

Jessica Webb
Coaching Journal

April 1, 2015

Ask, Listen, Survey, & Analyze

FEBRUARY 17, 2015

Hillary is a 3rd grade teacher who teaches across the hall from me. She is a new teacher and I am her mentor for the 2013-2014 school year. We work very closely together and plan our instruction together on a regular basis. When meeting with Hillary, I explained the coaching assignment for ITEC 7460. I explained that we would meet multiple times throughout the next couple of weeks and I would help her with incorporating technology in her classroom. I asked Hillary if she would like to work with me for this assignment and she agreed. She shared that she realized she did not incorporate enough technology into her daily instruction and wanted to improve. I explained that in order to effectively help her, I needed to gather information on her current skill and comfort level with using technology in the classroom. To do this, I would use a Loti and Adopter Survey to gather this information. I explained to Hillary the importance of her honesty on both of these surveys. While meeting with Hillary, I also inventoried the technological resources she has access to in her classroom.

Strategy:

For our first session, I focused on Jim Knight's strategies for promoting dialogue (2007). I explained to Hillary that we were in a partnership. We need to be open and honest, and respect each other's opinions and ideas. As Jim Knight (2007) suggests, I will let go of the desire to be right. The goal is that we make decisions that will be the most beneficial for Hillary's students. Hillary and I will engage in dialogue, listen to each other, and make decisions together.

Skill and Affective Changes:

I used the Loti and Adopter Surveys to gather information based on Hillary's skill and comfort level with using digital tools in the classroom. We spoke about the importance of our partnership and how we will work together over the next few weeks. Hillary seemed very excited about our partnership and eager to get started.

Reflection:

I felt the first meeting went well. Hillary agreed to work with me throughout the next few weeks. She answered the Loti and Adaptor surveys with honesty. The results from these surveys will give me an idea of where I need to begin with my coaching.

Follow-up for meeting:

What I need to do - Analyze Loti and Adopter Survey and prepare notes to share with Hillary during our next meeting.

What Hillary needs to do – Think about how she currently uses technology in her classroom and think about what she'd like to accomplish from our sessions together.

Next Meeting is scheduled for February 28th.

Where do we begin?

FEBRUARY 28, 2015

Hillary and I met today to discuss her individual strengths, weaknesses, needs, and questions. I started our session out by explaining each of these to her starting with the positives and slowly moving into her weaknesses. Below are the notes I used when discussing her strengths and weakness.

Strengths	Weaknesses
<ul style="list-style-type: none">• Digital tools and resources are used daily in classroom.• She uses technology for tasks related to work each day.• Feels technology integration in her classroom makes learning authentic and provides learning opportunities that could never be done without it.• Hillary is willing to try new technology when trained and sees the usefulness of the tools in the classroom.• Students have access to technology tools.• Students collaborate using technology on a regular basis and choose the best tools to accomplish their goals	<ul style="list-style-type: none">• Uses digital tools to engage in learning activities associated with the 4 Cs and apply what they learn to the real-world weekly• Promotes, monitors, and models ethical use of digital tools weekly instead of daily.• Never uses digital tools for homework assignments, to communicate and collaborate with other professionals to enhance her instruction.• Students never use digital tools to communicate what they've learned with outside audiences.• Students work on teacher-directed activities

As we transitioned to talking about Hillary's needs, I asked her what she would like for me to help her with. She expressed an interest in helping her students use technology to complete research projects. She wants the students to learn to use technology to discover new information not just play a game or use an app on the iPad. She recently saw some projects my students completed using, NetTrekker, Flickr, and Photo Story and she wants to learn how to use each of these programs so she can use them with her students. As we discussed grade level standards and upcoming units, Hillary decided to use these digit tools to plan lessons for her students to research and report on famous Americans. She also expressed a need to use some type of digit tool to communicate with her students and parents outside of the classroom. We looked at Wikis and Edmodo as two options. I showed her examples of both.

Strategy:

Hillary and I worked together today to identify Hillary's needs and create a plan of action. We used the results from the surveys along with Hillary's thoughts and concerns to plan what we would focus on for the next few weeks. We decided that we would set goals each week and work toward these goals. We will work together to provide quality instruction for Hillary's students. Our main goal is to move from the basic use of technology to creating authentic and engaging tasks. As stated by Jim Knight (2007), "What matters is that the teacher and the IC keep learning together, working as partners to ensure that students receive excellent instruction." As one instructional coach shared, "My job is to remove every barrier that might stand in the way of teachers implementing a new teaching practice." This is what I will strive to do throughout this project.

Skill and Affective Changes:

Since our first meeting Hillary has become more aware of the amount of technology she uses in her classroom and how she uses it. She admitted that she only uses technology for the basic functions. She wants to move forward to use these tools to engage her students in authentic tasks. Hillary and I worked together to plan a research project based on 3rd grade standards that the students would use NetTrekker, Flickr, and Photo Story to complete. Hillary looked at two options, Edmodo and Wikis, for adding information and resources to communicate with parents and students outside of the classroom.

Reflection:

Today's meeting was a success. We worked together to create a plan. Hillary was introduced to Edmodo and Wikis. She also decided on focusing on teaching her students to use digital tools such as NetTrekker, Flickr, and Photo Story to research and create projects to share with classmates and audiences outside the classroom. One concern I have is that Hillary was very confident. This could be a good thing, but it could also be a negative. She may become overwhelmed as we become more involved in the process. She doesn't seem to ask a lot of questions but stated multiple times that she was ready to get started. I think it is really important for Hillary to become knowledgeable and comfortable with using these tools in the

classroom. I plan on working with Hillary to make sure she has a clear understanding of how to use each of these tools before they are introduced to her students.

Follow-up for meeting: Throughout the week, Hillary and I will work together to check her classroom computers and iPads to make sure the programs we chose run correctly and that all needed resources are installed and ready to go.

Here we go!

MARCH 6 & 7, 2015

Helping Hillary become more comfortable using the tools in her classroom. Assist Hillary in setting up a Wiki site and Edmodo account. We will also choose on using a Wiki or Edmodo account for sharing her students' projects when they are complete. We will also work with her SMART board and SMART Exchange to help her learn to use already created lessons that are easy to incorporate into her daily lessons for a variety of subjects.

Both of these meetings took place after school. Hillary and I checked her classroom computers together to make sure they were in working condition and had internet access. We also made sure that each of the program she chose to use for her research projects were downloaded and running properly. Hillary and I also discussed Wikis and Edmodo. Hillary shared she would like to use both for her students but she would prefer to use a Wiki site to share students' projects when completed.

Strategy:

I used a modeling strategy to help instruct Hillary on March 6th and 7th. I focused on the "I do it, We Do It, You Do It" that Jim Knight (2007) refers to in his book. This strategy was used throughout both days. When I did it, Hillary was able to observe me completing the task. When we completed a task together, I helped guide and assist Hillary when needed. We talked about each step along the way to clarify any questions or concerns she may have had. This step will hopefully help Hillary to build confidence for completing these tasks on her own. The last step was Hillary completing some of the task on her own.

Skill and Affective Changes:

I helped Hillary set up an Edmodo account. I showed her how to search and follow other professionals and resource pages. I assisted Hillary in setting up a class Wiki site and walked her through how to edit her page and add resources that her students and parents can use at home. I helped her upload a math video to her resource page. Hillary said she felt more

comfortable using a Wiki to post student work and letting students collaborate with each other and outside resources. Hillary and I also worked on bookmarking pages on iPads to make it easier for students to find sites that she wants them to use for projects. While practicing bookmarking, Hillary bookmarked NetTrekker for next week's lesson. We also worked together to find different lessons on SMART Exchange. We looked through multiple lessons that Hillary could incorporate into her daily lessons for a variety of subjects. We spent quite a while searching for lessons that were related to 3rd grade level standards and units that she was currently working on. We saved these lessons to her desktop so they would be easy for her to access and use.

Reflection:

The last two days have been very productive. I can tell that Hillary is excited about using all of the new SMART Exchange lessons that we found. She has also started using her Edmodo account and placing things on her wiki site. I look forward to beginning our projects next week. I think that our partnership has been a positive experience for us both. Hillary has begun asking more questions along the way. I think she is starting to feel a little more comfortable in saying she doesn't understand or asking me to show her something again. Up to this point, she's been pretty quiet. My concern was that she may not really understand something and wasn't comfortable asking me to show her something again. Hopefully this will continue to improve the more we work together.

Follow-up for meeting:

We will meet again on March 14th. At that meeting we will plan for the week and write down goals for both Hillary and myself. We will focus on using NetTrekker.

NetTrekker 101

MARCH 10 - 14, 2015

On March 10, 2014, Hillary and I met to plan how to incorporate the use of NetTrekker into Hillary instruction this week. We set goals for the week and discussed each of our roles during implementation. Through discussion, we came up with a plan of dividing the class into groups of five and instructing each small group how to use the iPads and computers to use NetTrekker to research a famous American of their choice. Hillary asked many questions as we looked at NetTrekker and practice looking up different things. She was very attentive and willing to do what she needed to do to learn about the tools.

Goals for the week 3/10 – 3/14:

Learn how to use NetTrekker where Hillary is comfortable and confident using the tool.

Hillary is able to teach students how to use NetTrekker.

The students are able to use NetTrekker effectively to research and find information on a famous American of their choice.

Roles:

I will model the first lesson on how to use NetTrekker during small groups.

She will teach the lesson on NetTrekker to the second group with my assistance when needed.

Hillary will teach the third group independently but we will discuss how it went afterwards.

Hillary will teach the fourth group independently and reflect on how she thought it went afterwards.

Strategy:

The modeling and observing strategies were used this week. As Jim Knight (2007) states, “You watch me; I watch you.” Hillary and I talked about what she should watch for. We discussed certain teaching behaviors that she should watch for when observing me teach my model lesson. We also discussed our roles and we agreed that I would manage the classroom behavior while modelling my lesson. I referred to Tricia McKale’s suggestions for modeling lessons when planning and implementing my lesson for Hillary’s class (Knight, 2007, p.115). I will use all six of these suggestions: 1) I will talk with students in the beginning so they are comfortable with me 2) review content thoroughly 3) explain my expectations and check for understanding 4) have lots of interaction with the students during the lesson 5) ensure the student know I’m their teacher’s partner 6) I will expect to learn from Hillary through this process as well.

Skill and Affective Changes:

(We started the implementation on March 11, 2014)

As the IC, I modeled how to teach the students to use NetTrekker. I introduced the students to NetTrekker and walked them through how to use it. Next, I allowed the students time to practice using NetTrekker by giving them certain topics such as penguins and South American to practice searching for facts. For the second group, Hillary and I worked together to instruct the students on how to use NetTrekker. During the third group, Hillary taught the students how to use NetTrekker on her own. After she has completed the instruction for this group, I gave her one positive and one thing to improve on. On a positive note, she did a great job explaining to the students how to use NetTrekker. She also gave them plenty of practice time to search for topics on their own. One thing to improve on is letting the students see each step on

the iPad or computer while she is describing what to do. For group four, Hillary did a fabulous job. She took my advice and made sure the students could see each step on the screen while she was talking. After the lesson, we discussed the lesson and she reflected on what she thought went well and what could be improved.

In the beginning, Hillary was not familiar with NetTrekker. Hillary learned how to use NetTrekker but most importantly she learned how to instruct the students in using a digit tools to conduct research.

Reflection:

Overall, I believe the lesson was very effective. Hillary and I both agreed that breaking the class into groups of five was more manageable and made introducing a new tools easier. By having four different groups, Hillary had multiple opportunities to build on her knowledge and increase her confidence level. In the beginning I was worried about Hillary not asking questions or for me to repeat things. I wasn't sure if she didn't understand and didn't want to ask, but I think she's just taking it all in. I've come to find out that she's very confident and not scared to try something. I've observed that her confidence level has really helped her. She has not been hesitant to try anything that we have discussed. She also is very calm when implementing her lessons. I've noticed that with this confidence is the ability to laugh at herself when she messes up. She doesn't become flustered or upset, she keeps going. She was also able to critique herself very easily and see areas where she could improve.

Follow-up for meeting:

Hillary will continue to implement NetTrekker throughout the week so her students can research a famous American of their choice. After introducing the students to NetTrekker and how to use this tool, students will use NetTrekker to complete their research on their famous American. Hillary will closely monitor students to make sure they are gathering research effectively. I will check in with Hillary throughout the week to see how things are going. Next week, we will focus on using Flickr to find relevant pictures for their famous American and Photo Story to compile all their information and photographs for their project.

Flickr and Photo Story Intro

MARCH 17 - 21, 2015

On March 17th, Hillary and I sat down again today to plan our instruction for the week. We will focus on Flickr and Photo Story this week. I started by showing Flickr to Hillary and how to sort

the photographs that are not copy righted. Students will be taught to save the link to the picture so it can be used for their reference page. We searched for many of the famous Americans that the students have been researching to see what was available to them. Next, Hillary and I worked with Photo Story. I demonstrated for Hillary how to use the pictures we saved from Flickr to place in Photo story to create a Photo Story Project. We played around with changing the text, font, color schemes and adding stock music. We wrote down our goals for the week and our roles. We will use the same approach with the four groups that we used last week since it went so well. The only change we made was extending the time spend with each group. Last week we spent 15 minutes per group but this week we will spend 20 – 25 minutes per group so they have plenty of time to search for pictures on Flickr and practice with Photo Story. Instead of using the iPads this week, we will be using classroom computers so it is easier for the students to save the images to a folder created for them on the share drive. We will use the SMART board for the introductory lesson and schedule time in the computer lab for students to work on their projects.

Goals for 10/17-10/21:

Model how to use Flickr and Photo Story so Hillary is comfortable and confident using the tool.

Hillary is able to teach students how to use Flickr and Photo Story.

The students are able to use Flickr effectively to find and save relevant photographs of the famous American of their choice. Students will save the link so they can use it in their references.

The students are able to use Photo Story to create projects with at least five pictures and facts to share what they have learned.

Roles:

I will model the first lesson on how to use Flickr and Photo Story during small groups.

Hillary will teach the lesson on Flickr and Photo Story to the second group with my assistance when needed.

Hillary will teach the third group independently but we will discuss how it went afterwards.

Hillary will teach the fourth group independently and reflect on how she thought it went afterwards.

Strategy:

This week, I modeled for Hillary and we discussed the lesson. After watching me, I observed her. I watched very closely and after the lesson we discussed the data that I collected while observing. As stated by Jim Knight (2007), "The collaborative exploration of data taking place

during this meeting is not an opportunity for the IC to share his “expert” opinion on what the teacher did right or wrong. More than anything else, it is a learning conversation where both parties use data as a point of departure for dialogue.” I asked Hillary questions about how she felt about the lesson and if she felt it went well. I then asked her to tell which component she thought made the lesson go well. I used my notes and data from the observation to help guide the conversation. Instead of coming out and telling Hillary what went well and didn’t, I asked questions to help guide Hillary into discovering these on her own.

Skill and Affective Changes: (Actual implementation started March 11, 2014)

For implementation, we rotated the groups and with each rotation, Hillary took more responsibility for the teaching. At the end, Hillary instructed the last two groups beautifully. She walked the students through each step using the SMART board and stopped to make sure the students understood each step. After modeling for her students, she assisted her students in using the SMART board to use Flickr to find photographs on their own. She address Photo Story the same way allowing students to practice under her guidance before breaking out to use the computers on their own.

Reflection:

Once again, I thought the lessons went well. I modeled for Hillary how to teach the students to use Flickr and Photo Story using the SMART board during small groups. I had the students come to the board and practice using both programs as well. After the session, Hillary and I had a short discussion to reflect on my lesson and for her to ask any questions she may have had. Next, Hillary used the SMART board to teach the next three groups how to use Flickr and Photo Story. I assisted when needed but those times were infrequent. That afternoon, Hillary and I sat down and discussed today’s lessons. Hillary did most of the talking which I thought was a positive. She acknowledged that with the first group she taught, she went a little fast but slowed down for the next two groups. She also realized during the first group that she didn’t show them how to copy the link and save it on a Word file that she could save in their file. She went back and taught those students how to do this after I brought it to her attention.

Throughout the week, Hillary’s students worked on their projects. She had a few minor problems, but they were easily resolved. One problem was scheduling computer lab time because of the late notice. This is my fault, but we easily resolved it by dividing the students between our two rooms and rotating them out.

Follow-up for meeting:

Before the next meeting, the students should have had plenty of time throughout the week to find and save photographs with related links and use them in Photo Story to create their project on their famous Americans. By the time we meet next week, all projects should be complete, checked by Hillary, and ready to upload. I will drop by throughout the week to see how things

are going. A good thing about coaching Hillary is that I am right across the hall if something happens throughout the day and she needs me to help her troubleshoot.

Publish and Share to Wiki Site

MARCH 24 - 28, 2015

On March 24th, Hillary and I met to plan for the week of March 24th – 28th. Hillary shared that all students had finished their projects and were ready to upload their projects. She shared that the students had really enjoyed using Flickr and Photo Story. This week's goal is to get everyone's project uploaded onto the class wiki site. Teaching the students to publish and upload their projects to the class Wiki site can be quite challenging, so I recommended that we continue to break the students into groups and upload their projects during small group time so the students have assistance and we can make sure they have uploaded correctly. We will follow the same procedure we've been following with me teaching while Hillary observes. Next, Hillary will teach while I assist. Finally, Hillary will teach the last two groups on her own. Before our meeting ends, I walked Hillary through the process of saving the students projects to her wiki pages so she will be familiar with the process before tomorrow. We will use the SMART board to demonstrate to the students how to upload and then they will move to the classroom computers while we assist them with the uploading process. All students' projects should be uploaded before leaving the small group.

Strategy:

This week we fully implemented the strategies suggested by Jim Knight (2007) for modeling, observation, and collaboratively exploring the data. Each week I've tried to focus on each of components and this week we fully implemented them all. We paused after each session and engaged in dialogue to foster an authentic learning conversation (Knight, 2007, p.126). These conversations not only helped me but also Hillary. While observing my model lesson, Hillary recorded any questions or thoughts she had about the lesson. She also wrote down what she liked, didn't like, and what she thought went well and what could be improved. After the lesson, Hillary and I sat down and discussed what she observed and recorded. While Hillary taught her lesson, I recorded the same type of information. Afterwards, we met briefly for me to provide Hillary with respectful and encouraging feedback.

Skill and Affective Changes: (Actual implementation took place March 25th)

Hillary probably could have taught this lesson without me modeling teaching the first group. She's a quick learner! We followed the same routine we used last week and everything went well. Hillary is really comfortable using her SMART board and the digital tools we've focused on. Hillary has even worked on her wiki site during her free time. She shared that many of the students and parents have commented how they have used the resources at home. Not only is Hillary now aware of NetTrekker, Flickr, and Photo Story and how to use them, she also knows how to instruct her students in using these tools in the classroom.

Reflection:

Follow-up for meeting:

Hillary and I will meet again at the end of the week to reflect on our partnership. I asked her to write down positives and negative and how she will continue in the future.

Final Thoughts and Reflections

MARCH 28, 2015

On March 28th, Hillary and I had our last meeting. I shared with Hillary what a true pleasure it has been working with her. We really worked together as partners which is what coaching is all about. Hillary shared some positives and negatives from this experience. For her positives, she said she felt more comfortable using her SMART board. She also really liked her wiki site and having the ability to post resources that students and parents could use at home. Another positive that Hillary shared was that for the first time, her students used technology in an authentic way. She and her students were proud of the projects they created and really enjoyed posting them on their wiki where others could view them. One negative she shared was that she didn't really know where to go from here. She wants to continue with these type of activities but is not sure where to go from here. We both agreed that for the next project, maybe we could work together and create something that both of our classes could work on together. This would continue to provide Hillary with support.

I shared with Hillary that I had seen a lot of growth over the last few weeks. As a result of her hard work and dedication, she is now really comfortable using her SMART board and the digital tools we've focused on. She has even worked on her wiki site during her free time. She shared that many of the students and parents have commented how they have used the resources at home. Not only is she is now aware of NetTrekker, Flickr, and Photo Story and how to use

them, she also knows how to instruct her students in using these tools in the classroom. I thanked her for volunteering to work with me for this project and that I really looked forward to continuing our partnership to plan and implement other authentic tasks with our students.