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■ ■ ■ ■   CONSORTIUM ON
■ ■ ■ ■   CHICAGO SCHOOL RESEARCH
■ ■ ■ ■   AT THE UNIVERSITY OF CHICAGO

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MEMO

To: Seth Weinberg and Michele Pulver

From: Joy Lesnick, Paul Goren, and Sue Sporte

Re: CCSR Study of the TeacherMate System in First Grade Classrooms

Date: July 2011

This memo describes the results of a short-term exploratory study of the TeacherMate system in 17 classrooms in Chicago Public Schools (CPS). Drawing on 3 interviews with the TeacherMate coach, one-time visits of 45 minutes each to 4 classrooms, and 11 surveys returned by participating teachers, early findings about TeacherMate implementation, coaching support, and teacher satisfaction are presented. The memo concludes with suggested areas for future research.

Setting the Context

Over the last four decades, there have been many attempts to use computer-assisted instruction (CAI) to support student learning in the area of beginning reading instruction. Unlike in whole-group or small-group settings, the computer is able to provide adapted instruction at an individual level for each student in order to support each child's specific learning needs (Blok, Oostdam, Otter, and Overmatt, 2002). However, in order for a new technology to be effective in a literacy classroom, it must also be accessible (Labbo and Reinking, 1999). The technology that is present in many classrooms and schools consists of a lab full of computers for the school to share or of a group of computers in the back of each classroom. In most cases, teachers do not find technology set up in this way to be accessible for them to use regularly in their practice.

The TeacherMate (TM) system developed by Innovations for Learning (IFL) was the focus of this research study. TeacherMate combines the research on using computer-assisted instruction to support beginning reading with the accessibility and practicality of inexpensive handheld devices for student use

in the classroom during literacy instruction (IFL, 2011). The program is based on research on early literacy (Ehri, 1983, 1991; Morris, Blodgood, Lomax, & Perney, 2003; Snow et al., 1998), and is designed to be aligned to Illinois and Chicago standards for reading instruction. Topics covered in first grade include phonics, sight words, guided reading, fluency, and comprehension.

The TeacherMate handheld computers are intended to be used for twenty minutes each day as part of students' learning center activities during the literacy instructional block. When working on the TeacherMate devices, students work individually on activities that are on their developmental level. As a result, classroom instruction is easily differentiated to match the individual needs of students. While students are engaged with the reading activities on the handheld devices, teachers are able to work with an individual student or a group of a students who need additional teacher support. Student performance on the reading and math activities on the handheld devices is stored, and can be synched to the teacher's computer for monitoring and assessment.

In the last year, recognizing that the existence of the technology alone was not sufficient for successful implementation, IFL extended the TeacherMate system to include a literacy coach provided by IFL called the TeacherMate coach to support each teacher's literacy instruction in general as well as to support the implementation of the TeacherMate system in particular. As a result, the TeacherMate system described in this memo is a program that consists of (1) TeacherMate handheld computers for individual student use; (2) a classroom management system application installed on the teacher's computer to create and modify student groupings, set skill levels for a class, group, or individual students, and to see student progress reports; and (3) instructional coaching in literacy provided by the TeacherMate coach.

Purpose and Guiding Questions

The purpose of this small research study was to learn more about the TeacherMate system and how it is used in first grade classrooms. The questions that are addressed in this memo include:

(1) How often do teachers implement the TeacherMate system in their classrooms?
(2) How do teachers perceive the benefits and challenges of the TeacherMate system?
(3) How useful and necessary do teachers perceive TeacherMate coaching?

Methodology

This was a short study of 17 first-grade classrooms in six schools in one Instructional Area of Chicago Public Schools (CPS) who were using the TeacherMate system with coaching support from IFL during the 2010-2011 school year. All participating teachers were selected by their Chief Academic Officer (CAO) and school principals to implement the TeacherMate system, and were provided with professional development and ongoing coaching support to carry out the program throughout the school year. The study was designed to provide information to IFL about early implementation of the TeacherMate system and to inform possible future work. As such, the research team selected a mixed-method approach with three sources of data to inform the findings presented here. First, a member of the research team had three conversations with the TeacherMate coach, that took the form of open-ended interviews to gather information about TeacherMate implementation and the coaching perspective. Second, CCSR worked with the TeacherMate coach to identify 6 teachers for classroom observations. We selected teachers with a range of experience, interest, and commitment to TeacherMate across the participating schools to better understand the range of experiences of teachers. Four of these 6 selected teachers agreed to be observed. Finally, all 17 teachers were asked to complete a short survey about their experiences with the TeacherMate system, including the handheld devices, teacher management software, and TeacherMate coaching. Eleven teachers completed the survey, for a response rate of 65 percent. Conversations with the TeacherMate coach took place in January-March, 2011, classroom observations took place during February 2011, and surveys were completed by teachers in March-April 2011. The complete survey appears in Appendix A.

Findings

In this section, we describe five early findings that emerged from our quick look at the TeacherMate system. First, we present the purpose and benefits of TeacherMate, as described by the TeacherMate coach and participating teachers. Second, we describe how teachers implemented TeacherMate in their classrooms, including the frequency and duration of student use, student engagement, and teacher behaviors. Third, we outline three phases of coaching support, along with the perceptions of teachers about the usefulness of each. Fourth, we present teacher and coach reports about managing the TeacherMate system, and finally, we describe challenges reported by teachers.

1. <u>Purpose and Benefits of TeacherMate</u>

- Teachers reported that TeacherMate is aligned to their reading efforts.
- Teachers reported that TeacherMate helps with differentiation.
- Teachers reported that TeacherMate allows them to spend additional instructional time with students .

According to the IFL mission, the overarching goal of the TeacherMate system "is to develop educational technology that empowers educators to teach all children to read, write and do math, so that every child has the opportunity to succeed in school and beyond" (IFL, 2011). More specifically, the TeacherMate coach described the TeacherMate devices as a ready-made learning center that meets individual needs of students. The intent is twofold - students learn while working with the devices, and they are also independently engaged so that the teacher is able to meet with other individuals or small groups of students for intensive instruction. Teachers agreed with both of these purposes, and articulated their understanding of the purpose of TeacherMate on the survey as follows:

Provides differentiated instruction to all students.

An engaged center activity that gives data to drive instruction.

To enrich, support skills (reading/math) being taught.

Allows students technology opportunities to be engaged in core subject areas.

The purpose of the devices is to keep the students engaged in learning

When asked specifically about the benefits of the TeacherMate system, teachers told us that TeacherMates help reinforce and review skills taught in class, are aligned to their existing reading curriculum being used in class, engage students in a game-like activity that helps them learn, and helps to keep students independently engaged so that the teacher can work with small groups or individual students. Selected responses include:

TeacherMates reinforce skills being taught in class

Students are engaged with math and literacy activities and they think they are just playing a game.

[Students can] *reinforce/review skilled already learned.*

The TeacherMate allows the teacher to work with small groups or individuals.

Key benefit would be to use it as a center. It is something to keep the students engaged and independent while the teacher assists others or work in general groups. Everyone is constantly learning.

In addition, on a scale of 1 to 5 with 1 being not useful and 5 being very useful, on average, teachers rated the TeacherMate devices as a 4 in terms of usefulness. One especially satisfied teacher wrote:

I love the TMs. They make a great addition to my class and only wish I had them before this year.

2. Implementing the TeacherMate System

- On average, teachers spent less time doing guided reading and center activities than recommended.
- Most teachers used TeacherMate during center time for about 20 minutes per session, at least 3 times per week.
- Teachers reported that students displayed high levels of engagement while working with the TeacherMate devices.

The TeaherMate coach described the TeacherMate devices as one part of a larger system of center-based reading instruction, differentiated to meet the needs of all learners. This larger system of reading instruction is often called reading workshop, and includes read aloud, shared reading, independent reading, and guided reading, as described in Table 1 (Morrow & Gambrell, 2011). Similarly, TeacherMates are just one of many different center activities that can be utilized during classroom center time.

Table 1. Components of Reading Workshop

Activity	Description	Number of Minutes Recommended by TeacherMate Coach
Read Aloud	Teacher sits in front of the whole class with a book, and reads to the class. Only the teacher has a copy of the text.	15 min/day 75 min/week
Shared Reading	The teacher reads aloud with a large group of students. The students either have their own copy of the book, or can see the shared big book.	15 min/day 75 min/week
Guided Reading Groups	A small group of students read silently or aloud with the teacher from their own copy of the text. The students do most of the reading and the teacher guides students.	20 min per group, 3 groups per day = 60 min/day and 300min/week
Independent Reading	Student reads a text to themselves without support or instruction.	20 min/day 100 min/week
Center Activities	Students work in a small area within the classroom - either alone or together to explore literacy activities without the teacher's support – for example, a listening center, magnetic letters center, TeacherMate center, computer center, etc.	60 min/day 300 min/week

The extent to which teachers are able to use TeacherMates depends on how often students spend time working in centers. At the same time, TeacherMates provide teachers with a ready-made center activity so that centers can be run more easily. In other words, the two are mutually reinforcing. A center-based structure supports the implementation of TeacherMate, and implementing TeacherMate supports the implementation of successful center-based learning time. However, the TeacherMate coach revealed that she suspected that teachers were not doing centers on a daily basis. Although the survey questions asked teachers to report the number of minutes spent during a typical week, Figure 1 shows that teachers reported doing both center activities and guided reading at lower levels than recommended by the TeacherMate coach.

Figure 1. Teachers in the study sample reported completing read aloud, shared reading, and independent reading activities similar to the amount recommended by the TeacherMate coach. Guided reading and center activities were reported to be completed much less often than suggested.
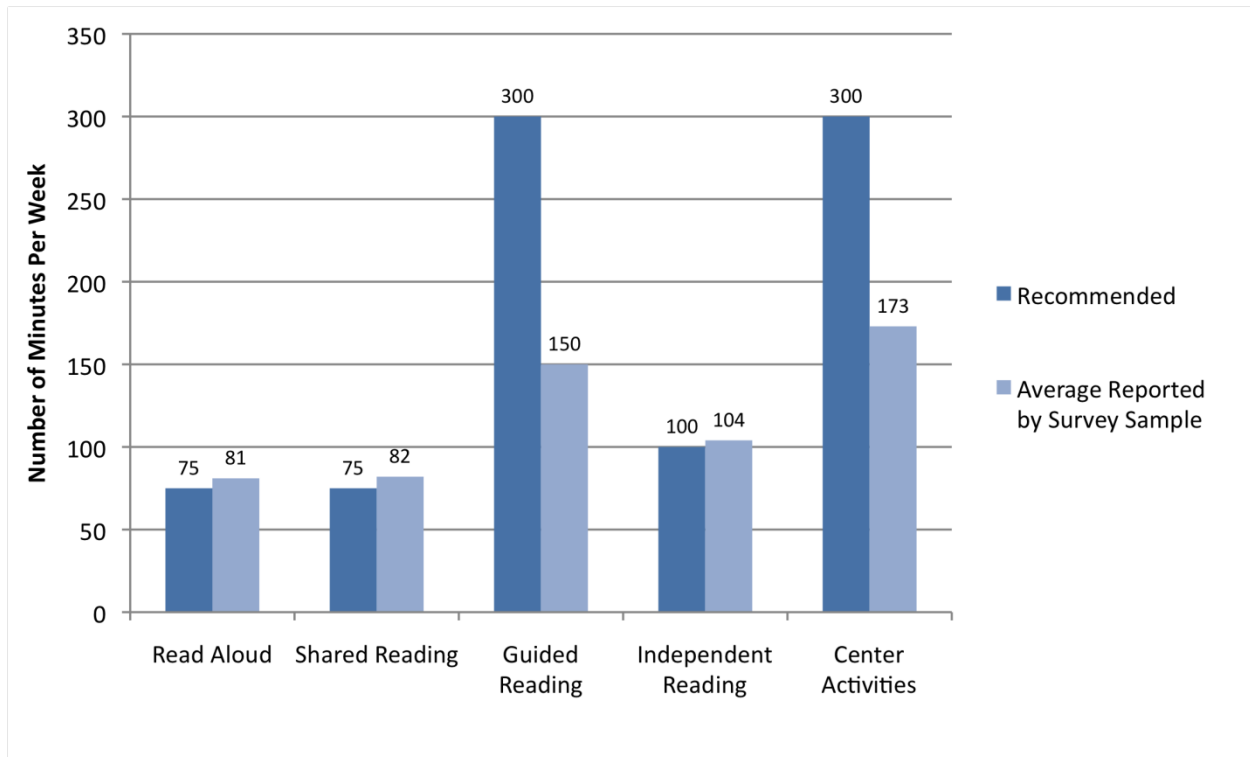
Overall, teachers reported spending more than 4 hours less per week on reading instruction as compared to recommended levels (590 minutes per week on average compared to 850 minutes per week recommended by TeacherMate coach).

As intended, TeacherMate use was often incorporated into center time, and teachers in our sample reported that they used TeacherMate from 1-6 times per week. Figure 2 shows that 55 percent of teachers reported that students use TeacherMates 3-4 times per week, and Figure 3 shows that most teachers reported that students use TeacherMate for about 20 minutes each session.

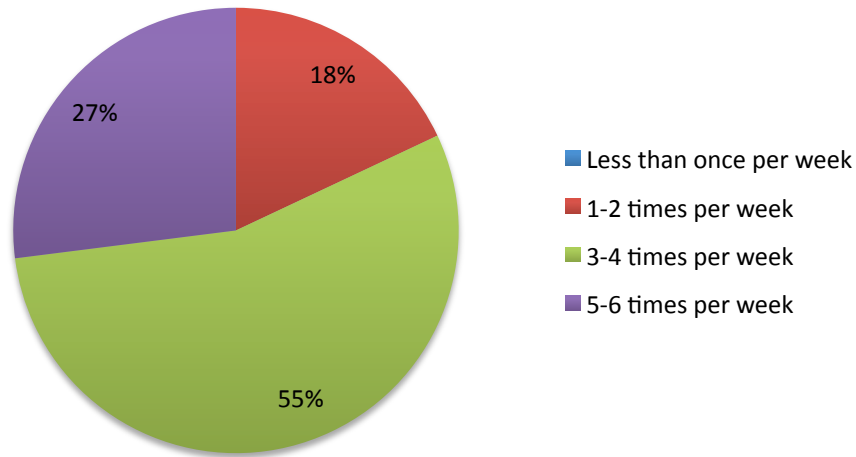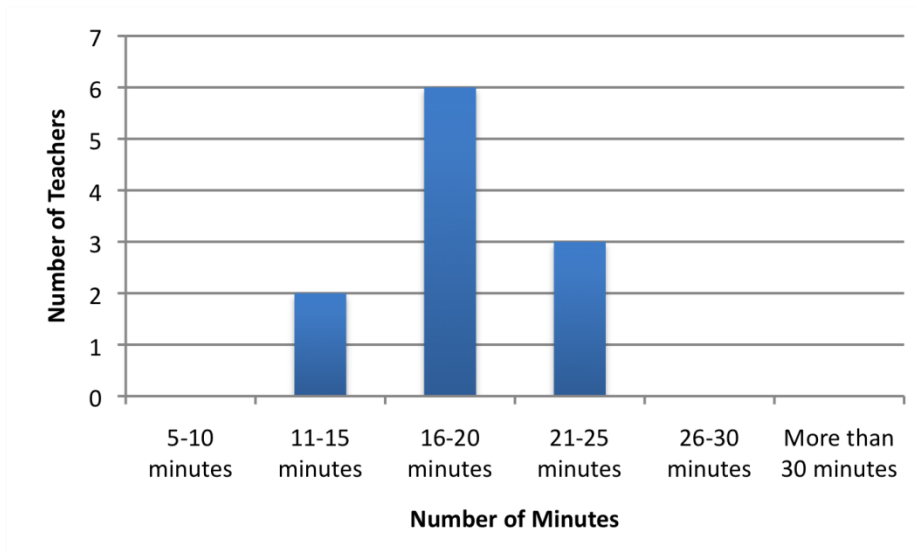Figure 2. Most teachers reported that students used TeacherMates 3-4 times per week.

Figure 3. Following recommended guidelines, most teachers report that students use TeacherMate devices for about 20 minutes each session

Three teachers (27%) responded that some students use TeacherMates more than others, all for different reasons. They told us:

> Generally the boys will select TeacherMates since it's similar to a video game or intensive students gravitate towards TeacherMates since the device will walk them through.

Yes, some students do because (1) they are finished with their work; (2) the red students [lowest group] don't work on as much because they don't know how - I usually work with them maybe once or twice a week.

My higher groups find the TeacherMate to be fun and challenging. The other groups can't always get on them because the higher groups are on them.

Most teachers, however, said that students use TeacherMate for equal amounts of time. For example, teachers wrote on the survey:

Each student is given a 20-25 min time period to use the TeacherMate. If I have to reteach or test a student, they may miss their opportunity or if I am seeing their guided reading group [they could also miss their opportunity].

Time is distributed equally based on center rotations.

All students use their TeacherMates the same amount of time.

All students have the same opportunities to use the TeacherMate devices.

All teachers responded that students were mostly engaged (45 percent) or very engaged (55 percent) when working with TeacherMate devices. About half of the sample (55 percent) also told us that some students are more engaged with TeacherMate than other students. Teachers described students in the following way:

My students who can complete the assignments, my readers are more engaged

[Students are] somewhat engaged in math more.

Students that have challenges in many skills gravitate to the TeacherMate more than high functioning students. Those students have comfortable and have confidences in mastering something.

My boys are more engaged.

The other half of teachers gave examples of how all students are engaged. For example:

Students are generally engaged, unless distracted by other students.

As far as I see, all of my students are always engaged and really enjoy them.

All students enjoy the reading and math activities.

Almost all teachers responded that the level of activities was just right in terms of being matched to students' needs. In addition, teachers reported that students were engaged while using the TeacherMate devices, and that students in all classrooms used reading games and 91% of classrooms also used math games. Classroom observation data also supports this finding. During all classroom observations, the research team noted that students were engaged with the TeacherMate devices, using both reading and math games. In two classes where classroom management was routinized, students were as engaged with TeacherMate as with other center activities. In the other two classrooms with less structure and routines evident during center time, students using TeacherMates appeared to be more engaged than their peers during center rotation. In addition, they were able to get started more quickly than their peers. Finally, all eleven teachers told us that they hold guided reading groups while students are working with the TeacherMates. One teacher explained her center rotation this way:

> *TeacherMates are used during our Reading Block while we are doing the Daily 5.*
> *Students are rotating between Guided Reading, Read to Someone, Read to Self, Listen to*
> *Reading, Word Work, and TeacherMates*

This exemplifies the mutually reinforcing nature of using TeacherMate as described earlier in the section. The TeacherMate coach told us she worked hard to support teachers as they worked to implement this type of classroom management structure.

3. <u>Three Phases of Support</u>

- The three phases of coaching support include: 1) implementing the TeacherMate system, 2) implementing independent reading, and 3) implementing guided reading.
- The majority of teachers reported that coaching support for implementing the TeacherMate system was very helpful and necessary.
- Most teachers also reported that coaching support was very helpful for implementing independent reading and guided reading, however, only half of teachers reported that coaching was mostly or very necessary for implementing independent reading and guided reading.

To achieve the goal of center-based instruction that is differentiated to meet the needs of all students, the TeacherMate coach told us that she provides coaching support in three phases. First, she supports teachers as they begin using TeacherMate in centers. This includes introducing TeacherMate to students, matching students with the appropriate activity level, organizing the classroom

environment for centers, synching the devices with the teacher's computer, and using data from the TeacherMate devices for assessment and planning. Next, the coach supports teachers in an effort to establish independent reading centers, which includes leveling the classroom library (including obtaining books at different levels if necessary), creating independent "book bags," or "book bins" for student use during independent reading time, and a classroom routine and management system for independent reading time, student assessment, and updating student book choices. Finally, with the TeacherMate and independent reading center in place, the coach aimed to support teachers in beginning or improving their guided reading group instruction.

In terms of coaching support, the majority of teachers found the TeacherMate coach to be helpful with implementing the TeacherMate system, independent reading, and guided reading, as shown in Figure 3. One possible explanation for why teachers found the TeacherMate coach somewhat helpful or not helpful for implementing independent reading or guided reading is that teachers did not need help in that area. Figure 4 shows that teachers also found coaching help for independent reading and guided reading less necessary.

Figure 3. The majority of teachers found the TeacherMate coach to be very helpful for implementing TeacherMate, independent reading, and guided reading
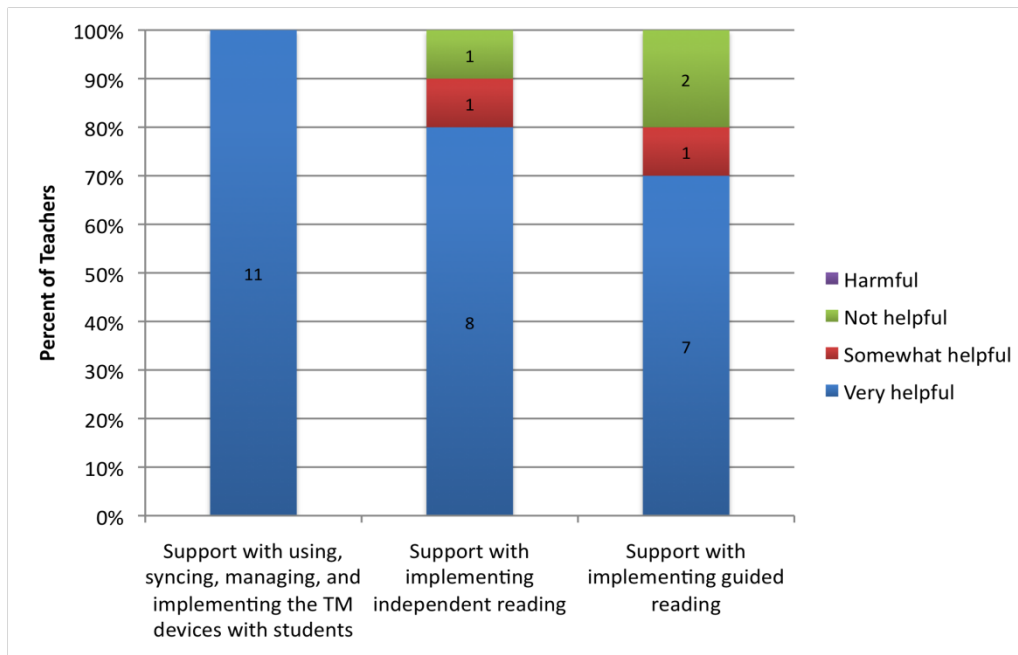
Teachers also wrote in the following comments:

Michelle and Carlos are always very helpful and attentive.

I have a great TeacherMate coach Michelle Pulver from Chicago. She helps with anything I need and always lends a hand in the classroom.

Mrs. Michelle gave great ideas. She helped monitor all Reading Groups, and the students [were] glad when she came. She also faxed me information on how to set-up different "workshops." She was a great pleasure to have.

A majority of teachers also found coaching support necessary for implementing the TeacherMate devices, but not as necessary for supporting their independent reading and guided reading instructional practices, as shown in Figure 4.

Figure 4. Teachers thought that TeacherMate support was more necessary than support for implementing independent reading and guided reading
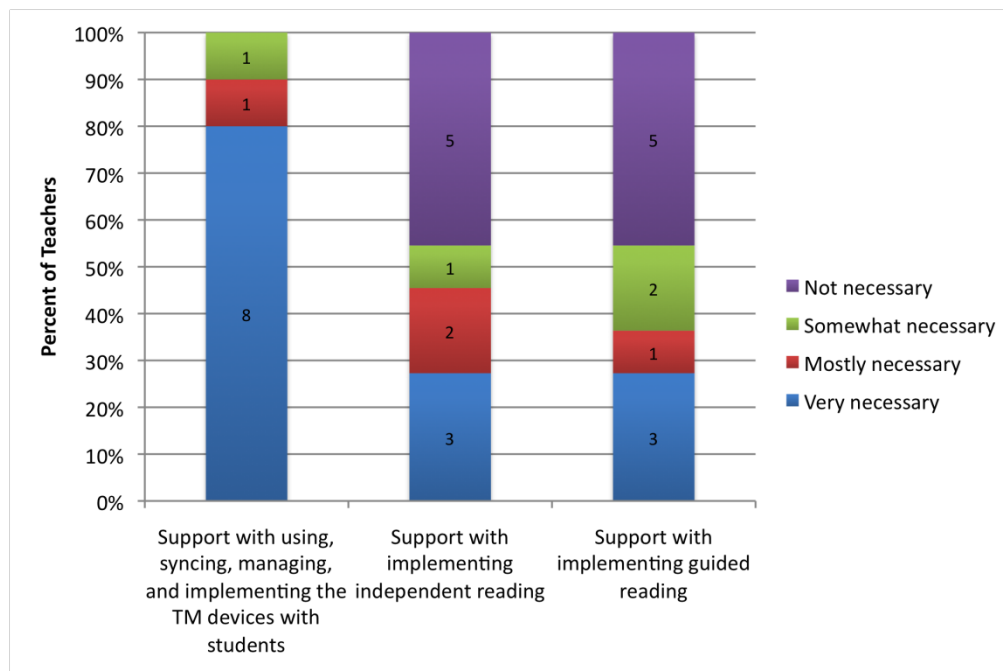
Teachers thought the amount of time spent with the TeacherMate coach was just right (10 out of 11 said it was an adequate amount of time, while 1 said somewhat sufficient amount of time). This is different from the coach's perspective, however, who told us that she would have liked more regular meetings with teachers to keep the momentum going.

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The coach also described her efforts to differentiate support across teachers. Some teachers only needed a brief introduction to the TeacherMate system and then were able to incorporate it into their practice, which often already included independent reading and guided reading. Other teachers, however, required additional coaching support, not only for TeacherMate implementation, but also with independent reading and guided reading. The coach described how for many teachers who needed intensive support with their reading instruction, the TeacherMate devices were a judgment-free entry point for building rapport and establishing herself as a useful source of support, an extremely critical part of the coaching task.

4. Managing the TeacherMate system
   • All teachers reported synching the TeacherMate devices at least once per month.
   • Teachers reported using the TeacherMate technology to review student performance data from the TeacherMate devices, adjust activity levels, listen to student recordings, and use data to inform instructional choices less frequently.

Managing the TeacherMate system is an important part of using the TeacherMate devices successfully, and teachers reported a variety of answers about how often they performed key management tasks. For example, all teachers said they synch the TeacherMate with the computer at least once a month. As the first vertical stacked bar in Figure 5 shows, more than half synched their computers almost weekly; the rest were slightly less frequent. The same range was present for the frequency of reviewing student performance data from the TeacherMate devices, adjusting activity levels, listening to student recordings, and using data to inform instructional choices (although more teachers reported they did these things – especially the last two – less than once a month).

Figure 5. All teachers reported synching the TeacherMate devices at least once per month. Reviewing student data, adjusting activity levels, listening to student recordings, and using TM data all occurred less frequently.
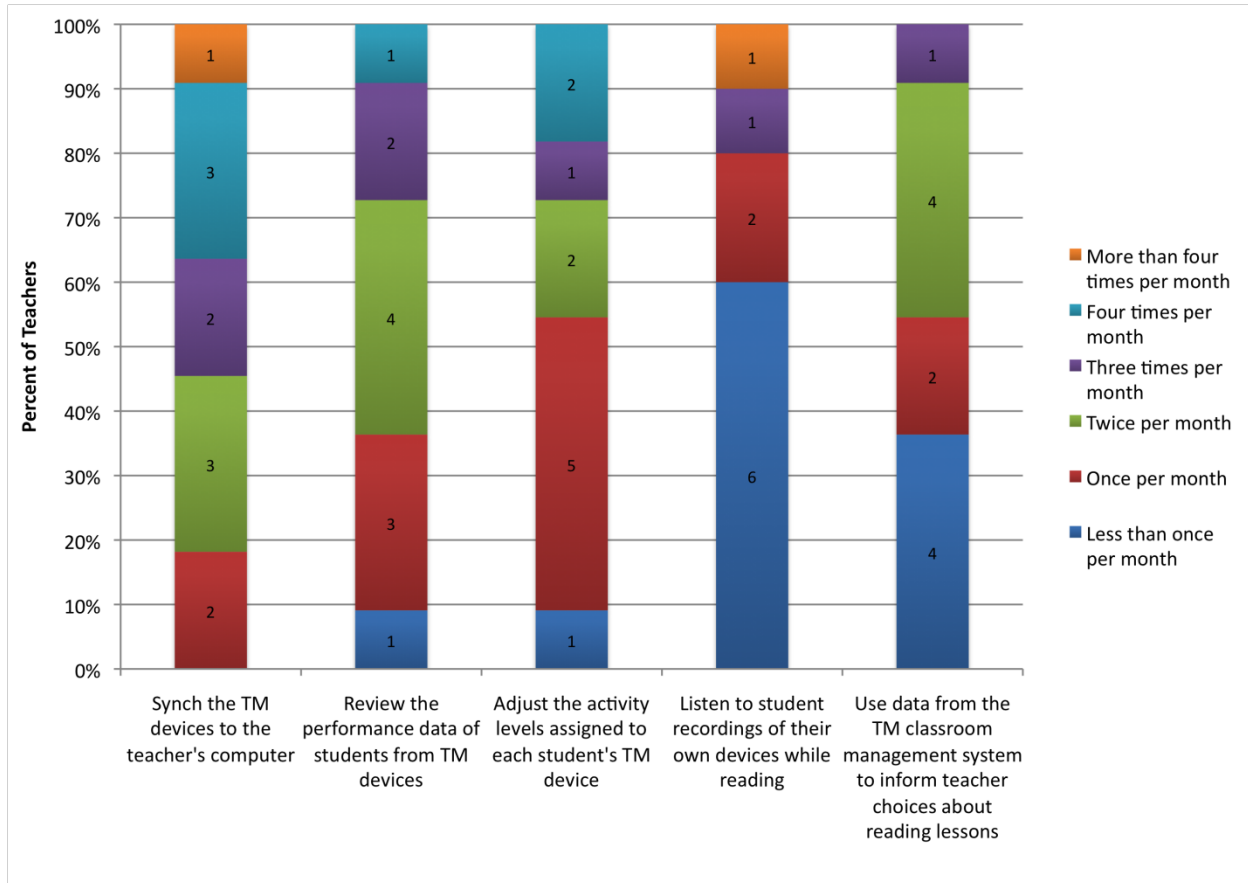

Figure 5 shows that all teachers reported synching the TeacherMate devices at least once per month, and 6 of 11 teachers reported doing it at least three times a month (or almost weekly). Reviewing student data, adjusting activity levels, listening to student recordings, and using TeacherMate data to inform teacher choices about reading lessons all occurred less frequently, but most teachers reviewed performance data and adjusted activity levels for students at least once a month (as shown in the second and third vertical bars in Figure 5), which was a great deal of progress from the beginning of the year. The TeacherMate coach told us that at the beginning of the year, teachers were synching the devices only when she visited, but as the year progressed, teachers were more able and willing to do this management task on their own. Not surprisingly, our data reveal that teachers seem to have experienced a learning curve during the year. In other words, at first, the focus was on how to

manipulate the technology. Once that facility was achieved, then teachers were able to use the data more completely. Some teachers in the sample reported using the technology in this deeper way, while others remained at a more surface level of implementing the technology.

5. <u>Challenges of Implementation</u>
   - After an initial period of adjustment, teachers reported that implementing the TeacherMate system was fairly easy.
   - The most common challenge that teachers reported in terms of implementation was related to the technology itself.

Finally, during classroom visits, teachers told us that they had some challenges with implementation that were related to their experience with the TeacherMate technology itself. When we asked all survey respondents about this issue, we received a variety of responses. Most teachers reported that the machines worked most of the time or worked well but a small portion of teachers also reported that the machines worked half of the time, a situation that caused great frustration for these teachers. In fact, despite giving fairly high ratings in Figure 6 below, the majority of teachers identified technology issues as their biggest implementation challenge.

Figure 6. No teachers reported that the TeacherMate devices "rarely" work, but teachers had a range of experiences in terms of the successful implementation of the TeacherMate technology. When asked "How well does the TeacherMate technology work in your classroom?" teachers gave the following responses for each of the four focus topics:
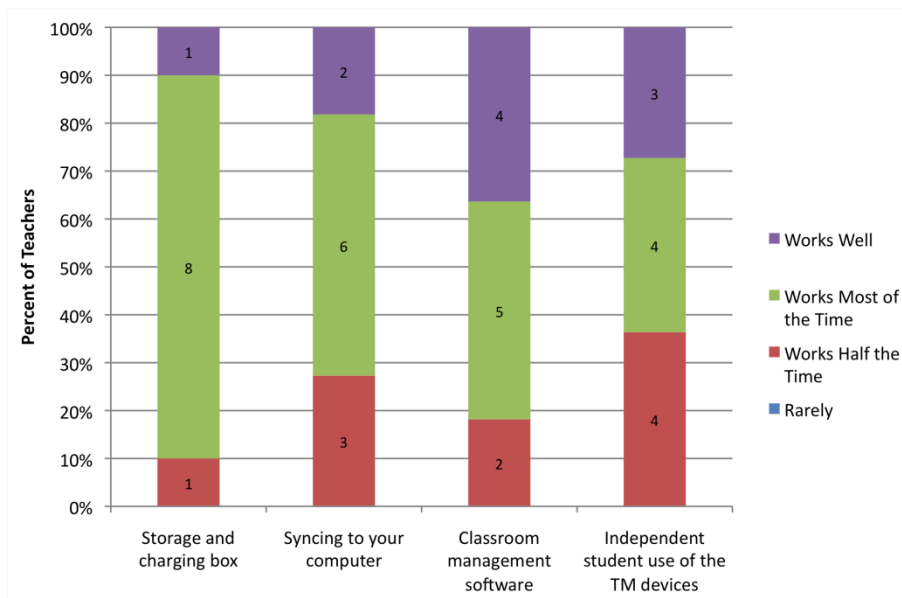
When asked about the challenges of implementation, 8 of 10 respondents listed technology issues such as TeacherMate devices freezing or not loading, trouble with the storage box, and trouble synching to the teacher's computer. One teacher responded that these technology issues interrupted the flow of her classroom centers and overall schedule. She wrote:

> *The challenges I have faced* [using the TeacherMate system] *is when the students experience problems with their devices and I have to redirect them. It interrupts my schedule. Then the student is upset that theirs don't work and someone else's does.*

Another teacher expressed her frustration this way:

> *Technological difficulties have been a MAJOR issue.*

One teacher said that her low students had a difficult time using the TeacherMate devices, and she needed to spend additional time working with them in using the TeacherMates to make sure they were doing it correctly, and one teacher reported that she has had no problems. (One teacher did not reply to this question at all). Overall, however, on a scale of 1 to 5 with 1 being very easy and 5 being very

difficult, on average, teachers rated the ease of using TeacherMate as a 2.5. In addition, most teachers reported feeling very (70%) or mostly (30%) committed to using TeacherMates this year, and 80% said they were very committed, 10% were mostly committed, and 10% were feeling neutral about using TeacherMates next year.

Summary and Conclusions

Teachers in the study sample reported that they understood the purpose of the TeacherMate system, found it beneficial, and perceived the coaching support provided by IFL to be very useful. Some teachers found the coaching support less necessary for independent reading and guided reading as compared to support for TeacherMate implementation. Given the different strengths and needs of teachers in the sample as described by the coach, we suspect that this different perspective about the necessity of coaching reflects teachers' prior experience and comfortability with the independent reading and guided reading aspects of literacy instruction.

This was a short exploratory study with findings that only scratch the surface of potential future examinations about how the TeacherMate system affects teacher practice and student learning. For example, although the TeacherMate system is aligned to the standards and local reading curriculum, it is an additional tool to be used and incorporated by teachers. As such, future research should examine how much professional development, coaching, school support, district leadership, and accountability is needed to support teachers as they implement the TeacherMate system in their classroom – both at the early stages of implementation and during a period of sustainability. Second, once the TeacherMate system is in place in classrooms, additional research should look at the ways in which teachers interact with the technology and the ways in which technology influences the teachers' instructional practice, as well as the ways in which teachers work together in teacher teams or professional communities to solve problems of practice around the technology. Third, research on the impact of regular TeacherMate use on student outcomes will provide necessary results about impact on student reading achievement. Finally, a student-focused study that examines how students of different ability levels interact with the devices (and how teachers support their individual needs) in a heterogeneous classroom could provide additional insights to IFL.

The results presented here are intended to be a springboard for future ideas about implementation of the TeacherMate system and research on its effects. We hope we have presented the work from a perspective that will help inform your work moving forward.

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Appendix A: CCSR TeacherMate Study of First Grade Classrooms
Teacher Questionnaire

Part 1: General Reading Practices

1. During a typical week, how many minutes does a typical student spend doing the following reading activities? (Please write in the number of minutes for each activity)

Activity	Number of Minutes
Read Aloud (Teacher sits in front of the whole class with a book, and reads to the class. Only the teacher has a copy of the text.)	
Shared Reading (The teacher reads aloud with a large group of students. The students either have their own copy of the book, or can see the shared big book.)	
Guided Reading Groups (A small group of students read silently or aloud with the teacher from their own copy of the text. The students do most of the reading and the teacher guides students.)	
Independent Reading (Student reads a text to themselves without support or instruction.)	
Center Activities (Students work in a small area within the classroom - either alone or together to explore literacy activities without the teacher's support – for example, a listening center, magnetic letters center, TeacherMate center, computer center, etc.)	

Part 2: Student Use of TeacherMates

2. What activities do students typically complete on the TeacherMate devices?
    (Check all that apply)
    - o   Reading
    - o   Math

3. During a typical week, how often does a typical student use the TeacherMate handheld devices in your classroom?
    o Less than once per week
    o 1-2 times per week
    o 3-4 times per week
    o 5-6 times per week or more

4. During a typical session, how long does a typical student use the TeacherMate devices?
    o 5-10 minutes
    o 11-15 minutes
    o 16-20 minutes
    o 21-25 minutes
    o 26-30 minutes
    o More than 30 minutes

5. Do some students in your classroom use the TeacherMate handheld devices more than others? If so, what type of students? Why do they use it more? Please explain.

6. What is your observation of students' general level of engagement with the TeacherMate handheld devices?
    o Very engaged
    o Mostly engaged
    o Neutral or not engaged
    o Resistant

7. Have you noticed that some students are more engaged with TeacherMate than other students? If so, what type of students? Why do you think some students are more engaged than others? Please explain.

8. How well do the levels of activities on the TeacherMate device match your students' reading needs?

- o Too easy
- o Just right
- o Too hard
- o Other (Please explain)

9. As the teacher, what are you typically doing when students are working with the TeacherMates?

Managing the TeacherMate Technology

10. How well does the TeacherMate technology work in your classroom?

|	Rarely works	Works half of the time	Works most of the time	Works well
a. Storage and charging box	○	○	○	○
b. Syncing to your computer	○	○	○	○
c. Classroom management software	○	○	○	○
d. Independent student use of the TeacherMate devices	○	○	○	○

11. During a typical month, how often do you…

	Less than once per month	1 time per month	2 times per month	3 times per month	4 times per month	More than 4 times per month
a. Synch the TM devices to your computer	○	○	○	○	○	○
b. Review the performance of your students from the TM data	○	○	○	○	○	○
c. Adjust the activity levels assigned to each student's TM device	○	○	○	○	○	○
d. Listen to student recordings of their own voices while reading	○	○	○	○	○	○
e. Use data from the TM Classroom Management System to inform your choices about the reading lessons you'll do with students	○	○	○	○	○	○

Perceptions of TeacherMate

12. Briefly, what would you say is the purpose of the TeacherMate devices?

13. On a scale of 1-5 with 1 being very easy and 5 being very difficult, what would you say has been your experience with using the TM devices this year? (Circle one number)

Very easy --Very Difficult
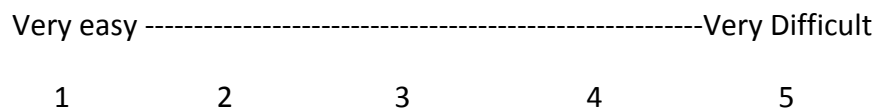
      1   2   3   4   5

14. On a scale of 1-5 with 1 being not useful and 5 being very useful, how would you rate the usefulness of the TM devices in your reading instruction this year?

       Not Useful --Very Useful

           1   2   3   4   5

15. Briefly, what would you say are the key benefits of using TeacherMate with students in your classroom?

16. In what ways has using the TeacherMate system with students been challenging in your classroom?

17. How committed have you been to using the TM devices with your students <u>this</u> year?
    o Very committed
    o Mostly committed
    o Neutral
    o Not committed
    o Resistant
    o Other (Please explain)

18. How committed are you to using the TM devices with your students <u>next</u> year?
    o Very committed
    o Mostly committed
    o Neutral
    o Not committed
    o Resistant
    o Other (Please explain)

Perceptions of Coaching

19. During the year, how <u>helpful</u> has it been to have the TM coach support you with…

	Very helpful	Somewhat helpful	Not helpful	Harmful
a. Using, syncing, managing, and implementing the TM devices with students	○	○	○	○
b. Implementing independent reading	○	○	○	○
c. Implementing guided reading	○	○	○	○

20. During the year, how <u>necessary</u> would you say it has been to have the TM coach support you with…

	Very necessary	Mostly necessary	Somewhat necessary	Not necessary
a. Using, syncing, managing, and implementing the TM devices with students	○	○	○	○
b. Implementing independent reading	○	○	○	○
c. Implementing guided reading	○	○	○	○

21. How would you describe the amount of time you spent with your TeacherMate coach?
    - ○ Not enough time
    - ○ Somewhat sufficient amount of time
    - ○ Adequate amount of time
    - ○ Too much time

22. *Thank you for completing this survey!* ☺ Please include any additional comments you may have below.