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Technology Tools Analysis

EDLD 5303: Digital Learning & Leading

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## Introduction

As a Special Education Resource teacher for grades three through five, I am constantly seeking digital tools that make learning more accessible, engaging, and meaningful for all students. The classroom landscape has evolved far beyond textbooks and worksheets; today's learners thrive on interaction, feedback, and creative expression. The purpose of this exploration was to discover and evaluate new digital resources that could enhance instruction and better support my scholars' diverse academic and behavioral needs. Through hands-on experimentation, I focused on tools that promote inclusion, differentiation, and student ownership of learning. Each platform was tested with my own instructional goals in mind, supporting reading fluency, writing development, problem-solving, and comprehension across content areas. Rather than relying on familiar platforms like Google Classroom or Canva, I explored new tools that offer practical benefits for a resource and co-teach environment. This process reinforced that technology, when chosen intentionally, has the power to remove barriers and give students the confidence to demonstrate what they know in their own way.



## Book Creator

When I explored Book Creator, I immediately saw its potential for my third through fifth-grade resource students who are working on writing and expressive language goals. I started by creating a free teacher account and building a "Reading Reflection Journal" to pair with our weekly ELAR passage. The platform allowed me to combine text, drawings, and voice

recordings, which kept my students engaged from the start. Step by step, I demonstrated how to add a title page, type short sentences, and record an audio retell. My scholars especially loved hearing their voices play back. This gave them a sense of ownership over their work. The hands-on process was aligned with TEKS 3.11 and 4.11, focusing on composition and revision skills. One major advantage is that students can write, draw, or speak their responses, meeting the diverse needs of my resource classroom. Another benefit is that I can insert feedback through audio comments, supporting immediate correction and positive reinforcement. A challenge is that the free version only allows one library, which limits how many student projects I can store. Still, the creative freedom and accessibility make it worth the workaround. Book Creator transforms sometimes routine writing tasks into meaningful, multi-sensory experiences that help my students build fluency, vocabulary, and confidence. It's a perfect fit for small-group or independent practice in a supportive, technology-rich environment (Book Creator, 2025).



**Nearpod**

Working with Nearpod, I realized how easily it turns regular lessons into interactive learning experiences that keep every student on task. I created a free account and imported one of my fifth-grade reading lessons on main idea and supporting details. Nearpod let me insert polls, open-ended questions, and draw-it activities directly onto the slides. I launched the lesson live, and students joined using their Chromebooks with a shared code. As they worked, I could see their responses instantly on my teacher dashboard. That real-time data made it easy to adjust instruction right away instead of waiting for graded work. My students stayed engaged because they could interact with the lesson at their own pace while still receiving teacher guidance. The built-in audio and visual features support accessibility for students with attention or reading challenges, aligning with TEKS 4.6 and 5.9 for comprehension. The biggest advantage is its student accountability. I can see who's responding and who needs support. One limitation is the storage cap on free accounts, but that can be managed by rotating content. Nearpod fits perfectly into my push-in and small-group instruction time because it keeps lessons structured, interactive, and data-driven. It's a tool I can use for both instruction and progress monitoring in my special education classroom (Nearpod, 2025).
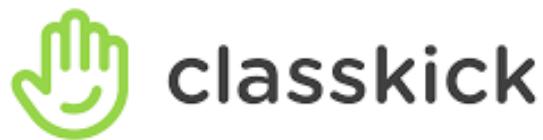
**Classkick**

 Classkick stood out to me because it provides a way to monitor and support students while they work, in real time. After creating an account, I uploaded a math activity based on TEKS 3.4A, focusing on solving addition and subtraction problems using strategies. I converted my printed task cards into digital slides, and students were able to type, draw, or record their responses. The best part was being able to see their screens as they worked and leave feedback instantly. One of my students who rarely asks for help clicked the "raise hand" icon, and I responded privately with encouragement and a hint. That small interaction built trust and engagement. An advantage of Classkick is how it promotes independence while still giving me the ability to intervene immediately. It eliminates the wait time between student error and teacher correction, which is critical for learners needing repeated modeling and feedback. The main challenge is the need for a steady Wi-Fi connection, but overall the setup is straightforward: upload, assign, monitor, respond. Classkick helps me individualize support without singling students out, which is vital in inclusion settings. It also provides a record of each student's progress that I can use for IEP documentation. I plan to use it for both math problem solving and writing practice to reinforce confidence and self-monitoring (Classkick, 2025).



**Blooket**

 I wanted to find a way to make review sessions more enjoyable for my students, so I decided to try Blooket. After logging in, I created a multiplication and vocabulary review game

using existing TEKS-aligned question sets. Students joined on their Chromebooks and immediately became invested in earning points and unlocking rewards. The energy in the room completely shifted. Students who normally disengage during review were suddenly asking for "just one more round." Step by step, I introduced the rules, monitored behavior, and encouraged good sportsmanship to keep it fun but structured. The biggest strength of Blooket is that it motivates participation and builds fluency without feeling like a test. It's particularly effective for reinforcing skills in reading and math, such as sight words, prefixes, or multiplication facts. A limitation is that students may focus more on winning than accuracy, so I set clear learning goals before each session. Blooket fits perfectly into my Friday review routine because it's quick to set up, keeps students actively involved, and provides informal assessment data. For resource and inclusion students, this tool creates a sense of community and positive competition while maintaining academic rigor (Blooket, 2025).

## Diffit for Teachers

The final tool I explored was Diffit for Teachers, which uses artificial intelligence to adjust reading passages to different grade or Lexile levels. I used a fifth-grade science text about ecosystems and adjusted it to a third-grade reading level for one of my students. The process was simple: paste the text, select the level, and Diffit generated a simplified passage, vocabulary list, and comprehension questions. In less than a minute, I had materials ready for three different reading groups without compromising content. This directly supports TEKS 3.10 and 4.10, which address comprehension across genres. The greatest advantage is that it saves prep time while ensuring students still work on grade-appropriate concepts. However, I do find that I sometimes need to tweak the AI output to maintain the correct academic tone. The tool supports equitable access by allowing me to teach the same lesson to multiple ability levels, which is especially helpful when supporting inclusion and resource students in the same classroom. Diffit aligns beautifully with IEP goals focused on reading fluency and comprehension, and it ensures no student feels left behind due to reading level differences. It's a practical, time-saving resource I will continue using to differentiate instruction and keep lessons accessible and engaging (Diffit, 2025).

**References**

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