

**Proposal to Form a
Special Interest Group for ISTE
Focused on
Early Learning and Technology**

**Submitted to The Board of Directors of ISTE
By a committed group of educators**

August 14, 2012



Proposal to Form a Special Interest Group for ISTE Focused on Early Learning and Technology

Proposed name of the new SIG

Early Learning and Technology (SIGELT)

Date

August 14, 2012

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ISTE Member for more than 20 years

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Please also see the list of about 200 supporters that is attached to this SIG Proposal as Appendix A.

Group Purpose

SIGELT is an advocate for developmentally appropriate technology usage in early learning classrooms and promotes the advancement of meaningful technology integration in teaching and learning.

The Early Learning and Technology Special Interest Group connects educational professionals and others interested in the meaningful use of technologies with early learners, ages 3 to 8 years. Low levels of literacy and the need for high levels of active, concrete-operational experiences in early learners leads to a special set of needs for educators and others working with this age group. We believe that this special interest group will help to support the creation, integration and pedagogically sound use of technologies and technological strategies with young children.

SIGELT strives to develop a supportive professional community where members can share successes, provide leads to new or newly discovered tools, methodologies, and resources, and act as a sounding board to explore the possibilities technologies can bring to our youngest learners.

Why do you think this topic should become the focus of an ISTE SIG?

The needs of this particular group of learners are often overlooked in the educational technology world. Young learners are not just big learners in small bodies. The people responsible for providing tools, resources and professional development, those responsible for teaching the youngest learners, and those developing materials, software and hardware have all expressed an interest in a “place” to discuss and share and learn more about technologies and early

learning, this ISTE is uniquely qualified to provide that “place” through the support of this new Special Interest Group.

The passionate response to the idea of a SIG with a focus on young learners and technology is a dramatic illustration of the incredible interest, passion, and need felt by so many in the field of education. By posting and sharing via Twitter and Facebook and at Birds of a Feather sessions at the last two ISTE Conferences, a small group of eager educators and others has amassed more than 200 supporters via a simple website:
(<http://www.earlylearningandtechnologies.com/>)

The depth of need is well-stated in Appendix B to this document, a list of comments left on the aforementioned website in response to the question “Why do you feel it is important for ISTE to have a Special Interest Group for Early Learning and Technologies?”.

Group Goals and Objectives

1. Provide collegial support to educators looking to use developmentally appropriate technologies and methodologies with young learners (3-8 years of age).
2. Curate a rich collection of ideas, resources and strategies for the meaningful use of technologies with young learners.
3. Advocate for professional development opportunities for educators of young learners and those who support these educators.
4. Disseminate best practices and best practices research in the area of technology integration in early learning.

Appendix A
Supporters of the Formation of SIGELT as of 7/25/2012

Appendix A

Supporters of the Formation of SIGELT as of 7/25/2012

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Appendix B

Voices from the Field

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Voices from the field

Comments entered online in answer to the question “Why do you feel it is important for ISTE to have a Special Interest Group for Early Learning and Technologies?”

I see ISTE as a group of humans concerned about the success of our global society, and as such, we have the responsibility to include all groups of learners and users of technology.

Early learning is the initial building block for future opportunities.

Primary grades are the foundation years. Why not focus on best practices for the younger students from the start.

Early education is the foundation for children's lifelong success. It should be driving all education-related topics, not just participating in them.

It all starts with inspiring learning via innovative teaching in these early spaces and places of our schools, centres etc. What is done at these levels will cause a ripple up through the system to continue inspiring forward thinking learning and teaching.

As a classroom teacher that is expected to try to use and incorporate technology in the classroom, with very little other professional guidance, it is hard to know what to do in a quick changing field. ISTE can provide valuable information to early childhood educators. Often E.C. teachers don't know where to look, what is currently available, or how to implement at this young age. However, it is paramount that these formative years be exposed to technology to assist them as they move forward in school.

It is very much needed. In the 21st century, students cannot wait until they are in intermediate grades or middle school until they begin to use technology in the classrooms or they will be at a disadvantage compared to those who are using it. Special Interest Groups are meant to

encourage and support those educators engaged in a specialized area. Since early education has traditionally been neglected, it would be a great strategic move to provide this support for the early learning educators.

The needs of young children are unique. Making decisions about developmentally appropriate uses of technology is complex, for both educators and families. Making technology hardware and Internet access available to all children and families is critical. Also, there is growing interest from publishers and technology companies in the early childhood market. Those are reasons we need a special group within ISTE.

Often the voices of the HIGH SCHOOL speak over the elementary voices. They don't seem to realize we FEED into their campuses and our understanding of our kids and our usage of options does impact their campus.

Special interest groups are important. Peers learn so much from each other and this is a place where teachers of young children can get together and focus on technology and issues related to technology. Young learners have their own special issues and need a voice.

Since ISTE is such a force in bringing educators and researchers together to create the link between research and practice, and since we are seeing the explosive use of technology in early learning environments (formal and informal) it is vital that these two realities support a SIG to address and discuss what we are uncovering about Early Learning Technologies.

There are many exemplary early childhood educators who are strong advocates for the use of technology with young learners and this will provide a way to connect, collaborate and share for all of us who share this passion.

I think it is vital to get people together who are using, applying and researching early learning and technology. As someone who is very active in the promotion of mobile technology and education for parents I

am looking for places to talk about the emerging trends. The ISTE SIG would be an ideal way to be involved in discussions and sharing ideas specifically related to early learning needs.

There are many best practices out there in the community, but since there is not a SIG we are missing many opportunities. Not only will we be able to more easily communicate, but it will give people who are not used to presenting a forum to become more involved through ISTE.

I think it is important for ISTE to have a Special Interest Group for Early Learning and Technologies because younger students have vastly different needs than their older counterparts. Young children are often just developing their literacy skills and need technologies that will help them develop both in and out of the classroom!

I feel due to the growth of our societies focus being on technology and living in the digital age that our young children are exposed at too young of an age. I want to learn more about how does this affect their processing abilities for years ahead? I have experience with toddlers and preschoolers and have my own observations on this matter, would love to learn more from other's experience.

This particular group of learners has spent their toddler years using their parents cell phones, iPhones and computers. We have young learners entering the classroom with a set of tech skills. How are these skills refined, encouraged and developed? How do we engage these learners in the school environment? How do we harness their potential?

How many classrooms are they entering in which the k teacher doesn't use tech? How will it impact these learners? Parents are concerned about screen time. How do educators explain the difference between tech as a tool and screen time?

There are many questions that need to be explored in regards to the younger learner.

What will the world look like when today's Kindergarteners become tomorrow's adults? It's hard to predict, but what we do know is they must

be armed with some critical skills – they need to be able to communicate, function and create change.

If we want our students to be able to compete on a global level, we can't wait until the middle of elementary grades for our students to become conversant in the digital literacies.

The special interest group is an awesome way to bring teachers together! Collaboration at it's best!

Children are learning to use technology at home at an early age. It is our job as educators to teach them responsible, productive ways to use it.

Young Children have grown up with technology. We need to use our hours in the classroom tapping into their curiosity with the tools they know. Teach them to use their resources wisely.

To ensure use is developmentally appropriate and more beneficial than not. To advocate for appropriate use based in research and sound educational practice

Young children are living in technologically rich environments. We need to be sure these environments are not just a "passing fad" but that they have meaningful and engaging experiences that help them learn and grow.

Digital citizenship and Internet safety should be taught as soon as a student first touches a computer, not in middle school! Much of what goes on at conferences is geared toward older students, so ECE teachers are not encouraged or inspired to integrate technology. Our youngest learners are missing out on so much!

Having recently switched grades, from 5th to 2nd, I more fully understand some of the frustrations expressed by primary teachers. It's a whole different world in the primary grades and a different level of support and PD is needed.

It is important because most technological resources available to educators are geared more towards upper elementary school, middle school and high school and not for the youngest learners.

I think primary aged students tend to be left out of the latest technological advances. School districts tend to focus all of their technology budgets and interest on high school students to prepare them for the workforce, when they should focus on younger students to build the foundations sooner.

Because little people can/are doing amazing things with technologies. This is their world and we need to support, encourage and showcase what they can do. A SIG for Early Learning and Tech gives a space and voice for all of us passionate about learning in the Early Years - to share, learn from each other and advocate for the little ones!

We are at a time where there is an unprecedented opportunity to bring learning experiences across the domains to children through technology. However the need to be attentive to developmental appropriateness is especially crucial for early learners. This is a complex undertaking and needs a thoughtful, informed, and committed approach. An ISTE SIG holds the promise and opportunity to represent such an approach.

I believe we need this group because the littlest children, and their parents are the easiest manipulated. I believe there are apps and programs that appear visually academic but actually have very little lasting value. I believe that we early childhood educators need a target for goals in technology learning, and a guiding light through the sea of toys to the restful landing of truly valuable tools for the classroom.

The idea of engaging early learners and their providers with tools that are technology based is a provision that cannot be escaped. Our world is becoming a place where nearly all of needs in obtaining information and communication will be provided by tech tools. Technology should be commonplace in our ECE learning environment for this reason. Technology settings should be as natural as the blocks or art area as it

relates to real life props for a child's interaction. This one variable provides information and engagement across all domains, even social/emotional.

Technology is here to stay and age appropriate use is critical to enhance the learning process while not taking away from the use of concrete learning methods and materials used for concept development.

Technology is being used at younger and younger ages, and I'd like to have support and learn from peers how to use technology in school purposefully.

There are a lot of technologies appropriate for this age group, it would be great to have a group who helps sift through all the things that are out there and develops/supports the use of appropriate products. A best-practices group that can help newer or inexperienced teachers make good choices for kids

Technologies and technology use for early childhood education looks quite different from tech for older children - it is really a separate topic and it's MUCH more useful for people to talk about tech use for particular age groups rather than for "kids" in general!

There 's a need to explore, share and promote quality instruction across the EC field. We need leadership to expand in the tech field so all children have valuable instruction.

The early years are the learning years and we know students learn new skills more quickly/easily prior to age 8. This is the perfect time to begin building tech skills for our littlest digital natives. In addition, early childhood is often an underrepresented group when it comes to technology integration in schools. We need to network and have access to more resources.

Incorporating tech into ECE can be overwhelming and is often done inappropriately. It would be great to band together to share resources and support each other.

Our learners connect with digital media at a young age, the way we support learners connecting with content appropriately and meaningfully is critically important

More and more we are seeing k-2 students integrating mobile devices into their learning and other technologies and I feel it is very important to advocate for this very special group.

Early learners in many areas are already involved with technology for learning and playing so those of us in Ed tech need to be aware of and involved with the software and hardware they use.

There is a lot out there for young learners and some of it is not the best. We need guidelines and training for educators so they can start using the best technologies in the best ways in their classrooms of young learners.

So many technologies are being introduced at a younger age that we need to be ready to help enhance these skills when they enter school. More teachers need exposure to early learning opportunities.

Technology is always changing and growing. If students are to use this later, we need to begin incorporating it at a younger age. Like anything else, they are so ready to learn.

Technology is quickly becoming the sole language through which the world communicates enabling more profitable global collaborative efforts to solve the world's problems. As early childhood educators it is our duty to set children on the path to success by providing opportunities to explore and learn with a wide variety of resources preparing them for a life using technology. Opponents of using technology in early childhood learning environments often cite the need to steer away from technology to focus on more concrete endeavors as they elicit greater levels of retention. However, with the invention of such things as white boards and the iPad applications in the classroom have lead to advances in reaching those students with physical and speech disabilities, behavioral and developmental deficits, and those in the Autistic spectrum. Students without disability and those above grade level have been engaged to

create and expand their knowledge through games and applications that allow them to think critically, explore new worlds, and investigate ways to create unstructured artistic endeavors. Teachers use technology in the classroom to expand on concepts introduced and have made assessment and evaluation an expedited process enabling them to adapt teaching methods faster translating in classrooms that operate more efficiently with higher order thinking a priority.

To build a strong STEM foundation we must start with the early grade levels.

This is often an overlooked age group, but there is so much potential for incorporating technology -- and it's important that we have people exploring the most effective and most useful ways to use technology with this age group. Educators who work with this age group would benefit from more information that could emerge from this SIG.

As a teacher educator, I desire for pre-service teachers to receive training in integrating technology intentionally in their field experiences and clinical practice. The rapid change in technology is difficult to keep up with and I realize collaborating and participating in groups such as ISTE are necessary.

In a rapidly evolving digital landscape, much emphasis is placed on creating technologically literate students, but very little attention is given to our youngest learners. What does meaningful learning with technology look like for children in their early years? The research-base on effective early learning pedagogy that successfully integrates technology is sparse at best. A formal ISTE SIG around early childhood is needed to advocate for technology usage in early learning classrooms and promote the advancement of meaningful technology integration in teaching and learning with our youngest students.

The new NAEYC/Fred Rogers Center Joint Position Statement creates an opportunity to raise awareness, engage more individuals and organizations in the conversation and efforts and raise the level of

discourse. A meaningful presence at ISTE is an important part of that process.

There is no official representation for early educators who support using technology in the classroom or in their offices. We are under-represented and under-served.

Support elementary teachers who sometimes are scared to step out with new technologies

There are always lots of resources available for upper elementary students but a lot of times the needs (differences) needed to be applied for early elementary students are not addressed. Early elementary students are VERY capable and should be doing more independently! What a great idea to address this need!

Educators need to take a vocal and passionate stand for developmentally appropriate technology for our youngest learners. Access to rich, interactive, creative, play based technologies is essential. The hazard of limiting young children to passive, fancy, blinged-out technology that does not meet their creative and playful needs is very real. A group such as this could play a huge role in promoting this concept.

As well, I am an active member of the #kinderchat family, whose goal has always incorporated this philosophy to all aspect of learning connected to young children. Balancing all of the tactile and technology possibilities is important.

Early learners learn differently from older learners so they have different needs. They are also growing up with a digital culture that has changed significantly compared to the digital culture older children have grown up with.

I think early years teachers/teaching already embed the inquiry/child-led approach to learning that upper schools are looking for...

It is a great challenge for teachers in the younger grades to integrate technology in their lessons. This SIG could help and support those teachers so that students can enter the upper grade with the necessary skills to succeed!

I am a huge advocate for the little people (ie my grade one students) using technology. It is just as powerful for the little ones as it is for the older ones. I am their voice, because they re not old (or loud) enough to be heard in the world of the big people. I will continue to show how amazing the little people are and what truly incredible things they can do with technology.

Children are using technology at a young age and we need to use their interest and knowledge of technology to engage them in their learning and to empower them to be responsible for their own learning. I have seen students' skills in reading and writing increase with the use of technology. I have also seen students use initiative to create their own projects using technology. It would be great to have a network of primary teachers using and sharing best practices.

Life is much different in kinder world!

Younger children have the same fascination with technology as the older ones. Many people do not realize how many things these kids can do and therefore do not give them the opportunities they might older students. It is so motivating and this group would allow those who work with younger students an opportunity to increase their knowledge and express their creativity. Would be very beneficial.

I have personally witnessed the power of using technologies with young learners. Today's kindergarten student enters the classroom with great readiness for learning with fast-paced individualized technology tools. This year I had a Promethean Board placed in my classroom. Lessons with the use of the board brought a new level of interest and engagement. It also allowed greater differentiation during station activities for my students. The classroom no longer had barriers to the outside world! The use of this and other new technologies will capture the imaginations of our future

inventors! The key is focusing on how to make these tools most effective with little ones. The only way to do that is to engage teachers of the young with tools highlighting the best ways to implement them with the young. Too often, staff development focuses on the older learner and teachers must work to bring it to the younger learner.

I am trying to utilize technology more in my second grade classroom and feel more support would be extremely beneficial.

There is very little for ECE in the way of educational technology without "gaming" in schools.

Young students deserve to learn to use technology appropriately within a school setting.

Many parents want their early childhood students to be involved in technology so it is important for teachers of early learners to connect together and help each other grow as educational technology teachers.

Early childhood is a time of learning by doing. The NAEYC new position statement talks about the role of technology during these early years and about the need to use it as a tool and not an end in and for itself.

Learning from birth is the reality of early learners- passionate about providing best practice and advocacy of choice and negotiation for learners in a world that acknowledges learning and technologies however education seems to be advocating at the same time a one-size-fits-all. We need great evidence to persuade the blockers.

Most of this is such new information for the average infant/toddler teacher, preschool teacher or childcare provider. They need support and professional development in all these areas. This SIG group could be a platform to help meet this need.

Educators can set examples for and educate parents by educating children and using best practices in technology.

Administrators of ECE need "training" and "educating" on the topic. Many are resistant to the thought of ECE and Technology. Sigh!!!!!!

This is what the children know and it helps them connect with the world around them. They will need to be able to work with people all over the world when they are grown and starting with all this now will make it second nature to them.

Technology use is a natural part of every child's life in the 21st century. It's important that teachers learn are aware of appropriate use and integration of these technologies.

If given the opportunity and the resources, children as young as 3 can be successful using today's technologies. If we want to prepare our students for the global market, we need to start at an early age.

This group is the most important since it starts with young children and technology. It would be great to have a teacher support group for this age group.

Anything for our youngest learners is important! We must get them started right.

This is a very specific population that needs appropriate access to technology.

Younger children have very different purposes for using technology. They need special supports to access technology and they can't read as well as they will when they are older.

The needs of our youngest learners are specific and distinct from those of older students, beginning with the fact that many of our little ones are not yet reading, and ending with the potential of any technology to permanently affect (both positively and negatively) the developmental processes taking place in these early years. The number and importance of these processes is not replicated during any other segment of the life course; decisions, policies, and practices around tech use in early childhood settings must therefore take child development into

consideration to a degree that is not present when developing policies and practices for other learners.

So much of tech has come from/for upper classes. So much of Early Ed teaching focuses on primary skills! These teachers need to collaborate and feel they have support to add tech in the mix.

Young children are often using technology at home or in other places outside of school. Supporting this, teaching them to use tools well, and embedding technology in their formal learning at school at a young age will support their continued growth in this area.

Yes, the needs of young children are significantly developmentally different from those of older kids. The kinds of important learning are also very different, in order to build critical groundwork for later learning.

Start at the beginning! Early learning opportunities form the foundation of a person's future educational success. There needs to be more PD for ECE teachers... a typically neglected bunch of professionals.

This is perhaps the fastest growing (and arguably most important) area of educational technology. At least for us, some of the newest technologies (slate tablets, etc.) are being piloted in these grades - and the mastery of 21st century skills is likely most effectively accomplished by those students who experience ubiquitous technology in these years.

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All too often, using technology for early learners does not get much support (financial or morale) in K-12. There is a prevalent fear that is a "waste" on such a young age or that it somehow won't benefit children. I have presented sessions showing the 'pincher grasp' by playing Angry Birds and the many accessibility options with devices such as the iPad. WE as a society need to invest in the technology and PD for early learners.

Sharing is important. An early learner has such specialized needs, that we all need help finding ways to meet those needs in our classrooms.

I think the better educators are prepared to work with young children and technology, the more assistance we can give to families. I think having a diverse group of people from different industries will help us find creative and effective ways of approaching this issue.

All too often in education, technology is viewed as too expensive to "waste" on early learners. As a parent and educator this is both disheartening and vastly unfounded. The natural curiosity and inherent ability to simply figure something out makes early learners prime candidates for users, consumers and creators of technologies, even more so than their older counterparts.

We are living in a technological age unlike anything ever seen in human history. The early learners of today have never known a world without Internet, Google, or even mobile devices. They have an expectation to have technology and connectivity at their fingertips at all times. To be able to meet the needs of these learners, it is imperative to have a network of ideas and support. A SIG would allow educators and supporters/innovators to come together and create/envision the environment these learners need and expect.

Technology has the potential to change everything. It also has the potential to be used as a massive textbook, or fancy worksheet. Early years education requires a level of engagement that goes beyond the technology to the connections, collaboration, and rich experiences necessary to learning. I am hoping that this will be a place to advocate for technology play.

I think it is important since we are starting to discover how technology can be used to help children to learn. It can boost Literacy and Math skills along with socialization. Technology is being used by children already, so why not tap into this way of teaching for children who thrive using it. Plus, it helps our students keep up with others around the world. It helps keep us competitive with other countries while being able to connect with them.

Let's face it. Our students are coming to us with tech experience at earlier and earlier ages. I don't feel that the majority of our teachers know how to tap into that ability to help enhance learning in the classroom (and let's hope no one starts talking about 'increasing test scores' in this group! LOL).

Early access, opportunities, lessons, activities with technology are crucial for children.

As more and more school divisions are eliminating their computer labs, I find that students in the early grades are not learning how to use technology or developing technology skills. Teachers are overwhelmed with new curriculum standards (Common Core and etc.) and many of them are not tech savvy.

It would be great to have a group where I could build a connection with other teachers who teach computers or use technologies with younger students. Also, it would be wonderful to have more classes at ISTE conferences that meet the needs of this group of teachers as well as the younger age group.

I work in a Mac one to one school and have attended the Tennessee ISTY conference. It was hard to find sessions that applied to young children. I have also taken college courses that are suppose to be about

technology in the classroom but it has turned to be more upper school related. As a teacher in a one-to-one school I'm expected to use technology in every subject . Where do I go for help & standards? It would be of great help to have early childhood included in all areas technology related.

Early learners learn differently from older learners so have different needs. They are also growing up with a digital culture that has changed significantly compared to the digital culture older children have grown up with.

With so many articles covering the 21st century skills, etc., very few sites have resources or information to help teachers in the 3 - 8 year old age group.

Yes, as more free and/or inexpensive apps become available for early learners we need a forum to review and make recommendations for use.

The young children of today are digital natives, yet there is not enough information/support available to help their teachers--who are primarily digital immigrants--use technology to enhance the instruction of these children.

As the education populace continues to look at the model for 21st century learning, we must seek and embrace more creative ways to educate our children on how to use technology responsibly. Children at young ages (prior to preschool) are exposed to technology (ie. - iPads, tablets, various gaming systems). This may mean that many of them come to school with a working knowledge of how to use computers and other forms of technology. Educators need a framework for teaching within these contexts.

I think that as we are moving further and further into the technology age, we as educators need to make sure that we are on the forefront of understanding the technology that can be made available to students to ensure they receive the best education possible.

We are the catalysts for readying our children for grade school.

As research and best practice implications are pointing at the positive influence tech can have on the learning of young children it is important for us to have a voice. Educators need working examples, PD, and mentoring. This SIG could assist.

The needs of early childhood students are unique. Research on technology integration and appropriate use is limited in the early childhood context. With the advent of new technologies tools, it is essential that we examine the use of such devices with respect to developmentally appropriate practice and find ways to best use them with young children to support learning.

There is always the threat of technology being introduced to young children before they are physically and mentally ready for it. What works for fifth graders doesn't always work for first graders. We need an advocate group to guide technology development for young people.

Practice in digital and global citizenship should start in the early grades. We need to educate children to be fluent in and grow with technology.

Our technology society today is growing at a fast pace. Children are exposed to a variety of forms of technology at home/school. Students are engaged with learning through technology. We have many resources in the technology world today; the key is knowing where to find it and how to utilize it to help our students grow academically. Technology can be used to teach ALL types of learners.

These children have needs and interests that are different from older children. We need to reach and interest them better. Having some targeted items for this population especially if they are special education or English language learners would only go to help skyrocket their educational experiences and learning.

Every bit of technology support is given to the upper grades, at least in our district. We need to start efforts at the early grades. They easily adapt to

the use of iPods, iPads, and computers. They should begin using these instruments so they become proficient at using them and designing uses for them in their future.

Tablet technology resonates with little guys. We need to be cognizant of what's happening and help educators figure out best strategies for use with children this age.

As the use of hand held devices and interactive white boards becomes more prevalent in the early years, I think it is important that we, as educators, find ways to use these devices to help students become creators using technology, not just consumers of technology.

I see the majority of support for emerging technology and young children going to either the first years of early childhood education (preventative) or later years (remediation) after standardized testing. We need available support, resources and funding through EVERY year of a child's education.

Many voices say it is developmentally inappropriate to use technology with very young children. We need to have a strong voice to counter their claims that it prevents social interaction and does other damaging things.

I feel it is important to have a special interest group for early learning and technologies. There are so many questions that school districts have as they plan for to meet the needs of early learners.

Our world is moving at a very fast rate and becoming totally depending on technology. Our children need to be exposed to the functions and importance of technology at the earliest age. By engaging them at an early age, our children will adapt to a technical world.

It will give all students a head start on integrating Web 2.0 tools into their learning. This feat will only excel and enhance their learning in later years.

The use of technology in early childhood is often overlooked. Technology is seen as an "add-on" and not an essential part of early childhood education. However, studies have shown that the earlier children are

taught how to use technology responsibly the better off they will be down the line. Effective use in the early grades teaches children early on that technology is not just for playing, digital citizenship, and develops the skills they will need to use in later years.

Young children are digital natives and absolutely unafraid to try/embrace/share their uses of technology. Many of us who work with young children are digital immigrants and could use some support in different ways to use technology with the little ones.

It is important that we address the needs of our young learners who are coming to school armed with a different skill set than those of children in recent years. These young people are very comfortable with many different types of technology and are also programmed to expect it to continually change. We must be prepared to meet them where they are combining core content with new approaches.

Technology should be available in early childhood classrooms and should be a goal to provide for children even at ages as young as three. When I have been privileged to have access to technology tools, my young students have flourished with individual and group activities. It is awesome to see the inspiration and motivation to higher learning spark and burn brilliantly!

People are talking about how to best use technology in the early childhood classroom but I think we still need to discuss it further and support administrators and teachers use technology in a developmentally appropriate way.

Although the use of technology for social purposes is becoming commonplace, the debate about its place in early childhood continues to be highly contested. There needs to be a space for the discussion, research, and dissemination of responsible use of technology for young children and ISTE is the best place to start this conversation.

It is so important that we keep technology developmentally appropriate for young children who require such. This takes much thought and a special interest group would provide a much needed focus.

I believe that the lack of technology for students and teachers in early learning is a major problem.

Special Interest Group for Early Learning and Technologies would provide a forum for early childhood educators to share ideas and resources for adapting and integrating digital technologies into the curriculum.

The world of technology is ever changing! We need to stay current and learn about all of the resources, sites, etc.

Sharing knowledge benefits everyone, teachers and students.

Technology has become an integral part of our lives. We are all digital by birth. The earlier we start, the better it is.

It is also important to have an active, ongoing community to share, learn and encourage professional growth.

It will be great to have a group of colleagues from across the world to collaborate and advocate with.

There are so many of us trying to use technology effectively in the classroom. I am quite shocked this group has not been recognized as of yet.

This question does not even need to be asked, early learning is a vital part of educating children of this nation and sadly overlooked too long. Why we even have to petition for a SIG in Early Learning is beyond me. Do the right thing. Start the group already.