

Early Childhood Program

Student: Ms. Me

Selected Pre K-2 Students NETS Standards	What EC Preservice Teachers Need to Know and Do to Implement Pre K-2 NETS	Early Childhood Program Implementation (ASU West Program)	Performance of Preservice Teacher	Evidence and Artifacts of Preservice Teacher	
				Found In	Instructor Sign-off
1. Use a variety of multimedia and technology resources for directed and independent learning activities. (S1-I2)	1a. Locate technology resources for use at the university and practicum sites. (II-C)	1a1. EMC 300 – students locate technology resources, i.e. Internet and software resources.	1a1-1. Students use an Internet search engine to locate grade appropriate software and internet sites.	1a1. On-line Resources List in EMC Portfolio	
		1a2. SPF 401 - Student teaching seminar - student will survey the school site to locate resources available and procedures for using them. (Technology Inventory Form)	1a2-1. Using a guide, students will record the hardware and software available at their practicum site.	1a2. Technology Inventory Completed	
		1a3. ECD 404- students focus on the role technology plays in literacy development @ their pre-K placement site	1a3-1. Students complete an observation report re the literacy environment in the practicum classroom. Areas of focus relate to the role technology plays in the room, how new software is introduced, the teacher's role, managing the technology center, etc	1a3. Completed observation report	fah 4/26/01
	1b. Evaluate technology resources, i.e., software applications and internet sites for accuracy and suitability. (II-C)	1b1. EMC 300- students evaluate a variety of internet sites and software for professional and instructional uses.	1b1-1. Using a rubric, students evaluate three educational Internet sites and three software programs.	1b1. Completed Evaluation Forms in EMC portfolio	Kaw 4/24/01
		1b2. ECD 404 & RDG 401- students evaluate and integrate internet sites into various projects/assignments.	1b2-1 Students explore and evaluate a specific web site related to the writing process and write a report about it.	1b2. Internet Sites Listed in Curricular Unit	fah 4/26/01
	1c. Plan for the management of technology resources within the context of learning activities. (II-D)	1c. DCI 303- students design the classroom-learning environment to include technologies.	1c-1. Students design a draft of their classroom using a computer-based drawing program. (Fall 2001)	1c1. Classroom "Box" has a technology component	
	1d. Develop lessons that integrate technology for students to work in various groupings. (II-A)	1d1. ECD 400- students create lessons that integrate technology for children to use in various groupings. <i>Community helper big book w/ Kid Pix</i>	1d1-1. Students draft and finalize lessons that incorporate thoughtful technology integration (student use of technology).	1d1. Completed Learning Plan	MFK 5/9/01
		1d2. ECD 401, 402 & RDG 402- students create integrated projects that include technology for children to use in various groupings.	1d2-1. Writing Process report, Home Literacy Bag, and Author Study (see below for explanation)	1d2. Completed Thematic Unit Plans	
	1e. Implement in classrooms. Facilitate technology-enhanced experiences addressing content and technology standards. (III-A)	1e1. SPF 401-Student teaching seminar -Forthcoming	1e1-1. Forthcoming	1e1. Completed Learning Plan	
		1e2. ECD 400 / Block II- Child Development Lab-Design one activity in which children use technology and facilitate the activity in a classroom. (Digital Photos) -Forthcoming <i>Landscapes prog box w/ digital photos</i>	1e2-1. Students will plan and implement an activity in which children use technology. They will also reflect on the activity using a standardized rating component and narration. - Forthcoming	1e2. Activity plan with reflection	5/4/01 MFK

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2. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (S3-I8)	2a. Create multimedia-based children's books and projects that demonstrates integrated curriculum. (II-A)	2a1. EMC 300- with a rubric students create a project using KidPix or PowerPoint	2a1-1. Using a rubric, students create a project using KidPix or PowerPoint	2a1. Completed Slide Show	RAW 4/23
		2a2. ECD 401, 402, & RDG 402- field trip: students create a class book and curriculum for implementation	2a2-1. Students participate in a fieldtrip and create a class book using information from the fieldtrip. Students also create curriculum charts in Inspiration that includes the activity.	2a2. Completed Class Book	
		2a3. ECD 404- The students produce a Home Literacy Bag for parents to use with their children. All books and activities focus on a designated theme. One of the activities involves exploring a web site related to the theme (i.e. dinosaurs, the zoo, etc.) and developing a specific activity for family members to do together to extend the information found on the web site.	2a3-1. Bibliography of home literacy bag including internet resources used.	2a3. Completed Home literacy bag report	fan 4/26/01
	2b. Plan strategies to manage student learning in a technology enhanced environment. (II-E)	2b1. EMC 300- students analyze case studies and develop a personal management plan	2b1-1. Students analyze case studies and develop a personal management plan	2b1. Completed Analysis Paper	RAW 4/23
		2b2. DCI 303- student design a model of a classroom	2b2-1. Students create a top down view of a classroom and a narrative describing student flow, centers, technology used, etc.	2b2. Completed Classroom "Box"	MJK 5/4/01
		2b3. ECD 400- students create a management plan including use of technology equipment	2b3-1. Students create a management plan including the use of technology equipment.	2b3. Completed Management Plan	MJK 5/4/01
	2c. Design a lesson that enables children to create multimedia products to demonstrate their content knowledge and technology expertise. (III-C)	2c1. ECD 400- Forthcoming	2c1-1. Forthcoming	2c1. Forthcoming	5/4/01 MJK
		2c2. DCI 303- Forthcoming	2c2-1. Forthcoming	2c2. Forthcoming	
	2d. Implement in classroom. Use technology to support learner-centered strategies that address the diverse needs of children. (III-B)	2d1. SPF 401- Student teaching seminar- Forthcoming	2d1-1. Forthcoming	2d1. Forthcoming	
		2d2. ECD 400 / Block II- Child Development Lab-Design one activity in which children use technology and facilitate the activity in a classroom.	2d2-1. Students will plan and implement an activity in which children use technology. They will also reflect on the activity using a standardized rating component and narration.	2d2. Activity plan with reflection	MJK 5/4/01
	2e. Assessment. Apply appropriate multiple methods of evaluation to determine student progress toward subject and technology goals. (IV-C)	2e1. EMC 300- Discuss and explore functions of an electronic gradebook	2e1-1. Students set up a gradebook for a class.	2e1. Gradebook	
		2e2. ECD 400- Evaluation plan for learning plan Students create an evaluation plan for their learning plan	2e2-1. Checklists, observational assessments, performance assessments, etc.	2e2. Completed Checklist or observation	MJK 5/4/01
		2e3. EDP 302- Students create an evaluation instruments	2e3-1. Checklists, observational assessments, performance assessments, etc.	2e3. Completed Checklist or observation	TK 5/4/01
		2e4. ECD 401,402, 404- electronic gradebooks- Forthcoming	2e4-1. Forthcoming	2e4. Forthcoming	

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3. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (S4-110)	3a. Use information technologies such as the Internet and email to gather information for their assignments and to communicate with each other, their professors, and their mentor teachers in the field. (V-B)	3a1. Block I- Blackboard Portal	3a1-1. Students log in and create their portal.	3a1. Message in On-line Conference	
		3a2. Block II & III- Blackboard training (forums on student adaptations for the classroom and digital drop box)	3a2-1. Students log in and respond to questions about student adaptations in the classroom in an on-line forum and upload/download assignments in the digital drop box.	3a2. Printed Message in Curricular Unit	Blackboard use Block II MFK 5/4/01
		3a3. EMC 300- students use conferences to discuss ethical issues (copyright).	3a3-1. Students participate in three forums initiating a topic and responding to other students' comments.	3a3. Printed Conference Message in EMC portfolio	KAW 4/23
		3a4. RDG 401- students investigate/evaluate writing internet sites and hyperlinks	3a4-1. The students explore and evaluate a specific web site related to the writing process and write a report about it.	3a4. Completed Evaluation Form in Curricular Unit	fah 4/26/01
		3a4. RDG 401 - The students select an author from a designated list and develop an author study unit focusing on books written by their targeted author. One activity includes exploring the information found on the author's web site and comparing and contrasting it with information found in traditional reference books about children's.	3a4-2. Student create an author study (curricular unit) centered on books and information of one children's author.	3a4. Completed Author Study	fah 4/26/01
		3a5. EDP 302- students use internet to research topics and to obtain copies of AZ content standards for a basis of their portfolio projects.	3a5-1.	3a5. Teacher Observation	T.H. 5/4/01
		3a6. ECD 400- students investigate interest sites for two writing assignments and conduct and email interview with and expert.	3a6-1. Students investigate interest sites for two writing assignments and conduct and email interview with and expert. Students create a bibliography of resources.	3a6. Synthesis Paper	ad wonder papers MFK 5/4/01
	3b. Design lessons that enable children to use appropriate technologies to gather information and communicate with others. (IV-B)	3b1. Language arts email buddies - Forthcoming	3b1-1. Students create a series of letters to the first grade about children's books.	3b1. Printed Email Messages	
		3b2. Child Development Lab- Design one activity in which children use technology and facilitate the activity in a classroom.	3b2-1. Students write in their journals observations of children using technology.	3b2. Photo Journal	MFK 5/4/01
	4. Work cooperatively with others when using technology in the classroom. (S2-15)	4a. Work cooperatively to use technology in the classroom. Design lessons that enable children to use technologies in the classroom. (VI-B, C, E)	4a1. ECD 400- curriculum unit <i>Unit on Community</i> 143/150	4a1-1. Students work in cooperative groups to produce a curriculum unit. Students will fill out a self/team evaluation.	4a1-1. Completed Curriculum Unit & Evaluation
4a2. ECD 401, 402, & RDG 402- students work cooperatively to create a class book and curriculum project.			4a2-1. Students work cooperatively to create a class book and curriculum project. Students will fill out a self/team evaluation.	4a2. Completed Class Book & Evaluation	
5. Demonstrate positive social and ethical behaviors when using technology systems and software. (S2-16)	5a. Discuss and practice responsible uses of technology (copyright, fair use) as they complete assignments through the college of education. (VI-A, D)	5a1. EMC 300- ethical issues are discussed and role-played within class time.	5a1-1. Students participate in on-line conference on "fair use".	Found In	Instructor Sign-Off
				5a1. Posting of 3 Messages on Each Topic	KAW 4/23