**Triple E Framework Coaching Tool for Administrators**

It is recommended that both the teacher and administrator complete a Triple E Framework Rubric either before or after a lesson is taught on their own. Then meet to discuss and compare their rubrics. During the meeting, the administrator can use this coaching tool to guide the discussion and help to modify (if modifications are needed) the lesson plan and choices around the technology tool.

<table>
<thead>
<tr>
<th>What learning goal(s) are met by using the tool? Why did you choose this tool to meet your learning goals? How is it benefitting the learners over a traditional method?</th>
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</thead>
</table>

## Engagement

What features of the technology tool have elements of engagement (built-into the tool)?

- Active learning, students are actively engaging in the learning process and not just consuming.
- Time on the learning task with limited distractions
- Level appropriate and guided feedback (more than “good job” or “try again”)
- Joint-media engagement (social learning)
- Other

Which teaching strategies are integrated into the lesson to better support the technology to engage students in the learning goals?

- Guided practice
- Modeling thinking
- Modeling navigation of the tool
- Software tour
- I do, we do, you do
- Teacher monitoring
- Student self-reflective monitoring
- Co-use or co-engagement
- Purposeful partnering
- Gradual release of learning
- Create a mentor text
- Share-aloud
- Turn and talk
- Switcheroo
- Other

## Enhancement

Which features are built-in to the technology tool to help enhance student learning and understanding of the learning goals?

- Students engage in higher-order thinking
- Scaffolds around concepts, ideas and/or feedback
- Personalization
- Differentiation for learning levels
- Opportunities for reflection
<table>
<thead>
<tr>
<th>Helps students understand concepts or ideas in an easier way</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easier or more effective than traditional tools to learn the concept</td>
<td>Other</td>
</tr>
</tbody>
</table>

Which teaching strategies are integrated into the lesson to better support the technology to enhance students’ understanding of the learning goals?
- Active listening
- Switcheroo
- Self-reflective practices
- Visible thinking routines
- Graphic organizers
- Visual representations of learning
- Reflective notebooks
- Anticipation guides
- Questioning practices
- Predicting
- Differentiation
- Personalization
- Screencast tutorials (made by the teacher)
- Share-aloud
- Other

**Extension**

Are their features of the technology tool that help to extend the learning goals?
- Make learning easily accessible 24/7
- Bridge learning goals and student’s everyday life
- Brings in elements of student’s own life or life experiences
- Develop soft skills around digital literacy
- Other

Which teaching strategies are integrated to support the technology extending students’ understanding of the learning goals?
- Real-world issues
- Partner with real-world organizations
- Connect with authentic experts
- Engage students in authentic discourse with others
- Pen pals
- Students investigate and direct their own project
- Role-playing
- Use authentic tools that are prominent in everyday life
- Use student’s prior knowledge or interest in the lesson with the tools
- Other

Comments: