

Coaching Journal

April J. Shinpaugh

1st Session

Strategies:

During this session, the teacher wanted to work on differentiation using technology in her classroom. I used the partnership approach with this teacher. I wanted this teacher to feel like she was an equal to me when creating this lesson. First, we discussed what type of learners she had in her classroom. We also discussed the way she ran her classroom and how she liked to teach. This was important because I wanted her to feel comfortable with what we were doing. I was creating dialogue between us to get to know her. The teacher had already researched some ideas she thought might work in her classroom. I listened to her ideas and reasoning. She mentioned using a choice board which I was very familiar with. Her choice board was really in depth and had a lot of great tasks for students. However, she wanted to add a technology aspect too.

Since she is a reading and language teacher, I suggested we could possibly add a research piece to her choice board. This is one of her standards. She agreed to the idea and thought the students would enjoy it. She already had the choice board saved on her laptop. Therefore, we were able to go in and edit her document. She did have questions about how to save the document where she would easily be able to find it. When we made the edit, we then saved the document to a folder we had set up for the unit she was working on.

Skill and Affective Changes:

For the first session, the teacher seems to understand how to use her laptop to create documents she uses in her classroom. She is unsure about how to really incorporate technology into her lessons. By simply taking a lesson she had used for years and doing a quick change, she will really be enhancing her student's time in her classroom. She seemed happy with how easy it can be to incorporate technology into her room.

Reflection on Challenges and Solutions:

I felt this lesson was a success. The teacher seemed extremely satisfied with updating her units to include a technology aspect. I used the partnership approach to reach out to the teacher. This allowed me to know I could make a suggestion without offending her or making her feel inadequate. I also listened to her respecting what she said and clearly communicated with her. This helped me to understand what she would be comfortable with in her classroom.

Strategies:

For the second session, the teacher wanted to learn how to create a Powerpoint to share with her classroom on reading strategies. The teacher had never used Powerpoint before. She had recently gotten it installed on her laptop so she was familiar with where to locate Powerpoint. I used the strategy Modeling. I used modeling to show the teacher how to create the Powerpoint. I went through the features of Powerpoint and made suggestions as to how it could enhance the learning of her students. One example of a way the Powerpoint could enhance her classroom was giving students a visual aid to look at during her lecture.

The teacher had the information she wanted to put into her Powerpoint. I first showed her how to save her presentation. Then, I showed her how to begin her presentation. I started by showing her the different designs and presentations available. I then let her pick the one she wanted. I began putting the information into her presentation. I did the first three slides. Next, we create a couple of slides together. I walked her through what to do, what information to put on the slide, and what slide to choose. Then, she wanted to continue creating slides. She started off slow, but as she continued, she got faster at creating the presentation. She ended up adding ten slides to her presentation. Prior to beginning, I showed her how to add graphics. After she finished, she wanted to add some clip-art and animation to her presentation.

Skill and Affective Changes:

After some practice, she began to understand how to create a Powerpoint. Toward the end, she was independently adding slides and information to her presentation. I feel she went from a novice to someone who could independently create a Powerpoint presentation.

Reflection on Challenges and Solution:

I felt the coaching session was successful. One of the difficulties I had was having enough patience. While I maintained, I often found myself a little frustrated that the participant did not have any experience with Powerpoint. However, I am proud that she now can successfully use this tool to enhance her classroom learning. The connection I made between the literature and my experience was the modeling "I do", "We do", and "You do" works. First, I was able to explain the basics and model, then we created slides together, then she was able to independently finish the Powerpoint on her own.

The most important thing I need to work on is my patience. I was very careful not to say anything and watch my facial features, but at times I was a little frustrated with the rate we were going. I kept telling myself this lady had been teaching for years without technology. I referred to the nonverbal coaching cues of facing her, make eye contact, smile, and really keep my focus on her.

3rd Session

Strategies:

For the third session we continued working with Powerpoint. The teacher I am coaching brought more material she wanted to put into her Powerpoint. After I was reviewing what she had already added, I saw a few issues. First of all, she had too much information on each slide. It was hard to read and hard to focus. Also, she didn't really have any graphics that made it kid friendly. I was worried if she showed it to her students, they would be bored and lose interest.

So, we began going through the Powerpoint slide by slide. She had really great content. As we went through each slide, she was able to delete some things because she decided it wasn't good content. After we eliminated everything she decided wasn't useful, we then went back and rearranged the content. She was able to add more slides and space out the content. Finally, after we completed that task, we went through and changed the fonts. We also added graphics. When we were finished, the teacher was happy with the changes. She felt her students would enjoy that Powerpoint much more.

Skill and Affective Changes:

The teacher was able to successfully create a Powerpoint. However, some work needed to be done to make her work more entertaining for students. She did very well at making changes to her Powerpoint. She seemed to be much more comfortable using the program at this point also.

Reflection on Challenges and Solution:

One of the biggest challenges I have faced was this session. I had to address the lack of interest in the Powerpoint even though I knew the teacher had worked hard on this. I was sure to do this very gently. I did not want to shatter her confidence. I also did not want her to present something to her students that they would not be interested in. This could also make her not want to use the program again. The great thing about this teacher is she is very easy to approach. I did not have a hard time giving her criticism because we had developed a relationship with each other. She really wants to learn new things so she was very attentive to making changes.

After I suggested a couple of changes, she began seeing things herself. She was able to find things to change without me having to address anything. I could see her evolving from where we started at the beginning of our sessions. I feel we are having great success with our sessions so far.

4th Session

Strategies:

During this session, the teacher specifically requested some tips on using the I pads and incorporating them into her classroom. At the end of session 3, I gave the teacher a coaching form. This paper asked what she liked, what she didn't like, what I could do better, and what she would be interested in learning on the next lesson. She filled it out and brought it to me the next day. She was interested in learning to use the I pads and incorporating them into her classroom.

After we got started, I asked a few questions to determine what she already knew. She really had no idea about them. I used some nonverbal tactics so I did not make her nervous. I did things such as facing her when we were speaking, made eye contact, didn't make any gestures that would distract her, and watched by tone of voice. I did not want to make her uncomfortable. So, we began with powering the I pad on and off. We also worked through the volume so she could turn them up and down. Her next question was how to find apps that were appropriate for her students. Since we both had an I pad, she was able to do things as I was doing them. I showed her where the App's Store was. We went into the apps store and search apps she was interested in. She had a list of skills she wanted to find apps for. We were able to find apps for most things. We got everything downloaded but were not able to finish our I pad session. We agreed to finish it as session 5.

Skill and Affective Changes:

After working together for just a little while, she began to learn how to navigate in the apps store. She still seemed a little intimidated by the I pads. It seemed she was afraid she was going to break them or mess them up. Her comfort level changed from being visibly nervous to not so much toward the end of the session.

Reflection Challenges and Solutions:

I felt the coaching session was successful. She was able to download applications her students could use in the classroom. I used the nonverbal tactics because I could see she was uncomfortable with the I pads. I did not want to verbally address this because I did not want her to feel uncomfortable. Also, I was still using "I Do", "We Do", "You Do". She seems to learn better with things being modeled and then having the opportunity to practice them while being supervised before she is turned loose.

One of the challenges was the fact that she wanted to use apps which were not free. Additionally, we overcame the challenges of just working the I pad. She wasn't able to turn the I pad on when we began. Now, she can successfully download the apps for her students to use. She can also use the basic settings on an I pad. I feel she doesn't feel her students now know more about technology than she does.

Overall, I feel we are making great progress. She has come a long way from where we began.

Strategies:

Session 5 was a continuation of session 4 which was the Ipad session. The teacher and I were able to download most all of the apps she had wanted to use in her classroom. We had also gone over some of the basic features of the I pads. To begin with, I asked the teacher to turn the I pads on for me. She was able to turn them on and go to the apps store. Since we didn't get finished, she immediately began to finish downloading the apps from session 4 we did not get. She was able to do this on her own.

After we found everything she wanted, we went back to the home screen. I showed her how to scroll to find the apps she had downloaded. By the end of the session, she was playing them on her own! We then discussed ways she could use the I pads in her classroom. We talked about letting her students use them as partners, individually, and as just review and practice. All of these were great suggestions. I offered praise and allowed the ideas to be hers not mine. I was able to use the tactic of confronting reality. I wanted to make sure I was asking questions which pertain the how the teacher could use I pads in her room. I didn't want her to have an unreal sense of what she could do with them.

Skill and Affective Changes:

At the end of this session, a teacher who had really had no interaction with I pads is now a comfortable user. This teacher had no idea how to turn on an I pad when we began session 4. Now, she is able to download and use applications with her students in every lesson.

Reflection Challenges and Solutions:

One of the challenges was the fact that she wanted to use apps which were not free. Additionally, we overcame the challenges of just working the I pad. She wasn't able to turn the I pad on when we began. Now, she can successfully download the apps for her students to use. She can also use the basic settings on an I pad. I feel she doesn't feel her students now know more about technology than she does.

I still used I used the nonverbal tactics because I could see she was uncomfortable with the I pads. I did not want to verbally address this because I did not want her to feel uncomfortable. Also, I was still using "I Do", "We Do", "You Do". She seems to learn better with things being modeled and then having the opportunity to practice them while being supervised before she is turned loose.

Although this was our 5th session, we have decided to continue our coaching sessions. The teacher I am coaching feels like she is making great progress. She also feels her students are really benefiting from her use of technology in the classroom. I feel she is also making great progress. I think continuing the sessions will help her feel more comfortable in her classroom. Additionally, it will put her classroom "up to date" like others in the school.