



students to see when they were close to the right answer.

I learned you can never be too prepared. It took some time for me use the game and to formulate an idea on **how** I wanted it used, just plugging students into the game was **not** what I wanted. Additionally, there was no down time as I knew what to expect.

**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.)**

Knowledge and Dispositions: I used all the SLDS games before I introduced it to the students. I did not want any surprises that would take them off task (3.6). I do not teach this grade and wanted to be very familiar with the online game to be sure it fit the students' needs (3.2, 2.1).

Skills: This tutorial facilitated the use of online and traditional paper learning. I felt like Operation Blustery Day and Operation Snowman was a perfect match to help facilitate dialogue, proving your work and collaboration (2.3). As well, with Fraction Builder I was able to use two computers and pair the students, allowing again dialogue and collaboration (3.2).

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

The summer allowed me time to investigate the resources of SLDS that I don't usually have time for. I will be able to discuss my discoveries during

	<p>teacher planning time and professional learning time. The games allowed the students to visually see when their answers were right, wrong or when they were getting close to the right answer. As well, the dialogue and collaboration they experienced further helped facilitate their thinking about math. The games were also fun and the girls were completely engaged in the lessons.</p>
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