|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 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 iPad  Assign numbers  Sit iPad on desk without touching it.  Whole group modeling on how to get to an application | Assign student responsibility to organize  Students earn “game” time for good behavior  Written instruction on how to get to an application | Weekly revisit procedure  Unprompted student control over the equipment  Only use visual prompts for the application | How do I ensure operations are utilized appropriately in other classes? |
| Student use | Routines established  Only 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