Foundations for High-Quality Early Learning Programming

Early Learning Intermediate (Grades 3-5)

Developmentally Appropriate Practices for Technology Integration

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

The Early Learning Intermediate Grades (Grades 3-5) 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 expands the learning experience for each student.

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

- Students in the Early Learning Intermediate Grades learn best when educators make intentional choices related to technology that maximizes the learning opportunities for students while monitoring the amount of screen time and limiting the use of passive, entertainment media.
- The Early Learning Intermediate teacher should intentionally select the technology tools and interactive media that is developmentally appropriate and directly supports student learning goals.
- Intermediate students need a balance of instructional tasks. Selected tasks may include technology while other tasks actively engage students through collaboration and hands-on materials. All lessons do not need to include technology.
- Intermediate students are becoming more independent with the use of technology tools including the Internet and interactive media. Students are using these tools to acquire new knowledge.
- There is a balance of learning tasks that include both receptive and expressive use of the technology tools.
- Students at this age need to understand the importance of Internet safety and the importance of protecting identity on-line.

Implications

- When selecting technology tools and interactive media, the classroom teacher should consider the value-added features, availability and accessibility of the technology. **Ask yourself:** Do I consider the value-added to student learning, accessibility and availability when selecting technology? If students need technology to complete an assignment, do students have access at home or have I provided access at school?
- As students become more independent with technology, the classroom teacher needs to provide a safe environment for students to learn and engage in research. **Ask yourself:** Do I review Internet Sites and select search engines that are safe for young students? Do I actively monitor my students when they are searching the Internet? Do I model Internet safety in the classroom? Do I explicitly provide instruction related to Internet Safety?
- Intermediate students need explore and develop an understanding of the technology or interactive media prior to using it to learn. **Ask yourself:** Have I provided adequate instruction in how to use the technology and provided time for students to practice using the technology prior to using it in a learning task.
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Selected Resources


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](http://www.naeyc.org/files/naeyc/PS_technology_WEB.pdf)


Related Policies

Policy 2510

Policy 2520.14

[Assuring the Quality Of Education: Regulations For Education Programs](http://wvde.state.wv.us/teach21/)

[21st Century Learning Skills and Technology Tools Content Standards and Objectives for West Virginia Schools](http://wvde.state.wv.us/teach21/)