

TEACHER: \_\_\_\_\_ COACH: \_\_\_\_\_

ROUTINE: \_\_\_\_\_ DATE: \_\_\_\_\_

Self Evaluation	<b>CONTENT ENHANCEMENT – Keys to Success Indicators that the device is becoming a ROUTINE</b>	Coach Observer
<b>STUDENT GENERALIZATION – POSITIVE SIGNS</b>		
	Students know all about the device after several uses and don't need directions on how the routine will be played out in class.	
	Questions are about the content and not about the device.	
	Students are jumping ahead of the teacher and predicting what is coming next.	
	Students can help lead the teacher through the routine.	
	Students can explore the content using the process without having to use the specific device.	
	Students can take the information presented through the device to complete assignments/tasks that demonstrate competence and understanding of the content.	
	Students recognize the value of a device & even request that teachers use a specific device to help them learn.	
	students recognize how the device could be used to help them learn content in classes where the teacher is NOT using the routine	
	Every student in a class sees a way to use the device to promote learning.	
<b>TEACHER GENERALIZATION – POSITIVE SIGNS</b>		
	Students are actively engaged with the teacher while using the device.	
	The teacher talks with students about how the device helps them use strategies for learning.	
	Students know about the device and immediately know how to jump in and collaborate with the teacher.	
	The routine is explicitly introduced to the whole class.	
	The use of the routine is varied to enhance motivation.	
	The information presented with the device is used repeatedly and in important ways during instruction.	
	The routine is integrated with other powerful teaching tools.	
	Students tend to see the routine as a "comfort zone" for learning and taking risks to learn.	
	The information in the device is a central part of the evaluations of learning.	
	Devices are immediately and naturally considered as part of the overall teaching approach.	
	The device is used as part of helping student understand different levels of the content.	
	Class discussions emerge about how learning is taking place, why learning the content is either easy or difficult, and how learning could be enhanced.	
	Preparation of the device is included as part of the regular planning activities	
	The device is used as a classroom routine consistently throughout the year.	
	The routine is used regularly.	
<b>RED FLAGS</b>		
	Without continuous prompts, students are lost when the device is used.	
	Students are not aware that the device is being used to help them learn.	
	Most students must be dragged through the routine by the teacher.	
	High-achieving students are the only one involved.	
	Students moan when the teacher cues the routine, and they ask why they have to do this again.	
	Students complain that the routine is a waste of time and that the work is too hard.	
	Students make few attempts to take notes or complete any written work related to constructing the device.	
	Students are confused and frustrated by the device.	
	Students cannot explain the information in the device.	
	Students cannot take the information from the device and use it in different ways.	
	Students do not see the device as a tool that they can use to help them organize information and learning tasks.	
	Students do not see the strategy behind the use of the device and the routine; they see them as useful only to other students.	