools Content Standards and Objectives for West Virginia Schools

