Intentional, Appropriate, & Effective Uses of Technology:
Beginning Thoughts

• It is not all about technology
• Teach to make a difference; to change the world
• Advocate for equity & social justice
• Empower your students
• Active learning, projects & play
Mark Bailey
Distinguished University Professor
Pacific University

Monday, March 31, 2014
Early Learning Community

ECE Teaching & Learning Environment
Pacific University College of Education
Forest Grove, Oregon
http://fg.ed.pacificu.edu/elc

Monday, March 31, 2014
Intentional, Appropriate, & Effective Uses of Technology:

Overview

- Teaching, Learning, DAP and Technology
- Listen, Go Deep, and Empower
- Exploring Digital Tools
- Case study
- Best Practices
What is Technology?

• Tools that empower, enhance, & transform
• Digital technologies defined
• Technologies across time
Educational Technologies:

• Reflective of scientific innovation
• Based on learning theory
• Framed by pedagogy
• Implemented with intentionality by teachers
It’s not the technology, it’s how you use it.
Begin with Development and Pedagogy

- Constructivist learning theory
- Best practice pedagogical methods
- Thoughtful intentional teachers
- Student-centered curriculum
- Technology as one of many learning tools
Apply TPaCK
Technological
Pedagogical
Content Knowledge

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Teaching, Learning, DAP and Technology

Recognize Taxonomically Hierarchical Applications

The SAMR Model
enhancing technology integration

Redefinition
- technology allows for the creation of new tasks, previously inconceivable
- create a narrated Google Earth guided tour and share this online

Modification
- technology allows for significant task redesign
- use Google Earth layers such as panoramic and 360 cities to research locations

Augmentation
- technology acts as direct tool substitute, with functional improvement
- use Google Earth rulers to measure the distance between two places

Substitution
- technology acts as a direct tool substitute, with no functional change
- use Google Earth instead of an Atlas to locate a place

http://www.hippasus.com/rrpweblog/

Ruben R. Puente-Dura, Ph.D.
SAMR: When considering technology:

- What is gained with new tool?
- Is there functional improvement?
- Is this task a significant redesign?
- Are there newly conceivable tasks?
Teach Your Heart Out
Imagine a technology:
- portable device
- single user (most frequently)
- user generally uncommunicative
- steep learning curve (years to mastery)
- not upgradable
- can precipitate deep change in user
Screen Time:
• It's not eyes on screen, but students' actions
• Passive is problematic
• Active engagement, same as any tool
Screen Time:

- Be intentional
- What does it add
- Child controls
- Visual system development

http://www.educationnews.org
This is NOT Best Practices
But a Dystopian Nightmare
Teaching, Learning, DAP and Technology

We Are the Nightmare

We Are the Nightmare
Become Familiar with NAEYC/FRC Technology Position Statement
Supports:

- child initiated,
- child directed,
- teacher supported,
- play with digital devices
Effective uses of technology and media:

- Match developmental level
- Are active, engaging & hands-on
- Give the child control
- One of many options
When used appropriately

• Playful, foster co-engagement
• Extends learning
• Supports not supplants essential activities
• Helps children save, document, revisit, & share
• Supports creativity, exploration, & active play
Intentionality is Key

- Consider your goals.
- Will a digital tool add value?
- Does technology extend learning in ways not otherwise possible?
- Observe, assess & reflect
Cycle of Intentional Teaching

Universal Design For Learning

How can we design learning experiences to universally support the needs of learners?

<table>
<thead>
<tr>
<th>I. Provide Multiple Means of Representation</th>
<th>II. Provide Multiple Means of Action and Expression</th>
<th>III. Provide Multiple Means of Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perception</td>
<td>Physical action</td>
<td>Recruiting interest</td>
</tr>
<tr>
<td>Language, expressions, and symbols</td>
<td>Expression and communication</td>
<td>Sustaining effort and persistence</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Executive function</td>
<td>Self-regulation</td>
</tr>
</tbody>
</table>
Universal Design For Learning

- Learning needs and preferences
- Tools for differentiation
In summary, teachers ask:

- What are the **objectives**?
- Which **tools** best support objectives?
- How can tools be used **appropriately**?
- How can we use them **intentionally**?
- What will tell me they are being **effective**?
This approach has always been the hallmark of good teaching.
Questions? How are we doing?
Listen, Go Deep, Empower

• Start with students’ needs & interests
• Extend, enhance, & transform (SAMR)
• Integrate thematically
Intentional, Appropriate, & Effective Uses of Technology:
Exploring Digital Tools

- Microscopes
- Tablet Computers
- Cameras
- Whiteboards
- Assorted Software
- Assorted Hardware
Microscopes: Empowering New Perspectives

- Wired, wireless, or affixed
- Computer screen
- Intentional provocation
- Visually interesting realia
Exploring Digital Tools: Microscopes

Proscope HD

Wired
• Need computer
• Tied to place
• Least expensive

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Exploring Digital Tools: Microscopes

Proscope Mobile

Wireless

• Need iPad
• Portable, network
Exploring Digital Tools: Microscopes

Proscope Mobile
Exploring Digital Tools: Microscopes

Proscope Micro-Mobile

- iPad, iPhone, iTouch
- Attaches to lens
- 20x - 80x
- Displays as photo/video
- One scope, different sleeves
Exploring Digital Tools: Microscopes

Proscope Micro-Mobile
Exploring Digital Tools: Microscopes

Proscope Micro-Mobile
In what ways does the surface of a leaf look the same and different from the surface of your skin?
Microscopes: Quintessential ECE Tool

- Effective in supporting wondering
- Extend authentic learning
- Empower exploration
- Multiple platforms
- Inherently motivating
- Not inexpensive
Exploring Digital Tools: Tablets
Hand-held Computing

Handheld: Child-Friendly Format

- Multiple platforms: tablets, pods & phones
- Portable
- Small and manipulable
- Supports range of software
Tablets: *The Children's Machine*

Exploring Digital Tools: Tablets
Intentional Use
Quality Tablet Software

- Reconceptualizing Books & Reading
- Digital Storymaking
- Spatial/Creative
- Multidimensional and Assistive
- Intentional Use
Tablets and Literacy

Exploring Digital Tools: Tablets

Tablets and Literacy
Exploring Digital Tools: Tablets
Reconceptualizing Books

- ABC Book
- Hop on Pop
- The Monster at the End of the Book
- Cinderella
- Numberlys
- Just Grandma & Me
and many more

Aunt Annie’s alligator . . . . . . . .
A . . a . . A
Walking slowly inside he discovered the most mysterious and inviting room he had ever seen. It was filled with the fluttering of countless pages, and Morris thought he could hear the faint chatter of a thousand different stories, as if each book was whispering an invitation to adventure.
Multiple Apps:
Empowering Voice Through Storymaking
A long time ago my sister and me went to the ELC and it’s the one we’re in right now and when she came out a lot of times she would pick me up and we would talk together.
Using StoryKit

• Create story
• Illustrate or capture photo
• Type or write captions
• Record Audio
• Share
Exploring Digital Tools: Tablets

Literacy

The Princess The King And The Dog

Wunc upon atim ther was a dog nam fin

The was a dog nam fin. I likt him vere much. Sns I likt him vere much. I wod lik to tak him for a wok.

They wnt on a wok urwnd the kasl. Thn tha wnt hugre. Thn tha wnt for a pinik. The dog had dog fud the prncus had humn fud. The end

http://iphone.childrenslibrary.org/cgi-bin/view.py?b=4gke6lfnn6faqx6jqw5l
Features

- Drawing as movie
- Audio narrative
- Exportable video
Features

- Photos
- Drawing
- Audio
- Text
- Exportable formats
Storymaking Apps

- Inspire creativity
- Extend learning
- Support sharing
- Create connections
- Empower narrative
Foldify: Exploring Dimensionality
Using Foldify

- Design a structure
- Print
- Cut and fold
- Play
Evaluating Foldify

• Promotes creativity
• Fosters collaboration
• Extends numeracy
• Inspires play
• Encourages problem-solving
Exploring Digital Tools: Tablets

Multidimensional

Tapikeo:

AAC and Multidimensionally

Creative Tool

- Social stories
- Augmentative & Alternative Communication
- Visual Schedules
- Memory Aids
- Labels & Items
Exploring Digital Tools: Tablets
Multidimensional

Requires:

• Application
• iPad, iPhone, iPod Touch
• Computer for Sharing
In Classroom:

- Create Grid
- Photograph & document
- Add sound
- Share
Exploring Digital Tools: Tablets
Multidimensional
Augmentative Alternative Communication

- Storyboards, Pictureboards
- Flashcards
- Match pictures to words or sounds
Exploring Digital Tools: Tablets
Multidimensional

Dragons live forever and princesses

Textile
My castle
I'm working hard on it
Castle
Treasure chest box
A dragon turned mean
Exploring Digital Tools: Tablets
Multidimensional

Evaluating Tapikeo

- UDL & Assistive technology
- Extends & supports work
- Scaffolds Adaptive Complexity
- Encourages sharing & revisiting

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Tips for Introducing Tablet Computers

• Intentionally introduce one app at a time
• Allow ample time to explore
• Support collaboration
• Create “Tech Expert” team
• Rule of thirds
Exploring Digital Tools: Tablets

Intentionality

iPad Plan

1. Which program will you be using?

2. What will you be learning, practicing, or researching?
   - Reading
   - Writing
   - Science
   - Math
   - Researching
   - Art

3. Will you be collaborating with a partner?
   - Yes
   - No
Digital Cameras:
Documenting, creating, and demonstrating learning
Exploring Digital Tools: Digital Cameras
Supporting Literacy

Storyography:
Empowering children’s voices through multimedia storymaking
Storyography

- Storymaking emerges from imaginative play
- Student directed & documented narrative
- Supported by intentional teacher

Requires

- Close teacher scaffolding
- Bookbinding materials
- Digital camera, computer, printer
Exploring Digital Tools: Digital Cameras

Supporting Literacy

Process:

• Student creates
• Teacher transcribes
• Student photographs
• Teacher prints
• Book constructed
• Digitized?
Student Creates

Exploring Digital Tools: Digital Cameras
Supporting Literacy
Exploring Digital Tools: Digital Cameras
Supporting Literacy

Story Dictated
Exploring Digital Tools: Digital Cameras
Supporting Literacy

Teacher Scaffolding
Exploring Digital Tools: Digital Cameras
Supporting Literacy

Photographing Each Image
Exploring Digital Tools: Digital Cameras

Supporting Literacy

THE

no Go

in

THF

ARAS

HOU2E N

ByCMBE

Completed Story
Exploring Digital Tools: Digital Cameras
Supporting Literacy

The dragonfly is guarding the house.

He doesn’t want anybody to come because the baby horse is eating his food.
Exploring Digital Tools: Digital Cameras
Supporting Literacy

Evaluating Storyography
• UDL with adaptive scaffolds
• Effectively inspires literacy
• Extends experiences
• Intentionality & creativity
• Sharing & revisiting
Exploring Digital Tools: Digital Cameras
Supporting Social Studies

Flat Stanley:
Cultivating Connections
Flat Stanley Process

• Create flat people
• Penpal exchange
• Maps, photos, letters

Requires

• Digital Cameras
• Internet Connection (www.flatstanley.com)
MapSkip: Sharing Our Adventures

Exploring Digital Tools: Digital Cameras
Supporting Social Studies

Aumsville Tornado Place marker added by ELC Whales

2010: Tornado in Aumsville by ELC Whales in Aumsville Tornado

I used to think that they only had tornados in other countries or in other states. That was when I was little (about 4 or 5 I would say). Everybody is talking about the tornado. When I mean everybody, I mean teenagers (some kids). I think alot of people don’t know about tornados at this school. People who hunt down tornados and this guy (in this video we watched on tornados), Tim, had 18 seconds to videos the tornado end run back in the car. It was a probe to give information and over that was a thing to protect it. If your little kids are scared about this, tell them that usually it doesn’t happen that often. It happens not here, but in Tornado Alley, instructions to be safe (tell your kids this). When you go for the door jam it makes them safer. It is just hard enough. When we were watching this video I really thought it was crazy that some people thought it was funny, it was just really sad. - Francis, 6 years old

There are fire tornados and plain tornados. But the fire tornados are usually in warmer, drier places like Hawaii. Hawaii is really sunny. Tornados tend to be more in the toilet when you flush and the water goes down. They are just like that. Stay away from windows because we watched a show and we know about tornados. 10 people get killed every year from tornados (80 is almost to 100) - Aarond, 6 years old

Add Your Comment

Track Comments for this Story
Track Author
Send This Story to a Friend
Permanent Link for this Story

Monday, March 31, 2014
Using MapSkip

• Explore new places
• Upload photos & stories

Requires

• Computer with Internet
  (www.mapskip.com)
• Digital camera (optional)
Evaluating Flat Stanley & MapSkip

• Low-cost high-return project
• Students as documenters
• Fosters social connections
• Empowers exploration
• Invites story sharing
• Ties in with books
• Enhances geo-literacy
Exploring Digital Tools: White Boards
Supporting Literacy

SMART Board:
Fostering
Authentic Literacy
Exploring Digital Tools: White Boards
Supporting Literacy

SMART board

Morning Letter

October ___, 2011

Dear Whales,

Today ___'s Monday.

Today we have new ___'s!

Tomorrow we ___'ll go to the ___b___ry.

We ___ play and have fun.

Love,

and Ms. Robbie
Requires

- Interactive Whiteboard
- Computer
- Projector
- Smart Notebook software
- Whiteboards & Markers
Exploring Digital Tools: White Boards

Literacy

Using Interactive Whiteboard

- Authentic letter
- Strategic words
- Enticing graphics
- Student leader
- Active engagement

Dear Whales,

Today is Tuesday.

Yesterday ___ Monday.

Today is our ___ (ninety-third) day of school.

__ can see fog.

We will ___alk to the library today.

We will get a n___ tool in Writer's Workshop today.

Love,
Ms. Aja and Ms. Lacey
Dear Whales,

Today is Tuesday.

Yesterday was Monday.

Today is our 93rd (ninety-third) day of school.

I can see fog.

We will walk to the library today.

We will get a new tool in Writer’s Workshop today.

Love,

Ms. Aja and Ms. Lacey
KidPix: Encouraging creativity and collaboration
Exploring Digital Tools: White Boards

Literacy

Supports & Extends

Stone Soup
Exploring Digital Tools: White Boards

Literacy

Requires

- Computer
- Kidpix Software
- Interactive White Board (optional)
Using Kidpix

• Small groups
• Large canvas
• Create & play
• Modify & revisit
• Share
Evaluating Kidpix

- Inspires hands-on learning
- Encourages creativity
- Invites self-expression
- Extends literacy
- Encourages dwelling
- Supports gross-motor
Virtual Manipulatives:

Investigating Mathematical Concepts
Using Virtual Manipulatives

- Java-based math tools
- Data display

Requires

- Computer with internet
  (http://nlvm.usu.edu/en/nav/vlibrary.html)
Virtual Manipulatives

- Many different modules
Exploring Digital Tools: White Boards

Numeracy

Virtual Manipulatives

• Numbers and operations
• Data Analysis & Probability
• Pre-algebra
• Geometry
• Measurement

Number & Operations (Grades Pre-K - 2)

- **Bar Chart** – Create a bar chart showing quantities or percentages by labeling columns and clicking on values.
- **Base Blocks** – Illustrate addition and subtraction in a variety of bases.
- **Base Blocks Addition** – Use base ten blocks to model grouping in addition.
- **Base Blocks Decimals** – Add and subtract decimal values using base blocks.
- **Base Blocks Subtraction** – Use base ten blocks to model separation of groups in subtraction.
- **Chip Abacus** – Learn about carrying and digits using chips.
- **Circle 99** – A puzzle involving adding positive and negative integers to sum to ninety nine.
- **Color Chips - Addition** – Use color chips to illustrate addition of integers.
- **Color Patterns** – Arrange colors to complete a pattern.
- **Diffy** – Solve an interesting puzzle involving the differences of given numbers.
Exploring Digital Tools: White Boards
Supporting Social Studies

Google Earth:
Exploring Our World
Exploring Digital Tools: White Boards
Supporting Social Studies

Requires
• Google Earth Software
• Computer with Internet

Using Google Earth
• Virtual travel
• Photos, videos
• Zoom-in feature
Evaluating Google Earth

• Provides hands-on experiences
• Enables unique, 3D perspective
• Encourages exploration
• Inspires research
Evaluating Interactive White Boards

• Increases engagement
• Empowers students
• Fosters discussions
• Provides scaffolds
• Enables saving & revisiting
• Not inexpensive
Exploring Digital Tools: Web Tools
Literacy & Documentation

Classroom Blogging:
Documenting and Sharing

Monday, March 31, 2014
Process:
• Document learning
• Students reflect
• Writing text
• Adding photographs & video
• Reading and responding to comments
• Fosters discussions

Exploring Digital Tools: Web Tools
Literacy & Documentation

Welcome to the Early Learning Community at Pacific University

Dr. Seuss Day - February 28, 2014

We invite you to explore our site and enjoy this reflection of our school life.

Shark Tales
Our Class
Our School
Class Journal
Just Photos

The Shark Preschool
Exploring Digital Tools: Web Tools

Literacy & Documentation

A Whale of a Tale

Welcome to the Early Learning Community at Pacific University. We invite you to explore our site and see this reflection of our school life. Feel free to share comments—we love to read and reply to them!

Writers Workshop

Tuesday, October 22, 2013 at 4:45 PM

Today in writers workshop we discussed adding pages to our work. Ask your child to describe what he or she worked on today.

Documenting Learning

Monday, March 31, 2014
Reflecting
Exploring Digital Tools: Web Tools
Literacy & Documentation

Creating the Blog
Exploring Digital Tools: Web Tools
Literacy & Documentation

Replying to Readers’ Comments

Katelyn,
I think your family picture of a sunny day at the beach is very good. I can tell that you had a great time. Everybody looks so happy.

Love, Grandma Peterson

October 25, 2011 | Grandma Peterson

Dear Grandma Peterson,
I hope you can come to Writer’s Workshop one
Exploring Digital Tools: Web Tools
Literacy & Documentation

Mapping
Readers’ Comments
...third, as parents, we really appreciate the time Laurel puts in to posting on the blogs and communicating some of what goes on during the day. We recently discovered another great use of the blog -- it has helped Michael with some of his separation anxiety around drop-off. Since he only goes 2 days a week, it seems easy for him to forget how much fun he has at school. We've found that by looking at the blog and pictures on the mornings he goes to school, it has helped him get excited again and tempered some of his sadness.

blessings,
Brenda

Dear Mr. Mark,

As the mother and grandmother of Canadian children living 3000 miles away in the United States I am constantly looking for the blessings in the situation. If it were up to me of course they would all be living down the street. Since this does not seem likely to happen anytime soon I have to be content with visiting often and keeping in close touch in other ways.

This year one of the very best means of communication has been Rachelle Mejia’s blog. My granddaughter, Kylie, is in Rachelle’s class and through the blog I am able to keep a daily check on what has been happening so that when I talk to Kylie on the phone I am right up to date and have something to talk about.

You have our utmost admiration and thanks.

Sincerely,
Carol H
On behalf of the family
Exploring Digital Tools: Web Tools
Literacy & Documentation

Classroom Blogging

• Great for sharing: photos, text, videos, links, audio
• Documenting learning projects
• Enabling reflection & feedback
• Sharing pedagogy
• Informing of events
• Extending community
Showcasing Powerful Technologies: Other Software

- Speech to Text
- Storybird
- Hopscotch
Showcasing Powerful Technologies:

Other Hardware

- 3D Printers
- Sifteo
- Little Bits
- Ludos
- Bo & Yana
- Future Technologies
Listen, Go Deep, Empower: Case Study
Listen to children, all their languages
Support their work
Intentionally select tools
Empower their learning
Listen, Go Deep, Empower: Case Study
Britanic - Doctor Ship
when it was sailing, it was a big monster

The bow is where the propellers are.
This is the hole where it sank, when you hear "Boom", it's sinking. It's going to tip over.

By Luke M
and Ms Aja
Listen, Go Deep, Empower: Case Study
Listen, Go Deep, Empower: Case Study
Listen, Go Deep, Empower: Case Study
Listen, Go Deep, Empower: Case Study
Listen, Go Deep, Empower: Case Study
Listen, Go Deep, Empower: Case Study
Listen, Go Deep, Empower: Case Study

EXPLORE TITANIC
BREATHTAKING NEW PICTURES RECREATED WITH DIGITAL TECHNOLOGY
Listen, Go Deep, Empower: Case Study
Listen, Go Deep, Empower: Case Study

Doodlecast

Book Creator

Titanic
Listen, Go Deep, Empower: Case Study

“gears that will pump water out of the hull”
Listen, Go Deep, Empower: Case Study

“A mop to swab the deck”
Listen, Go Deep, Empower: Case Study

TITANIC
Listen, Go Deep, Empower: Case Study
Titanic - Transmedia Learning

- Teachers listened to all languages
- Supported across range of media
- Intentional selection of materials
- Deep exploration of relevant concepts
- Empowered new forms of learning
- Social, emotional, physical, conceptual
Things to Look for in an Educational Technology:

- Embodies Universal Design
- Utilizes Developmentally Appropriate Features
- Empowers, Enhances, and Transforms Classroom Experiences
- Requires Active Engagement
- Scaffolds Adaptive Complexity
- Encourages Revisiting & Sharing
- Models Multiple Diversities
- Empowers Exploration & Creativity
- Fosters Thinking & Problem Solving
- Supports Playful Use
Intentional, Appropriate, & Effective Uses of Technology: Best Practices Database

Select an app to read materials and to see images and video of powerful pedagogical practices connected with each device.
Select an app to read materials and see images and video of powerful pedagogical practices connected with each device.

tinyurl.com/ecebestpractices
Digital Microscopes

Description
One of the great joys of early learning occurs when young children experience seeing the world in new and unexpected ways. Digital Microscopes can provide such a perspective. They empower children's insight when they are used as a manipulative tool that provides them with perspectives that are engaging and unique.

Most digital microscopes must be connected to a screen such as a computer. The best way to begin to use a digital microscope is to simply turn it on and hand it to a child. Almost without exception children (of all ages) will point it at their bodies (ear, eye, tummy...) and be fascinated with what they see. Providing learners with items that contain interesting textures and surfaces will allow them to connect their sense of touch with the image of the surface they are sensing.

Our preferred tool is a ProScope HD microscope. These can be connected to a computer in a classroom, at an exploration station, or outside in the natural environment. This microscope not only displays high definition digital images on the computer screen, but with the push of a button, it can capture photographs of what is being displayed for later discussion, story writing, or posting on a blog.

Suggestions for use
Classroom - Set up a computer (desktop or laptop or tablet) with HD software and microscope. Orient screen so that it is easy for the students to manipulate the scope and view the screen simultaneously. The scope can be particularly powerful when used for explorations of the human body as there is nothing more concrete than one's own body.
Scope is also excellent for explorations of all manner of surfaces including
- Natural materials such as rocks and minerals, shells, wood, insects, and plants such as molds.
- Man made materials such as Metals, plastics, fabrics, various types of papers.
- Interesting small details such as dates on coins or bills, watch parts, facets of jewelry.
When considering using a tool:

- Determine student interest & need
- Envision what will be learned
- Recognize what is appropriate
- Be intentional & deliberate
- Support not supplant essential activities
Intentional, Appropriate, & Effective Uses of Technology: Conclusions

Listen, Go Deep, Empower

• Listen to your students
• Encourage deep explorations that empower
• Use transformative technologies
• Utilize resources & guidance
• Innovate & have fun.
It’s not the technology, it’s how you use it.
Intentional, Appropriate, and Effective Uses of Technology: Tools to Transform Learning and Development

Mark Bailey
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Pacific University College of Education
Intentional, Appropriate, & Effective Uses of Technology:

Educator Resources

- Tech Best Practices EGs: fg.ed.pacificu.edu/cldc/techtools.html
- Early Learning Community: http://fg.ed.pacificu.edu/elc/
- Erikson TEC Center: http://teccenter.erikson.edu/
- Tech and Young Children: www.techandyoungchildren.org/
- Children’s Tech Review: http://childrenstech.com/
- Visual Manipulatives: http://nlvm.usu.edu/en/nav/grade_g_1.html
- Learning at Home 2014: http://www.joanganzcooneycenter.org
- Fred Rogers Center: http://www.fredrogerscenter.org
- This Presentation: http://fg.ed.pacificu.edu/cldc/tww.html
Intentional, Appropriate, & Effective Uses of Technology:

**Educator Resources 2**

- [Campaign for Commercial Free Childhood](http://www.commercialfreechildhood.org/)
- [Connecticut Preschool Assessment Framework](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool_Assessment_Framework.pdf)
- [Cycle of Intentional Teaching](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/early/TW.pdf)
- [Toddlers and Technology](http://www.asha.org/Publications/leader/2011/110920/Toddlers-and-Technology.htm)