This action research study investigated the use of technology in a middle school math class with a unit on data analysis and statistics. My study focused on 30 students from my 7th Pre-Algebra and 8th grade general math classes. This study focused on how the inclusion of technology, specifically computers and graphing calculators, influenced student comfort level during group work. I found that prior to my research most students were comfortable using a computer in general, whereas they had no prior experiences with a graphing calculator. At the end of the unit, this data changed tremendously, as most students had become much more comfortable using computer programs and graphing calculators to help them complete math tasks. Along with the comfort level, I looked at how the integration of technology supported students’ ability to successfully complete data and statistics tasks and to understand key data and statistics concepts. I found that having students write a reflection gave them the opportunity to think individually about the tasks that they worked on within their group and how the use of technology helped them get a better understanding of the concepts. I also found that student struggles with key concepts were clarified more with the use of graphing calculators because it gave them an accurate picture of the same graphs that they had created by hand. It also allowed students to double-check themselves on the math without having to wait for me to confirm that they were answering correctly. While the majority of students were able to use technology, they still needed each other for help and support. The structure of each class was set up with small groups; however, students were going around helping others outside of their group while still working as a team in their group while learning the technology and its proper use. After each task, students were able to summarize the tasks and how technology helped them. As a result of my research, I plan to continue to enrich my knowledge with and of the use of technology and incorporate various uses into my lessons. I also plan to incorporate more writing reflections to allow students to deepen their own understanding of key concepts. Additionally, I will continue to keep group work the majority of my classroom structure to allow for cooperative learning. On a larger scale, I have completed Microsoft Peer Coach Facilitator training to teach teachers to coach collaborating teachers to better their lesson planning with the enhancement of technology.