Nicole Campbell-Learning-Technology Initiative

Part I:

In the Elementary Grades, having accurate, appropriate level text for every student can be a huge problem. With the introduction of CCSS and programs like Daily Five, each student needs to have multiple content area books (as well as fiction books in their interest genre) available to them at their individual reading level. This can pose a number of needs- such as having a variety of genres, a variety of reading levels on the same specific content standard, and budgeting for the rising price of printed books. I would like to try to help this issue by introducing e-readers and e-book programs to the classrooms in my school. By investing in e-readers, each student will have access to a number of downloaded books as well as free online texts. For this to be successful there will be a number of contextual factors to consider.

Teachers will have to:

* have some knowledge of how to use and download books onto an e-reader.
* be able to research free e-books available and connect them with each student.
* develop ways of managing that students are reading level/content appropriate books.
* develop a management plan along with students on how to upload new books as well as finding books that fit both the curriculum and each student’s individual reading level.
* download free apps that have the ability to purchase books that students could share with each other once purchased
* understand how to use text to speech, zoom, or any other accessibility options available with the e-reader

Students will have to be taught:

* how to use their e-reader
* how to find appropriate text
* the expectations of appropriate school usage of technology
* how to check for good comprehension while reading a digital text.
* to understand how to use text to speech, zoom, or any other accessibility options available with the e-reader

The classroom will have to:

* be organized so that students know when to use their e-readers
* set up for storing and charging student e-readers

Schools/District will need to:

* be sure that their WiFi and internet servers will be able to withstand the increase in usage with the introduction of e-readers for each student.
* be aware that there will be some initial cost besides the e-readers
* purchase some district subscriptions to e-libraries or e-book apps.( However, most of these programs are a one-time fee.)
* provide teachers with professional development on using an e-reader, e-book programs, how to use online digital text on e-readers, use e-readers for differentiation, and how to find appropriate text for each content area and reading level.

The goal with using the e-readers in each classroom is to provide each student with a library of books that are at his/her personal reading level, focus on grade level content standards, and help students at all levels comprehend the given text.

Part II:

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| Category | Description |  Requisite Knowledge |
| PK | Knowledge about pedagogy and instructional strategies |  Knowledge of how to differentiate reading instruction in their grade level |
| CK | Knowledge about content in teachers’ curriculum |  Knowledge of accurate, appropriate content and linking it to the specific standards for their grade level |
| TK | Knowledge about technology and how to use specific technological tools |  Knowledge of the different kinds of e-readers and their strengths and weaknesses depending on grade levelKnowledge of the basic function on the e-reader , such as how to download books on e-readers, how to find online text using the e-reader, use text to speech function, change books, delete book |
| TPK | Knowledge about how to teach with specific technologies |  Knowledge of how to teach students to use e-readers for their assignments in each class Knowledge of how to manage e-readers in appropriate use as well as for meaningful learning  |
| TCK | Knowledge about how technology aligns to various curricular content or concepts |  Knowledge of available texts(e-books or online text) at various reading levels that align with standards |
| PCK | Knowledge about how to teach specific curricular content or concepts |  Knowledge of how to teach and differentiate instruction to each child’s needs in each content area depending on the standard being taught |
| TPACK | Synthesized knowledge about how to use technology and instructional strategies to teach specific concepts as well as about how the use of technology changes our understanding of the content and of how to teach the content | Knowledge of how to teach students to use e-readers to provide differentiate text at their(student’s) level to learn and master specific core academic standards in all content areas, how to find those texts, comprehend them, and be prepared to use that information in different ways. |