

Requirements for Additional EC-TIIS Workshop Credit: Performance Indicators

Additional contact hours may be earned for EC-TIIS Workshops by completing one or more of the Workshop Performance Indicators listed below. Evaluation criteria for any of the items are available upon request. Please contact Linda Robinson, L-Robinson1@wiu.edu for further information. Performance Indicators that require written work may be submitted as a word processing document, such as a *Microsoft Word* file, and sent via e-mail.

In addition to the Performance Indicators, participants must complete Workshop Post-Assessment, Workshop Evaluation, Exit Survey, and specific forms for CPDU credit as stated on Workshop Option sheets. Performance Indicator hours will be added to the minimum workshop hours already earned.

Note: *All hours are stated as contact hours.*

Adaptations

1. Select four alternate input devices and discuss possible applications of each for a young child with a disability. **(2 hours)**
2. Describe how a switch could be used with a battery-operated toy or tape recorder. **(1 hour)**
3. Write a plan for introducing the IntelliKeys to a child as a communication device, including a description of the overlays to be used. **(2 hours)**
4. Design an IntelliPics overlay to be used with a group of preschool children based on an early childhood theme. **(2 hours)**
5. Describe the similarities and differences between three portable communication devices. **(1 hour)**
6. Write a plan for using technology with a young child who is visually impaired and needs a means of communication. **(2 hours)**
7. Select two software programs and describe how they could be used as part of the Levels of Switch Progression to help a child achieve switch skills. **(2 hours)**
8. Describe how the computer center could be made accessible for a child with motor impairments. **(1 hour)**
9. Evaluate a child's switch skills according to the Levels of Switch Progression and write an action plan. **(4 hours)**
10. Develop a plan for conducting a workshop on adaptations for early childhood staff. Include a detailed agenda and a written plan for how the workshop will be conducted. **(4 hours)**

Review Time: 2 hours

Performance Indicator Time: 1 - 21 hours

Total Workshop Time: 3 – 23 hours

Computer Environment

1. Evaluate the computer environment in two classrooms. Discuss the strengths and weaknesses of each computer center using the Computer Environment Checklist. **(2 hours)**

2. Write a design plan for an appropriate computer environment for a classroom, including essential components of a computer center, important considerations, and management strategies. **(2 hours)**
3. Describe how the computer environment can be adapted for a preschool child who has difficulty using a mouse. **(1 hour)**
4. Design an off-computer activity using one of the specialty printer products. **(3 hours)**
5. Describe techniques to make the computer environment safe for children. **(1 hour)**
6. Observe a child at the computer and assess the child's position. Write a summary of your observations and assessment, and suggestions for any needed improvements. **(1 hour)**
7. Write a plan for acquiring computer equipment, justifying each piece of equipment requested. **(1 hour)**
8. Design a CD-ROM holder or hanger for displaying software in the classroom for children's use. **(3 hours)**
9. Plan a computer environment workshop and describe activities and information that would be used. **(2 hours)**

Review Time: 2 hours

Performance Indicator Time: 1 – 16 hours

Total Workshop Time: 3 – 18 hours

Curriculum Integration

1. Define what curriculum integration means in terms of using technology in the preschool classroom. **(1 hour)**
2. Discuss the rationale for integrating technology into the early childhood curriculum. **(1 hour)**
3. Develop a plan for integrating technology into the curriculum using the Technology Activity Plan form. **(3 hours)**
4. Document how technology was integrated into a specific thematic unit in the classroom, providing descriptions of activities and children's reactions. **(3 hours)**
5. Design a photo essay based on curriculum integration activities. **(3 hours)**
6. Write an article for a family newsletter about curriculum integration activities. **(2 hours)**
7. Develop an agenda for an inservice on integrating technology into the curriculum for early childhood staff. **(1 hour)**
8. Write a curriculum activity using the Curriculum Integration Ideas format developed by the Center for Best Practices in Early Childhood. **(3 hours)**
9. Create a videotape of curriculum integration activities to be shown to families during open house. **(4 hours)**
10. List three resources for curriculum integration ideas. **(1 hour)**

Review Time: 2 hours

Performance Indicator Time: 1 - 22 hours

Total Workshop Time: 3 – 24 hours

Emergent Literacy

1. Evaluate the literacy environment in your classroom. Discuss the strengths and weaknesses from a literacy perspective. **(2 hours)**
2. Design and write a description of a classroom with a literacy rich environment. What are the essential components? What is included in each center to promote literacy? What are the children's contributions to the environment? **(2 hours)**
3. Describe teacher strategies that promote emergent literacy. **(1 hour)**
4. Describe how reading materials could be adapted for a preschool child who has difficulty turning the pages of a book. **(1 hour)**
5. Design a curriculum activity that integrates technology into the classroom to promote emergent literacy. **(3 hours)**
6. Incorporate the use of an adaptive device into a literacy activity and describe how it would be used. **(2 hours)**
7. Discuss techniques which can be used to assess young children's emergent literacy skills. **(1 hour)**
8. Discuss how technology can be used to support portfolio assessment. **(1 hour)**
9. Use a multimedia or authoring application, such as *HyperStudio*, *IntelliPics Studio*, or *PowerPoint*, to design and create a product based on a children's book or classroom experiences. **(4 hours)**
10. Plan a family literacy workshop. Describe activities and information which would be used. **(2 hours)**

Review Time: 3 hours

Performance Indicator Time: 1 – 19 hours

Total Workshop Time: 4 – 22 hours

Expressive Arts

1. Evaluate the expressive arts environment (the visual art center, the music and movement center, and the dramatic play center) in the classrooms. Discuss the strengths and weaknesses of each expressive arts center from an environmental perspective. **(2 hours)**
2. Design and write a description of a classroom with an expressive arts rich environment. Describe each center including essential components. **(2 hours)**
3. Describe children's contributions to the expressive arts rich environment. **(1 hour)**
4. Describe teacher strategies that could be used to promote expressive arts. **(1 hour)**
5. Describe how expressive arts materials can be adapted for a preschool child who has difficulty holding a marker or paintbrush. **(1 hour)**
6. Design and write a curriculum activity that integrates technology into the classroom to promote the expressive arts. **(3 hours)**
7. Incorporate the use of an adaptive device into an expressive arts activity and describe how it would be used. **(2 hours)**
8. Discuss techniques that can be used to assess a young child's skills while participating in expressive arts. **(1 hour)**
9. Discuss how technology can be used to support portfolio assessment. **(1 hour)**
10. Create a slideshow (using graphics software), *HyperStudio* stack, or *iMovie* based on children's experiences during an expressive arts activity. **(5 hours)**

Review Time: 3 hours

Performance Indicator Time: 1- 19 hours

Total Workshop Time: 4– 22 hours

Family Participation

1. Describe the three levels of family participation. **(1 hour)**
2. Develop a family newsletter which includes information on technology activities and benefits of using the computer in the preschool classroom. **(3 hours)**
3. Design a floor plan for a family technology awareness workshop indicating work stations and how they will be set up in the room. **(2 hours)**
4. List four ideas for increasing family participation in technology activities with their child and the classroom. **(1 hour)**
5. Design an invitation for a family awareness workshop which incorporates one of the children's computer products. **(1 hour)**
6. Create a slideshow focusing on classroom technology activities which can be shown to families during a workshop or open house. **(4 hours)**
7. Develop an evaluation form to get family feedback on a technology workshop. **(2 hours)**
8. Plan an agenda for a follow-up technology workshop which includes activities, software and equipment to be offered to families. **(2 hours)**
9. Make a video or DVD for families which summarizes the technology activities conducted throughout the year. **(4 hours)**
10. Write a report of the results of a family technology day in your classroom, including a description of the activities, your observations of the children and family reactions, and comments or written feedback from families. **(2 hours)**

Review Time: 2 hours

Performance Indicator Time: 1 – 22 hours

Total Workshop Time: 3 – 24 hours

Math, Science, & Social Studies

1. Design and write a description of a classroom environment equipped with centers for math, science, and social studies exploration. What types of materials would be present? **(2 hours)**
2. Create an integrated unit of study that incorporates technology with activities aligned with the national or local standards for math, science, and social studies. **(2 hours)**
3. Describe how to authentically assess children's progress in the areas of math, science, and social studies. **(1 hour)**
4. Describe activities that could be used to reinforce children's understanding of patterns that address different intelligences (kinesthetic, mathematical, spatial, linguistic). **(2 hours)**
5. Critique five Internet sites relating to early childhood math, science, and social studies. **(2 hours)**
6. Develop at least 3 family activities related to math, science, and social studies. **(2 hours)**
7. Evaluate the appropriateness of three software programs for young children as they relate to math, science, and social studies. **(2 hours)**

8. Tell how technology can be used to document children's progress. **(1 hour)**
9. Discuss the importance of providing a classroom rich in math, science, and social studies activities. **(1 hour)**
10. Explain how to adapt a computer activity for children with different abilities. **(2 hours)**

Review Time: 3 hours

Performance Indicator Time: 1 – 17 hours

Total Workshop Time: 4 – 20 hours

Software Evaluation

1. Evaluate three early childhood software programs using the Software Evaluation Form. **(2 hours)**
2. Describe the differences between software at each of the five Levels of Interactivity. **(1 hour)**
3. Design a software evaluation checklist that families could use when choosing software for their children. **(2 hours)**
4. Search websites for shareware and freeware that could be used in early childhood classrooms. Download at least two programs and evaluate their appropriateness. **(3 hours)**
5. List at least two programs for each of the three software function categories: tool, tutor, and tutee. **(1 hour)**
6. Design two technology activities based on software and the multiple intelligences. **(2 hours)**
7. Describe factors to consider before purchasing software. **(1 hour)**
8. Write a plan for organizing software in an early childhood classroom. **(1 hour)**
9. Describe how software content can supplement a classroom theme. Give two examples. **(1 hour)**
10. Design a software evaluation workshop for teachers and families and develop an agenda and plan for room set-up and software selections. **(3 hours)**

Review Time: 2 hours

Performance Indicator Time: 1 – 17 hours

Total Workshop Time: 3 – 19 hours

Technology Assessment

1. As the assessment coordinator, describe your responsibilities in planning and conducting the technology assessment. **(2 hours)**
2. Make a list of questions which may need to be asked during the initial team meeting on the day of the assessment. **(1 hour)**
3. Describe procedures to be used before, during, and after a technology assessment. **(1 hour)**
4. Gather background information for a child's technology assessment and present a summary of the child's abilities to team members during an assessment planning meeting. **(3 hours)**
5. Put together an Assessment Agenda for activities to be used to assess switch use, listing specific software and purpose for each activity. **(3 hours)**

6. Plan a technology assessment for a child you serve. Complete the TTAP forms for the procedures Before the Assessment. **(4 hours)**
7. As a member of an assessment team, assess a child's ability to use switch input. Complete the Reliable Movement and Switch Input sections of the TECH ACCESS form for observations and recommendations. **(4 hours)**
8. As a member of an assessment team, assess a child's ability to use the IntelliKeys as an input method. Complete the Reliable Movement and Touch Tablet Input sections of the TECH ACCESS form for observations and recommendations. **(4 hours)**
9. As a member of a team, write an Assessment Report after conducting a technology assessment with a young child. **(5 hours)**

Review Time: 2 hours

Performance Indicator Time: 1 – 27 hours

Total Workshop Time: 3 – 29 hours