

Eligible for Free/Reduced Meals								
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understand the interactive story and create her own with an iPad app of her choice.

2. How did this learning relate to the knowledge (what must you know), skills (what must you be able to do) and dispositions (attitudes, beliefs, enthusiasm) required of a technology facilitator or technology leader? (Refer to the standards you selected in Part I. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)

I do not have much experience working with elementary school students, so this experience helped me to learn the elementary school literacy standards and how to align them with a struggling 3rd grade student's learning goals. I was able to research strategies specific to her age and reading comprehension development needs and use engaging technology tools personalized to her interests. The positive outcome increased my enthusiasm for the potential of creative, technology-enhanced learning experiences for students of all ages.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

This field experience improved Tenley's learning by encouraging her active reading comprehension skill development. The impact was assessed by reading the interactive story she created based on a change in the original interactive story's plot line. The impact will be further assessed via the subsequent interactive stories she creates and her future reading comprehension test scores.