

Reflection

I began the New Literacies and Global Learning program in the summer of 2011. The first few classes I took introduced me to a range of new Web 2.0 tools. I was thrilled to use these in my classroom. When the new school year began I was very apprehensive about the possibilities I had available to me. I was nervous about how to use them in my classroom and about how to introduce them to my students. I should not have worried. The tools are very user friendly and the students after being shown how to use them caught on quickly and were able to teach one another.

When the classes on teachers as researchers began I was very interested in how to increase reading achievement. I had already noticed at the beginning of the year the increased time in text my students were displaying while working on some of the technology projects. The classes continued and I was able to experiment with how to complete literature circles and how to ask the students about their learning. The time in text in my classroom was raised significantly with the tools implemented.

As a teacher leader in my school, I am setting an example of how to incorporate many different reading strategies successfully. Being able to show the research supporting my actions within my classroom and seeing the positive results have made other teachers take notice and has opened up many discussions. Even the teachers who were doubtful at first, after seeing results in my classroom were willing to put forth the effort and try something different. During PLCs and other professional development opportunities I have had the opportunity to share many of my experiences and my personal action research. I have been able to prove the strategies work and I can see the positive effect it has had on my school.

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