Addressing Technology and Interactive Media
Technology and interactive media is not a separate standard but rather is integrated as appropriate across the standards. EI/ECSE candidates understand that technology and media when used appropriately can serve multiple roles including as an important tool for supporting young children’s learning, for supporting access, and for enhancing communication. A first step in the process of supporting children’s learning involves engaging in assessment practices to understand children’s current level of development and monitoring their ongoing development. As noted in Standard 4 (Assessment Processes) Component 4.2, the selection and use of valid assessment tools and strategies includes consideration of appropriate technology practices. As educators develop curricular content, as noted in Standard 5 (Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experiences) Component 5.2, they include consideration of how young children can learn about technology tools in order to explore new worlds, actively engage in fun and challenging activities, and solve problems. Standard 6 (Use Responsive and Reciprocal Interactions, Interventions, and Instruction) Component 6.6, states that EI/ECSE candidates are expected to understand how to use technology including but not limited to assistive technology, to increase access to learning and improve learning outcomes. For example, technology can introduce the young child more directly to environments outside of their community through virtual experiences. Assistive technology can serve to remove barriers for young children with disabilities. To ensure that technology has a positive impact, EI/ECSE candidates make decisions about the use of technology and media using the best available evidence on what is best for healthy child development and how the implementation can help early learners achieve developmentally appropriate learning outcomes as expressed in Standard 1 – Child Development and Learning.

EI/ECSE candidates understand the potential for and use of technology to communicate with team members and candidates in other community agencies. For example, in Standard 3 (Collaboration and Teaming) Component 3.2, technology is a valuable tool for EI/ECSE candidates in report writing, recording, and analyzing data. Furthermore, Standard 2 (Partnering with Families) Component 2.2, EI/ECSE states that candidates understand the potential that technology has for building relationship with families. They understand how to use technology as one way of enhancing communication and connections between families and educators to the benefit of the young child. Finally, as noted in Standard 7 (Professional and Ethical Practice) Component 7.2, EI/ECSE candidates understand the power of technology in contributing to their own professional development through immediate access on an as-needed basis to information as well as for more planned and systematic continuous learning opportunities. In summary, the appropriate and effective use of technology is reflected across multiple standards as the EI/ECSE candidates engages in decisions about how technology can be used intentionally and appropriately to support young children’s learning, engage with families, and enhance their own professional development.