CRAIG O'NEILL (technology coach): The networking that happened with other boards was great. I got to learn a lot from their roles and through the eLearning contact Martha Walli and our mathematics coordinator Cheryl Geigan, I've been able to network with other 'tech type' coaches not necessarily if it's the exact same role but network through some of the applications we have, like ePortfolio, or even just Skype, doing some FaceTime and contacting some other people through the province, to give feedback based on what they're doing or also just learn for ourselves because it's such a new role and there's no need to kind of reinvent the wheel especially when there's so much coming at you. The comfort level with technology is growing and that's allowing teachers to make the jump into "Well, how do I use this as an effective tool in the classroom?" And even throughout this year we started, it was mainly substitution. We have a fancy graphing calculator on the iPad; we used that instead of the graphing calculator we were using in the classroom, but as the weeks and months went by and teachers became more comfortable and started experimenting more, we're then getting to Augmenting and you know trying new things that have never done in the classroom around you know getting students up, doing activities, using some of the functionality with the iPads that just wasn't possible before. I've seen even in the week to week growth with the teachers and the students just as the comfort levels go. But, as you can expect with any tool, you have to learn how to use the tool first. I find teachers that I have been working with generally fall into three categories: We have the teachers who are really brand new to a lot of these technologies and need a lot of help they need at the elbow support dealing with some of the technology issues. We have kind of a middle group teachers who are familiar with the technology, maybe used it once or twice in their classroom but they really don't know what's out there and they need you to help them and show them what's possible. And we have a small group of teachers that are off and running even before I get in the door. So, I find my support generally with those teachers that I'm often learning from them and taking what they're doing and relaying it back to the other two groups. In the first group obviously that's a lot more in the classroom at the elbow support. The middle group we start focusing more on the pedagogy helping them to where the other teachers are. I'm learning everyday myself, so it's kind of… it's a real good collaborative effort. It's getting some things from teachers, getting those to other teachers. Kind of learning as we go, sharing from each other, but overall, teachers are very receptive, they've always been, but I've noticed that levels have been increasing as time goes by, simply because words spreading, our boards using more and more technology every week, right? So it's building a lot of momentum.