BCSC One-To-One Observations
Full Grid Format

SECTION I - One-to-One Observations: Classroom use of the technology (used by teachers and administrators)

	Not evident	Emerging	Proficient	Advanced
1. UDL in action: *seeing/hearing or hearing about examples of UDL*	There is no evidence of UDL being applied	One or two of the principles are touched upon during the lesson	The principles of UDL can be identified within the lesson	The principles of UDL drive the presentation of the lesson
2. Cramming: *bringing computers into the classrooms but sustain current practices and pedagogies*	Computer use in class is limited to note taking and/or doing worksheets	Computer use in class includes note taking, reading articles and/or surfing the net	Computer use in class is a companion to discussion groups	Computer use in the classroom is clearly connected to 21st century skills (e.g., critical thinking, analysis and communication)
3. Access to on-line resources and system safety/integrity: *access to on-line resources*	Teachers are denied access to on-line resources due the school system's firewall	Teachers can request access to on-line resources but can still be denied	Teachers can request access to on-line resources and receive permission	Teachers can access any on-line resource
4. Teaching non-consumers*: *engaging students who historically disconnected themselves from learning*	No strategies are used to engage the non-consumers	Few strategies are used to engage the non-consumers	Occasional strategies are used to engage the non-consumers	There are clear and evident strategies to engage the non-consumers
5. Going around and underneath: *allowing for and encouraging innovation creates change*	Pure instructional focus on a standardized measurement	Majority of instructional focus on standardized measurement	Evidence of innovation and creativity while addressing standards	Application of innovation and creativity while addressing standards
6. Nuts and Bolts: *learning when technology fails*	When technology fails the lesson is cancelled	When technology fails, part of the lesson is taught	When technology fails, the majority of the lesson is taught	When technology fails, the entire lesson is taught in a different way

*Non-consumers: for this observation sheet, non-consumers are students who are present in the classroom but who are not engaged.

SECTION I - Classroom Observation Notes

	1	2	3	4
UDL in action Observation				
Cramming Observation				
Access to on-line resources and system safety/integrity Observation				
Teaching non-consumers Observation				
Going around and underneath Observation				
Nuts and Bolts Observations				

SECTION II - One-to-One Conversations: Schedule/ impromptu conversations with teachers, students, and administration (tchrs, admin, Mike, Loui)

	Not evident	Emerging	Proficient	Advanced
1. UDL in action: *seeing/hearing or hearing about examples of UDL*	The principles of UDL do not drive the purpose behind the one-to-one computing	The principles of UDL accidentally drive the use of one-to-one computing	The principles of UDL partly drive the use of one-to-one computing	The principles of UDL clearly drive the use of one-to-one computing
2. Cramming: *bringing computers into the classrooms but sustain current practices and pedagogies*	Computer is described as a device for storage and document completion	Computer is described as a tool for research	Computer is described as a tool for research and development of materials	Clear examples of 21st century skill implementation are cited
3. Access to on-line resources and system safety/integrity: *access to on-line resources*	Teachers are denied access to on-line resources due the school system's firewall	Teachers can request access to on-line resources but can still be denied	Teachers can request access to on-line resources and typically receive permission	Teachers can access any on-line resource necessary for instruction
4. Non-consumers: *students who disconnect themselves or who are disconnected from learning*	The school is unaware of non-consumers	The school identifies some non-consumers	The school has identified their non-consumers	The school has efforts in place to engage and incorporate non-consumers
5. Teaching non-consumers: *engaging our non-consumers in learning*	No strategies are used to engage the non-consumers	Few strategies are used to engage the non-consumers	Occasional strategies are used to engage the non-consumers	There are clear and evident strategies to engage the non-consumers
6. Going around and underneath: *allowing for and encouraging innovation to create change*	The belief is that reforms and head-on interventions are the only way to create change in education	The belief that reforms and head-on interventions lead change in education	The belief that innovation is an equal partner to reform and head-on interventions.	It is recognized that reforms and head-on interventions do not create change; rather, allowing for and encouraging innovation creates change
7. Nuts and Bolts: *process for addressing broken technology*	There is a process to follow when technology isn't working	Teachers don't sense that the present system is responsive	Teachers know the process works, but the wait time is significant	The process flows and technology issues are addressed quickly

UDL in action Conversations			
Cramming Conversations			
Access to on-line resources and system safety/integrity Conversations			
Non-consumers Conversations			
Teaching non-consumers Conversations			
Going around and underneath Conversations			
Nuts and Bolts Conversations			

SECTION III - One-to-One Conversations: Conversations about the technology infrastructure (teachers, administrators, Mike and Loui)

	Not evident	Emerging	Proficient	Advanced
1. UDL in action: *seeing/hearing or hearing about examples of UDL*	A significantly limited infrastructure (no projection system, collaboration tools or presentation tools)	The infrastructure is limited to projection, and presentation tools	The infrastructure includes projection, presentation tools and collaboration tools	The technology infrastructure supports accessible learning (technology can be easily adapted or enhanced)
2. Cramming: *bringing computers into the classrooms but sustain current practices and pedagogies*	Student laptops are wired and laptops only work in the building	Students can use their wireless laptops at the library or at the school	Students can use laptops in the library, at home, or at an after hours resource center	Any time, anywhere learning
3. Access to on-line resources and system safety/integrity: *access to on-line resources*	Students must use computers as off-line entry tools	Students can use computers to gain access during specific times with limited access	Students can use computers to access a wide range of resources during specific times	Students have complete access to a wide range of digital resources when they need them
4. Non-consumers: *students who disconnect themselves or who are disconnected from learning*	Virtual courses are not used at all	Virtual courses are provided only to those students who are present and in school buildings	Virtual courses are provided only to those students who are affiliated/registered with the district	Virtual courses are utilized to provide services to both non-consumers and consumers
5. Teaching non-consumers: *engaging our non-consumers in learning*	There are no trainings offered to increase the students' comfort and knowledge of the technology	Students are assigned training in traditional environments to increase the students' comfort and knowledge of the technology	Students are provided with training opportunities that match their learning styles during specific times	There are trainings in place to address every level of computer comfort and knowledge
6. Going around and underneath: *allowing for and encouraging innovation to create change*	The school supports only one type of computer	The school supports laptops and net books	The school supports laptops and net books and allows cell phone before and after school	The ability to use a wide spectrum of tools (cell phones, net books, smart phones, personal lap tops) Not all are controlled by the school

UDL in action Technology			
Cramming Technology			
Access to on-line resources and system safety/integrity Technology			
Non-consumers Technology			
Teaching non-consumers Technology			
Going around and underneath Technology			

SECTION IV - One-to-One Observations: Conversations about the technology infrastructure (teachers, administrators, Mike and Loui)

	Not evident	Emerging	Proficient	Advanced
1. Software adoption process: *a specified and inclusive process for adopting software*	There is no formal review process which includes curriculum & instruction and technology	Curriculum and instruction investigate and adopt software	Curriculum and instruction investigate and adopt software, bringing technology in toward the end of the process	A standardized review process includes representatives from curriculum & instruction and technology
2. Software R.O.I.*: *is the software purchased utilized by students/teachers (i.e.,. money has been spent, is the software being utilized?)**	No method of evaluation to investigate R.O.I.	An evaluation of use is only done when it is determined that there is an issue	An evaluation of software use is performed irregularly	An evaluation of software use is performed each year
3. Instructional use of software R.O.I.: *is there a measurable difference in the academic outcomes of students utilizing a specific piece of software*	No method of evaluation to investigate instructional use of software	An evaluation of use if only done when it is determined that there is an issue	An evaluation of student outcomes is performed irregularly	An evaluation of student outcomes based on software usage is performed each year
4. Teacher training: *an established system of continuous training for all staff*	There is no required and established system for initial or continued training built into the software adoption process	Staff are encouraged to participate in initial and continued trainings	There are point people within each school and within the corporation who conduct initial and continued trainings	There is a required and established system for initial and continued training built into the adoption of software
5. Software administrator: *the individual who oversees the day-to-day usage of the software (e.g., passwords, site specific implementation*	The identification of an administrator is not a part of the software adoption process	Every teacher becomes his or her own administrator	Each school chooses an administrator	There is a formal identification of an administrator during the adoption process

*R.O.I.: return on investment.
**In this case, the investment is the money spent on the software, training, and upkeep in comparison
*** In this case, the return on the investment is demonstrated through student outcomes

Software adoption process Technology			
Software R.O.I. Technology			
Instructional use of software R.O.I. Technology			
Training Technology			
Software administrator Technology			

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