Miranda L. Jacobs

ITEC 7460

PL & Technology Innovation

Dr. Yi Jin

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**Coaching Session 1: October 15, 2018**

**Strategies**

The first coaching session was an individual coaching session with Ms. Inman. I used the partnership approach with Ms. Inman. Partnership approach with teachers is a deep belief that we are no more important than those with whom we work and that we should do everything we can to respect that equality (Knight, 2007). I used the partnership with Ms. Inman because I wanted her to understand that I am here to help her and not belittle her, but to help her learn and improve on integrating technology in the classroom. During this first session, there was dialogue with Ms. Inman. According to Knight, coaches listen more than they tell and think and learn with the teachers. I gave Ms. Inman the opportunity to share with me what she assistance with the most. I asked Ms. Inman what her goals were and she stated that she wanted to integrate websites that will help students retain and show mastery over skills they have learned to help them with their Georgia Milestone Assessments. Ms. Inman wanted me to assist her in finding websites for her Physical Science and Biology students to practice for their End of Course assessment. In addition to these websites, Ms. Inman wanted to work on Study Island for middle school science students and also incorporate Science projects for students to demonstrate their learning while using technology.

**Skill and Affective Changes**

While observing Ms. Inman during our first coaching session, I noticed that she was excited to have assistance in helping her find the best websites and develop/create projects for her students. I realized that since Ms. Inman is a seasoned teacher, she is not very knowledgeable about the new technological resources available to teachers and students. Once she understood that would be assisting her with whatever she needed to make the process smooth for her to incorporate the resources, Ms. Inman was very receptive of my help.

**Reflection on Challenges and Solutions**

The biggest challenge for me during the coaching process is collaboratively planning and post-coaching sessions. The reason for this challenge is that Ms. Inman and I do not have common planning periods and she also is part-time and leaves before school is before the school day ends. The solution we developed was to meet with her during the second block, which is my planning, but she also has a paraprofessional with her as well, that will help assist students while she and I have our coaching session.

**Coaching Session 2: October 18, 2018**

**Strategies**

During the second session, I continued to communicate with Ms. Inman effectively. The strategies used during the second session was communication and nonverbal communication. I used some of the strategies discussed by Knight for effective communication. I made sure that I faced and made eye contact with Ms. Inman while speaking with her. I nodded my head when in agreement or understanding of ideas and thoughts she had and found an appropriate place to communicate throughout the session. Also, I was sure to watch my facial expression during the session. The most important part of nonverbal communication is facial expression (Knight, 2007). For me, my facial expression is the most form of nonverbal communication I use. It was vital for me to be conscious of my facial expression during our meeting time, so I would not send a message that interpreted the opposite of the partnership approach.

Ms. Inman and I were able to get a Study Island account as one of the technology resources for the students to review and practice for their Milestone assessment. During the session, I walked Ms. Inman through the steps of setting up classes in Study Island and also helped her place students in each of her classes within the program. Then, we discussed middle school activities that would be great for students to exhibit their learning and demonstrate mastery over skills. Within these activities, the students would be able to apply real-life examples to make their projects meaningful. These activities would also increase the LoTi levels activities that students will complete using technology. We discussed a website that we wanted the students to use to help them prepare for a project that they would finish, by creating a product using digital technology resource.

In conclusion of this second session, we agreed for me to come in and teach an interactive science lesson covering the rock cycle with Ms. Inman second block seventh-grade science class. In the course reading, it states, "ICs can make it easier for teachers to implement interventions by preparing materials, modeling in the classroom, coaching teachers, and helping teachers see how articles and other research-based materials can be translated into real practices in the classroom (Knight, 2007). I decided to prepare and model an interactive lesson with the students for a smoother transition.

**Skill and Affective Changes**

During the second coaching session, I could tell that Ms. Inman was interested in learning how to use Study Island and was anxious to learn. Once I contacted the Media Specialist to set up a Study Island account for Ms. Inman, it was apparent that she was excited to receive an account for herself and her students. After Ms. Inman received her Study Island account, she emailed and called me to ensure I was still coming for our second coaching session so I could teach her how to navigate Study Island. I also noticed that she was opened to giving me feedback as to how the students were responding to some of the websites that I shared with her. Also, I noticed that she was excited for the upcoming interactive lesson I would be delivering to her second block seventh-grade students for the next coaching session.

**Reflection on Challenges and Solutions**

One of the challenges I faced during this coaching session was Ms. Inman remembering the steps that I had shown her for Study Island. Study Island is easy to maneuver, but it takes time to sit down and play with the program so that you can remember the steps and learn about the many different features that are within the Study Island software. However, I came up with a solution that would be easier for Ms. Inman and I. This solution was to type up steps for Study Island on how to create a class, add students to the class, generate and print class/individual student reports to track progress. These necessary steps would help Ms. Inman throughout the Study Island program although there are many more features. A solution for the near future is to create a workshop for teachers on using Study Island. I will develop handouts that cover detail steps on how to navigate Study Island and also share video tutorials on using Study Island so that the teachers can watch those as well.

**Coaching Session 3: 10/30/2018**

**Strategies**

During the third coaching session, I delivered an interactive lesson with the students over the rock cycle. I used the Model Lessons strategy. I talked with the students and explained that I would be teaching them an interactive lesson over the rock cycle. I reviewed the rock cycle with the students, and we discussed the different types of rocks. During the lesson, we took a virtual field trip to two separate mountains, one in Hawaii and the other was in Georgia. While on the virtual field trip, students were able to recognize and identify the different types of rocks. Next, students were able to play a Kahoot review game once the lesson and virtual field trip were completed, as an informal assessment using Chromebooks. I introduced students to their rock cycle project. Students were provided a handout that has detailed steps on how to complete the handout and the corresponding websites that assist with the completion of the site. Once completed, the students will use that handout to complete their project. The students were provided with a list of free websites that they can use to finish their projects and create/produce their final product using digital storybooks, animation video, etc. or use Google Slides. Their project was to create a digital story that took others for a ride through the rock cycle. The project has a LoTi level of 5 because students are using higher order thinking skills to create and develop a story that takes viewers/readers for a ride through the Rock Cycle. While using their creative imagination to produce a story on their own while using the key-terms that were listed and utilized throughout the handout that they completed before them drafting their journey/ride through the rock cycle story.

After the lesson, I conference and reflected with Ms. Inman, and she shared her feedback on the students’ assignment. I used the communication strategy while communicating with Ms. Inman, while also using my listening skills to listen and be receptive of the ideas, thoughts, and feedback provided after the lesson. Before the conclusion of this session, Ms. Inman and I agreed for me to assist her and continue to facilitate the students’ project until after they have submitted and shared their final product.

**Skill and Affective Changes**

I observed Ms. Inman during this session, and she was excited for the students. It was very evident that the students enjoyed the lesson. I saw how excited the students were when we went on the virtual field trip to the two mountains during the lesson. Before clicking on the links for the virtual field trips, I told the students that we were going to take a virtual field trip and identify some rocks, they were reluctant and very curious as to how they were going to take a virtual field trip. Once they had an opportunity to participate in a virtual field trip, the students asked if they could take some more virtual trips, and in my class as well. I noticed that Ms. Inman is allowing the students to work on the project, but she still needs to understand how to use the resources more and therefore, will even require my assistance throughout the project. I observed Ms. Inman throughout the sessions becoming more and more comfortable with me assisting her. It is apparent that I gained Ms. Inman’s trust throughout our coaching sessions.

**Reflection on Challenges and Solutions**

The challenges I faced with this session and also after the session is collaboratively time to work with Ms. Inman and the students. I have been collaborating with Ms. Inman during my planning, but other things and duties that have come up required me not to be able to facilitate with the students during their project daily during the duration of their project. A solution I have come up with to solve this issue in the near future, is to continue modeling lessons, but not assign a project for students to complete without the teacher being knowledgeable on how to use the websites and being able to assist the students while they are preparing their digital story/animations independently without my facilitator skills. The biggest challenge did not have common planning with Ms. Inman, but she was very receptive of my assistance and very appreciative.

References

Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction*. Thousand Oaks, Calif: Corwin Press.

LoTi Framework. Retrieved from https://www.loticonnection.com/loti-framework