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Increasing Engagement During Circle Time Using Technology

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An Action Research Project Presented
in Partial Fulfillment of the Requirements
For the Degree of Master of Education

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Abstract

All preschool teachers dream of a way to make all students engaged during circle time. This may seem like an impossible task but this study finds that adding technology during circle time can increase engagement. In this study the teacher and the students will be using a Smart Board as the technology. This is done by using interactive hands on activities allowing the students to be involved in their own learning rather than being lectured the information. In this study a rubric was used to assess the student's engagement during circle time. Engagement without the use of technology scored a 35 out of 60 points over the first three week period. Engagement with the use of technology scored a 52 out of 60 points over the second three week period. Engagement went up by 17 points just by adding technology into circle time. Included in this study is a summary of the lesson plans used before the technology was added and after technology was added along with the summary of the results, a review of literature that supports this study's findings, and the data to support the findings that technology will increase student engagement during circle time. This study proves that added technology during circle time does improve student engagement.

Keywords: Circle Time, Engagement, Technology, Preschool

Increasing Engagement During Circle Time Using Technology

Losing the focus preschool students is problem for many teachers. DuMoulin & Farley (n.d.) This study will look at how adding technology into circle time will help student engagement. Teaching circle time by adding technology will increase preschooler's engagement thus increasing the amount of information the students can learn during the year. The topic of this action research project is how to effectively engage preschoolers during circle time. The goal for the researchers classroom is to create a quality preschool where every student can succeed. During a young person's life the preschool period is one of the most critical times in children's social and emotional development. Engaging ten to twenty four and five year olds may seem impossible but engagement in preschool can present its self in many different ways.

Preschool students have short attention spans thus causing them to be unengaged quickly. Unengaged preschoolers are hard to teach, and it is especially hard to re-engage a preschool student that has become unengaged. Engaging the students at all times is a preschool teacher's number one priority. This means sticking to routines with limited time during activities. Smooth transitions from activity to activity are a must while mixing in hands on and movement activities. Allowing students to touch or look at manipulatives that go along with the activity will increase the student's engagement during the activity. DuMoulin & Farley (n.d.)

There are many ways to engage preschool students. Some teachers try movement with songs and dance. Using songs and dance can be beneficial but not when they are teaching the students new information. In this study technology will be the tool to improve student engagement. Technology is a beneficial tool when it comes to engagement and teaching. Rose & Shevlin (2010) Technology during circle time can look many different ways. Some of the

technology could be used are iPads, 3-D viewers, computers, etc. In the world today there is a vast number of different types of technology and there are more that come out every year.

This study implements a Smart Board as the technology. Smart Boards are a versatile type of technology at any level of education especially preschool. Using a Smart Board for circle time activities such as calendar, weather, and attendance is a wonderful way to make circle time more engaging. There are endless amounts of applications with a Smart Board during circle time. Smart Boards are also a great tool for music and movement and read aloud time. This action research will look at how technology can help improve student engagement during preschool circle time.

Literature Review

With the topic being how to make circle time more engaging in preschool the literature review was focused on three specific points of this topic. The three points that were researched were what does it mean for preschool students to be engaged, what is circle time and what does it consist of, and how to integrate technology in to a preschool classroom.

Having a quality preschool classroom is usually defined by the classroom environment, the teacher's curriculum, and the way the teacher instructs and interacts with the preschoolers in their classroom. While the teachers content, activities, and inquires to the students help the preschoolers to be engaged the teachers sensitivity and responsiveness to the students is the critical piece to creating a quality and engaging environment for all the students. Test & Cornelius-White (2013)

What is engagement in preschool?

Engagement in the preschool classroom is very different compared to engagement at other levels of elementary. The definition of engaged is to be busy or occupied. There are many ways to engage preschool students. But preschool students have a short attention span and are distracted from the topic easily which causes them not to be engaged. DuMoulin & Farley (n.d.) gives great information and strategies about why you can lose young children's engagement and how to keep young children engaged at most times. To be able to correctly engage preschoolers teachers must successfully plan for circle time. Rose & Shevlin (2010) states that if teachers involve their students into their own learning this will not only improve the students' education but will also empower the students. This will also allow the students to have fun along the way. This point is huge to make preschool students engaged. If preschoolers are involved in their learning they will be more focused on the information and will come out of the lesson with more

knowledge. Also when any aged student is having fun in school they are learning more than when they are not having fun.

Some strategies to engage children during circle time are to begin circle time with a large motor activity such as jumping jacks or the hokey pokey this will help to focus the students' attention. Then the teacher should alternate large motor activities, songs, and dances with listening activities such as a book reading. Another strategy is to offer the student's chances to hold, play with, and manipulate objects that are related to the book or conversation. DuMoulin & Farley (n.d.)

Circle time

Circle time is something that can be found in almost every preschool classroom. There are many keys to a successful circle time. Behind most successful circle times is a motivated and creative teacher who understands and knows how to apply developmentally appropriate guidance and curriculum. Circle time is usually used as the introduction to the day. This is the time of the day where students do daily routine activities. Some of these activities are but not limited to weather, calendar, and announcements. This is also the time of the day where the teacher will introduce the topic that the preschoolers will learn about during that day. Circle time is a great opportunity to teach and build the preschool student's academic and social skills. DuMoulin & Farley (n.d.)

Circle time needs to be consistent and have a consistent routine. This helps students know what comes next during circle time. In this study the circle time starts with calendar and then moves into weather. From there the preschoolers practice letter names and sounds. Then a story is read to them. The topic of the story goes along with the lesson for the student's small

group time. The length of circle time usually is under 15 minutes and always incorporates a way that allows the students to be moving. Keeping to a consistent routine can improve the students' attention span but will also improve their engagement.

There are many different strategies to have a successful circle time. From the successful planning and having different seating options for the students to the steps taken during circle time. In order for circle time to be successful teachers must plan and understand age appropriate expectations for the length of time a circle time should be. At the beginning of the year circle time should be kept short but can gradually become longer as the year progresses. This will increase the students' attention span. The teacher must also establish clear expectations for circle time. These expectations should be reviewed for every circle time so that the activity can meet the expectations. The teacher must be prepared for circle time ahead of time. This means they must have the activity and materials ready in advanced so that if any supplies are need there is enough time to order or buy the supplies that are needed. With that being said the teacher also must be willing to adapt the plan based on the needs of the students. DuMoulin & Farley (n.d.)

The number one reason why circle time in a classroom will be successful or will fail is because the teacher does not plan. The teacher must plan the instruction that fits to the student's age appropriate length of attention. They must start short and get longer as the year goes on. A teacher must also know their class, does the class enjoy hands on or would the class rather hear a story about the topic. One of the most important skills the teacher must have in order to be successful is to prepare the activities ahead of time and have the material for that activity ready to go. If a teacher tries to plan the activities for circle time and get the materials together at the last minute there is a good chance that it will fail. To have a successful circle time a teacher must have a plan before circle time starts.

There are different seating options that can be used in circle time to help students remain actively engaged. Students with poor attention are a serious issue at every age group in education today. This leads to the suggestion that preschool teachers should start interventions that are focused on the long term impacts of students with poor attention. Seifert & Metz (2017) There are many different types of seating options for teachers to have in their preschool classroom. These can include the floor, bean bag chairs, exercise balls, stools, cushions/mats, couches, standing desks, and scoop or wobble chairs. These are just a few options available for teachers to implement in to their classroom that can help students remain actively engaged.

There are many benefits that come along with having different seating options. These benefits include choice, physical health, comfort, sharing, and collaboration. Students will have some choice and control over where they sit and their learning environment. If students need to change where they are working or who they are working with this is easily done with different seating options. Different seating options allow the students to move when needed. Students that are moving have increased oxygen flow to the brain and blood flow. This helps keep the students minds more alert and focused. Sharing and collaboration is a major goal for most schools today. Different seating options will improve this skill by making students take turns with the different seating options but more importantly it allows students to quickly move into groups work with each other without having to move big heavy desks. Cole (2018) With some of these seating options there will need to be rules set up ahead of time so that no students get injured because of misuse.

The order and steps taken during circle time is important to the engagement of the students. Preschoolers cannot sit and stay engaged for long periods of time so their teacher should not expect them to. Coronado (n.d.) Beginning circle time with a large motor activity that

involves a lot of movement will really help focus the children's attention. During circle time teachers must alternate between activities with songs and dances with listening activities such as book readings or letter sounds and names. Giving the students chances to hold the materials related to the book or conversation will improve student's engagement also. Circle time is a great time to review what the students have learned in the past but make sure the materials and activities are prepared ahead of time. One thing that could be integrated into circle time that could really improve student's engagement is technology. DuMoulin & Farley (n.d.)

Technology in preschool

Technology in preschool can be a very powerful tool if used correctly. Too much independent time can be a negative thing but when used in moderation and with supervision it can be great. If using technology in an early childhood setting one thing that must happen is to make sure the resources and sites being used are appropriate. If the technology being use is appropriate it can be a huge asset to a child's education. Technology is now part of everyone's everyday life. It is important for children to become familiar with technology while also learning social skills and other fundamentals. Technology can be used to teach a variety of skills. One skill that can be taught though technology is social skills. The National Education Technology Plan 2010 states that technology based learning will always be important in improving students learning that can be used to improve the education system at all levels. US Department of Education (2010)

Preschool students are developing a sense of initiative and creativity. The students are curious about all things in the world and are exploring their ability to create and communicate. They use many different types of supplies to create. Some examples are crayons, blocks, and

dramatic play materials. Technology adds one more way for preschool students to show their creativity and learning. Naeyc (n.d.)

Conclusion

The goal for every teacher is to create a quality preschool where every student can succeed. Circle time is a great opportunity for students to learn cognitively and socially. For this to help improve the students learning certain steps must correctly be taken to effectively engage all students. Student engagement is the key. Having all the students engaged during circle time will increase the students' education. Circle time is an important time during the school day and must be taken serious by the teacher. Correctly planning for circle time will improve the results. Integrating technology into circle time will also help improve the results. This can be an interactive way to keep the students' engaged during circle time which will improve circle time.

Methods

Participants

This study was done with a preschool class at Underwood Elementary School. There were 15 preschoolers all aged either four or five years old. In this study there were eight female participants and seven male participants. All the participants were white with English being their first language. All 15 participants were living in homes where English is the only language spoken at home. All the participants live in the state of Iowa. The participants are from the surrounding areas of Underwood, Iowa. There are some participants from Council Bluffs (62,230 population), some from small towns (917 population or less), and some participants live in rural Iowa. The participants all have different backgrounds. Some participants have married parents with college educations and high paying jobs while some participants have separated parents with no college education and lower income. All the participant's home lives in this study vary.

Data Collection

The data that was collected during this study was quantitative data. Quantitative data allows a problem or question to be examined by forming a hypothesis that is made by having a theory. This was done by creating a reflection rubric that has two areas. The two areas were engagement and technology. A score was given ranging one to five where one is the worst and five is excellent. Those two scores were added together to get a final score for the day.

See Appendix A for a copy of the rubric used in the first three weeks of this study. The rubric used has three days on one sheet. The first item that is assessed is engagement. The

question asked is how engaged were the students during circle time. The researcher can give a score of 1, 3, or 5. A score of 1 indicated that students were rarely engaged during circle time. A score of 3 indicated that the students were sometime engaged during circle time. A score of 5 indicated that students were engaged throughout all of circle time. Technology is the second item assessed on this rubric. The researcher can again give a score of 1, 3, or 5. A score of 1 indicates that there was no technology used during circle time. A score of 3 indicates that minimal technology was used during circle time. A score of 5 indicates that technology was used multiple times and in multiple ways during circle time. Total points of the two items were recorded at the top of the rubric.

See Appendix B for a copy of the rubric used in the second three weeks of this study. This rubric also uses one sheet to assess three days of circle time. The same two items that were assessed in the rubric in Appendix A are assessed in the rubric in Appendix B. Those items are engagement and technology. The questions and scoring for this rubric are the exact same as the rubric in Appendix A.

This study was broken into two three-week sections. The first three-week section consisted of 12 circle times that were taught the same way that they had been taught in the past without changing anything. Circle time during the first three-week section of the study would include 5 main parts. The five main parts were welcome & read aloud, calendar, weather, letter of the day, and music and movement. One thing that lacked from these circle times was technology.

Welcome and read aloud is when the students would first gather on the rug. The teacher welcomes each of them and would take their attendance on a chart. Then the teacher would read

the book of the day that usually would lead into the small group lesson that was going to happen that day.

Next during these circle times would come calendar. Calendar consisted of the students practicing the months of the year and the days of the week. They would practice saying the full date including the day, month, number, and year. During this portion of circle time the students would continue a pattern that the teacher would start using picture cards on the marker board.

Weather would come after calendar. This is when one student, the weather helper, would look out the window and decide what the weather outside was. The student who is checking the weather just has a short amount of time to decide what they weather is like. This is regulated by the amount of time the weather song takes to sing. The students would then color on a bar graph on a poster board to graph the weather for the month.

After weather is over circle is then focused on the letter of the day. The letter changes based on the students and how they are progressing. Letter of the day in the first three-week section of this study consisted of practicing the letter name, sound and the proper way to form the letter when writing the letter. The letters were always taught both uppercase and lowercase on the same day. The students were then asked to think of words that started with that letter. The teacher would write these words on the marker board.

Music and movement is the last portion of circle time. During the first three-week section the students would usually sing and dance along to 2-3 songs played on a CD. There were certain occasions when the teacher would play the songs or dances on the projector for the students to dance along to. This is the only time that technology would occasionally be used for

the first three-week section of the study. The amount of technology used would change in the second three-week section.

The second three-week section was 12 circle times just like the first three week, but this time technology was added to every circle time. Some circle times consisted of more technology than others but there was always some technology used in the last three weeks of the study. These circle times still had the same 5 main components, welcome and read aloud, calendar, weather, letter of day, and music and movement. Technology was used in the five different parts of circle time.

Welcome and read aloud remained the same as the first three-week section with just a few changes. One of those changes was the way attendance was taken. The teacher would have the Smart Board pulled up to a screen with all the students names. When they arrive to the rug they move their name from the bottom section of the board to the circle that they are in for lunch. They moved their name to a circle labeled with either hot or cold. If the student is absent their name will stay in the bottom section of the board. This is a way for the teacher to take attendance and get lunch count. The read aloud remained the same as the first week section.

The calendar portion of circle time was changed completely by technology for the second three-week section of the study. Calendar was changed to be done on a Smart Board. The students would be able to see the calendar on the board and push the number in each of the boxes to hear the name of the number. The pattern portion of calendar is also completed on the Smart Board. This is where a student helper can go up to the Smart Board to drop and drag the pictures on the Smart Board to keep the pattern going. If the student makes a mistake, then the Smart Board shakes the picture and puts it back where it was before the student moved it. If the student is incorrect they will know immediately and be able to try again.

The weather portion of the circle time remained very similar. The only change making the weather portion of circle time different is where the weather graph was kept. The student weather helper for the day graphs the weather by coloring in the graph now located on the Smart Board.

The letter of the day portion of circle time changed drastically in the last three-week section of the study. The letter would be displayed largely on the Smart Board. The letter can be pressed and the sound the letter makes will be played. On the Smart Board the teacher would play a video to show the correct to form the letter. Students were able to trace the letter of the day on the Smart Board. Another use of technology on the Smart Board that was added to this portion was sorting. The students were able to complete different drag and drop activities. Some of these activities include sorting letters by uppercase and lowercase, sorting pictures by the pictures beginning sound, ending sound, etc.

The music and movement portion of the second three-week section of the study was very similar to the first three-week section. The students would still do their singing and dancing just as they did before. The teacher would only play the songs and videos on the Smart Board in the second three-week section and would not use the CDs.

Findings

Data Analysis

During the study a reflection rubric was filled out after each circle time. The rubric used asked two questions about circle time every day. Were the students engaged? Was there technology used during circle time? For this rubric a one indicated a low score and a five indicated the best score possible. The study lasted six weeks. The first three weeks of the study the researcher continued to teach circle time how she had been teaching. This is when the problem was first noticed. This was taught for three weeks with no change to the circle time instruction. Then the next three weeks of the study the researcher implemented technology in to every circle time. The amount of technology used during the last three weeks sometimes changed but there was always at least one method of technology used. The one piece of technology that was consistently used every day during these last three weeks was the interactive whiteboard. The interactive whiteboard that was used by the researcher in this study was a Smart Board.

The data collected during the first three weeks of the study was surprising. Using the rubric provided in the Appendix A the researcher collected an engagement score of 35 out of 60. The students were engaged for only 58 percent during circle time for the first three weeks. The researcher collected a technology score of 20 out of 60. Technology was only used 33 percent during circle time for the first three weeks. This brought the total score for the first three weeks to 55 out of 120. This number was discouraging because it shows that the way the researcher had been teaching to less than 50 percent ability when it comes to technology and engagement.

The last three weeks of the study was a noticeable improvement. Using the rubric provided in the Appendix B the researcher collected an engagement score of 52 out of 60. The

students were engaged 87 percent of the last three weeks of circle time. The researcher collected a technology score of 54 out of 60. Technology was used 90 percent during circle time. This brought the total score for the second three weeks to 106 out of 120. This brings the total to 88 percent. The missing 14 points came from technology that the researcher thought was going to work but did not work as planned thus not being able to keep the students engaged as much as the researcher would have liked. See tables 1.0 and 2.0 for scores the researcher collected.

Comparing this data, it is easily seen that implementing technology into circle time can enhance student's engagement. The circle time went from a total of 55 out of 120 in the first three weeks to a score of 106 out of 120 in the second three weeks of the study. While the content taught during circle time remained the same, the method of teaching the material was changed thus significantly enhanced the student's engagement. By continuing this method of teaching long-term it would be expected to enhance the engagement of the student in all aspects of learning and to raise test scores of different assessments such as the Get Ready to Read assessment.

Table 1.0 is a table of the initial reflection data. The information in this table is the scores that the circle time during the first three week section of the study received. There are three totals in this table. The table looks at the points for engagement, technology and total points for both engagement and technology.

Table 1.0

Initial Reflection Data

Lesson	Engagement Points	Technology Points	Total Points
1	3	1	4
2	3	3	6
3	1	1	2
4	3	1	4
5	3	3	6
6	1	1	2
7	3	1	4
8	5	1	6
9	2	1	3
10	5	3	8
11	3	1	4
12	3	3	6
Totals	35/60	20/60	55/120

Table 2.0 is a table of the post reflection data. The information in this table is the scores that the researcher collected during circle time for the second three week section of the study. There are three totals in this table. The table looks at the points for engagement, technology and total points for both engagement and technology.

Table 2.0

Post Reflection Data

Lesson n	Engagement Points	Technology Points	Total Points
13	3	5	8
14	5	5	10
15	5	5	10
16	3	3	6
17	5	5	10
18	3	5	8
19	5	5	10
20	5	5	10
21	5	5	10
22	5	3	8
23	3	3	6
24	5	5	10
Totals	52/60	54/60	106/120

Discussion

Summary of Major Findings

Students in the preschool class were off task and not engaged during circle time. They were talking to the person next to them, turned around, and wanting to get up and move. This concern about the lack of engagement during circle time was talked about at an AEA preschool meeting the researcher was at. These meetings occur once a month during the school year to meet with other preschool teachers from the area. Many other teachers were having the same type of engagement problems during their circle time as well. The teachers met and looked at circle time routines to see what they had in common and what were different. One big problem that the teachers struggling with engagement did not have was technology intergraded into their circle time.

In this study the technology that was added into the classroom was a Smart Board. The use of interactive white boards massively improved preschool student's engagement during circle time. By using a Smart Board during circle time the students were able to get up and use the technology. One thing that was done during circle time was to sort letters from uppercase to lowercase. The students each got a turn to go up to the board to drag and drop a letter to the correct basket. If they got the correct answer they heard happy noise such as a doorbell, but if they did not answer correctly they would hear a sound like a buzzer and the letter would shake and bounce out of the basket giving them another chance to get it correct. By adding technology to the letter of the day practice the students were able to get up and move around. The Smart Board allowed students to interact with their learning and tell them how they were doing as the interacted with it. The students were able to learn from their mistakes quickly just by the sounds that the Smart Board would make.

During this study it was found that adding technology through the use of a Smart Board dramatically improves student engagement during circle time. During this study the preschool students went from being off task and not focused to being very involved and eager to know what was coming next and to get their chance at the Smart Board. They were learning the information and having fun while doing it which increased the amount of time that the students were engaged.

Limitations of the Study

The study showed that the students in the classroom had increased engagement during circle time by adding a Smart Board as the technology. There are a few limitations of this study. These can include the demographics of the class, the technology available for the teacher, the type of preschool, and if they studies duration was longer.

This study was only completed in one preschool classroom. The researcher was the only teacher that facilitated the circle time and had the same associate throughout the study. The students were the same throughout the study. The study was only completed in one Midwestern preschool classroom. Results may have been different if it were completed in multiple classrooms across different regions. The results could have also been different if a different teacher taught the circle time and was not as engaging or was even more engaging than the researcher.

A major limitation of this study is the technology available for the teacher to use. In this study the technology that was used was a Smart Board. Not all teachers may have access to a Smart Board. This is because of the cost of the Smart Boards. Districts may have limited funding and would be unable to provide a Smart Board in every classroom. There are many

different options when it comes to the type of interactive white boards. All of these interactive white boards vary in price. A Smart Board is just one brand of interactive white boards that are available. A more cost effective option would be a Mimio.

A limitation of the study is the study was only completed using a Smart Board as the interactive white board. Smart Boards allow the students to interact with the technology and take part in their own learning. Other technologies may not have the same benefits as a Smart Board. This may result in a different outcome.

Another limitation is that the study only lasted for six weeks with the technology only being added for the last three. If this teaching technique was continued and the use of the Smart Board was not changed then student's engagement may not stay consistent over time. The long-lasting effects are not present in this study.

Further Study

This study looked at how adding technology during circle time could improve student's engagement. This study did not look at how technology could be used to improve the student's engagement throughout the whole day or year. One idea that would keep reoccurring during this study was could technology be used more.

For a further study it would be beneficial to look to see if adding technology throughout the whole day of preschool could improve the overall engagement of the students throughout the day. Another area in preschool where technology could be used would be during small group time. By adding technology to the independent small group the teacher could focus on their teacher led small group. One way to add technology to the independent small group would be to use iPads to scan QR codes. The QR codes would be linked to recorded directions to tell the

students what to do. QR codes could also be used to read students books and ask them questions about the book. This is just one example of another technology that could be used to improve engagement throughout the preschool day.

One other question that continued to arise during this study was how long the technology could keep the student's engaged. This further study could look at the effects of technology over longer periods of time such as the full year of preschool or all of elementary. This would be an important study to complete.

Conclusion

The topic of this action research project was how to effectively engage preschoolers during circle time. Students in the preschool class were off task and not engaged during circle time. They were talking to the person next to them, turned around, and wanted to get up and move. This action research looked at how technology could help improve student engagement during preschool circle time. It can be concluded that adding technology improved the student's engagement during circle time. After technology was added the students were engaged and interested in all the areas they were learning during circle time. Having a Smart Board showed a noticeable difference in the student's engagement.

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Appendix A

Teacher Circle Time Initial Reflection

Name	Day	Date	Total points
Question?	1pt	3pt	5pt
Engagement? How engaged were the students during circle time?	Students were rarely engaged	Students were sometimes engaged	Students were engaged
Technology? Was technology use? How much and to what extent?	No technology was used during circle time.	Minimal technology was used during circle time.	Technology was used in multiple ways and multiple times throughout the entire circle time.
 			
Name	Day	Date	Total points
Question?	1pt	3pt	5pt
Engagement? How engaged were the students during circle time?	Students were rarely engaged	Students were sometimes engaged	Students were engaged
Technology? Was technology use? How much and to what extent?	No technology was used during circle time.	Minimal technology was used during circle time.	Technology was used in multiple ways and multiple times throughout the entire circle time.
 			
Name	Day	Date	Total points
Question?	1pt	3pt	5pt
Engagement? How engaged were the students during circle time?	Students were rarely engaged	Students were sometimes engaged	Students were engaged
Technology? Was technology use? How much and to what extent?	No technology was used during circle time.	Minimal technology was used during circle time.	Technology was used in multiple ways and multiple times throughout the entire circle time.
 			

Appendix B

Teacher Circle Time Post Reflection

Name	Day	Date	Total points
Question?	1pt	3pt	5pt
Engagement? How engaged were the students during circle time?	Students were rarely engaged	Students were sometimes engaged	Students were engaged
Technology? Was technology use? How much and to what extent?	No technology was used during circle time.	Minimal technology was used during circle time.	Technology was used in multiple ways and multiple times throughout the entire circle time.
Name	Day	Date	Total points
Question?	1pt	3pt	5pt
Engagement? How engaged were the students during circle time?	Students were rarely engaged	Students were sometimes engaged	Students were engaged
Technology? Was technology use? How much and to what extent?	No technology was used during circle time.	Minimal technology was used during circle time.	Technology was used in multiple ways and multiple times throughout the entire circle time.
Name	Day	Date	Total points
Question?	1pt	3pt	5pt
Engagement? How engaged were the students during circle time?	Students were rarely engaged	Students were sometimes engaged	Students were engaged
Technology? Was technology use? How much and to what extent?	No technology was used during circle time.	Minimal technology was used during circle time.	Technology was used in multiple ways and multiple times throughout the entire circle time.