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| --- | --- | --- | --- | --- |
|  | Beginning | Middle  | End | Beyond |
| Questions | How will this look in my room?When am I going to be able to fit this in?What resources are available to me? | Who is doing the work?How can I get the students communicating?How do I hold the students accountable? | How am I going to continue this practice?How do I keep using the tool in new ways? | How can I help other teachers use ipads as tools for learning?  |
| Operations | Routine of getting iPadAssign numbersSit iPad on desk without touching it.Whole group modeling on how to get to an application | Assign student responsibility to organizeStudents earn “game” time for good behaviorWritten instruction on how to get to an application | Weekly revisit procedureUnprompted student control over the equipmentOnly use visual prompts for the application | How do I ensure operations are utilized appropriately in other classes?  |
| Student use | Routines establishedOnly 1 task per day (exit ticket, I notice, I wonder, summarizing strategy) | Multiple uses in 1 class (pairing procedures: launch, summarizing and exit ticket)  | Sustained student engagement for math practice (video, investigation, handing in electronic work)  | Students identifying when appropriate time for ipad use is.  |

Self Reflection Rubric