

Coaching Journal

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## 1<sup>st</sup> Session

**Strategies:** (Enrollment Session) Carole Ford and I began our **dialogue** by brainstorming some ideas for integrating technology that her students are not already using in her classroom. She presently uses Edmodo, Animoto, and Prezi with her classes. She has a teacher computer, LCD projector, SMART Board, document camera, and digital camera. I chose to work with Carole because I believe working with her will be a true partnership. I anticipate I will learn as much from her as she will from me. Also, as a media specialist who has never been in the classroom, I want to cut my teeth, so to speak, with someone who is already comfortable with technology. That way I can try my ideas with someone who has minimal resistance. Being as she is an early adopter of technology, Carole's and my challenge was to think of ways to improve on her current practices. We identified a problem her students have with document production and retrieval that could be addressed. Her students are constantly losing their flash drives or using incompatible software for their work. I suggested a lesson teaching them to use Google Drive for their schoolwork. We also discussed exploring ways to use her SMART Board and document cameras in more interactive ways, but ultimately decided to begin with Google Drive.

**Skill and Affective Changes:** Ms. Ford and I were both happy to have found a technology gap together and are excited about implementing this instruction as **partners**. We feel comfortable in respecting each other's opinions and working together to achieve our goals.

**Reflection on Challenges and Solution:** I have used Google Drive at school since the beginning of the school year to share my *Media Center and Computer Lab Schedule* with the teachers. It has worked seamlessly so far. However, our network is in need of upgrades, so that is a challenge we may have to face. We still operate on Windows XP. Carole and I worry our network will not be able to handle a lot of student traffic on Google Drive. Starting small with

just Carole's classes is a good way to test it. The partnership approach is an excellent model.

Both of us are excited about our plans.

## 2nd Session

**Strategies:** (Preconference) After spending many hours familiarizing myself with Google Drive and planning the classroom instruction, I met with Carole again. I outlined my lesson for her and it met with her approval. We made a checklist of tasks we wanted to be sure the students knew how to perform at the end of the lesson. We set a date for me to come to her classes where I will **model** the lesson. Through **dialog**, we have formed a plan for me to deliver the instruction followed by a trip to the media center where students will be allowed to create Google accounts and begin using Google Drive.

**Skill and Affective Changes:** I chose well with Carole. She is very excited about working with me and I feel I can make mistakes without embarrassing myself in this cooperative effort based on **mutual goal-setting, respect, and dialogue**. We are both learning here.

**Reflection on Challenges and Solution:** Carole and I remain excited about the upcoming lesson, but a little nervous that our **network will not run smoothly**. Google Drive works in the cloud constantly saving work. We worry that our network cannot handle this much traffic and will drag as students type.

### 3rd Session

**Strategies:** (Co-taught Lesson) Yesterday Carole and I used a **partnership approach** to our lesson. We began our **collaborative** lesson. I presented the Google Drive lesson to Carole's 12<sup>th</sup> graders and it was well-received. The mention of my daughter's use of Google Drive for group projects in college sparked their interest and they paid close attention. Because we could not get lab time the same day, Carole will take the second part of the lesson tomorrow and have the students create Google accounts, create a folder in drive for her class, and upload a test document.

**Skill and Affective Changes:** Both my partner and the students seem very interested in this technological innovation and are eager to get to the media center tomorrow to sign up though one student did mention that it dragged on his home computer. By the end of the day, even Carole said she might switch to Google Drive. She likes the fact that you can upload entire folders at once.

**Reflection on Challenges and Solution:** Tomorrow the students will test Google Drive on our network. Let's hope it is up to the **technical challenge** of constant streaming. Right now our only challenge is the ancient network.

## 4th Session

**Strategies:** (Co-taught Lesson) Today the 12<sup>th</sup> graders visited the media center to set up their Google Drive accounts, the second phase of our **collaboration**. Carole required them each to create an account, create a folder for her class, and upload a file to the folder as their assessment on the lesson. Everything went smoothly. One student who was already familiar with Google Drive had even spent the night before looking up how to video conference through this domain. He moved around the room excitedly sharing his knowledge and ideas with his peers.

**Skill and Affective Changes:** This has been a very successful innovation. Everyone seems pleased. The **partnership** strategy is working very well. Carole and I are excited to see what we can come up with next.

**Reflection on Challenges and Solution:** Carole and I believe the lesson went very well. There are 3 **improvements** we would make. One would be my student handout. I waited until the lesson was over before I passed out the handout I had prepared. We agreed that it would be better to pass it out beforehand so that students can take notes as I demonstrate tasks. Carole will not just have the students create a folder, but will also have them type an assignment and share it with her. Last, next semester we will plan to have the lesson in the media center where both aspects of our lesson can be delivered the same day.

## 5th Session

**Strategies:** (Observation and Feedback Conversation) Following our first successful innovation, Carole and I met to discuss where to go next. During our **dialogue**, she reiterated how much she loved Google Drive and was delighted to tell me she had uploaded all her folders from this and last year and could finally rest easy knowing she would never lose her important documents. As we talked about other needs in her classroom, she mentioned training on Oncourse, the webpage software our teachers use. Unfortunately, the principal did not buy an account for me. As the school webmaster, I create my own webpage there. This means I am unable to learn how to use Oncourse or train the teachers. Next, Carole suggested what would really help her would be to find a way to export her students' parents' email addresses into Excel so that she could import them into a group in her email. This would facilitate **communication with the parents**. I asked her to open her gradebook and let me take a look. After poking around a few minutes, I found a module within the Infinite Campus software called Messenger that allowed her to send pre-written emails to students whose grades were below a level determined by the teacher, another template that emailed all the parents of students with missing assignments, and a third template that was blank so that she could write whatever she wanted. Carole's exclamation, "You have made my life so much easier!" was gratifying. Now she can make the parent contacts she needs in a fraction of the time. By **addressing the needs of the teacher**, I have had a successful coaching session.

**Skill and Affective Changes:** Carole now has the tools she needs manage parental communication and is thrilled at the time this innovation will save her.

**Reflection on Challenges and Solution:** Although we did not have **time** to get around to planning another lesson with her classes, we did find a solution to a serious problem and my partner continues to improve and expand the ways she uses technology in the classroom.



## 6th Session

**Strategies:** (Change Conversation) After a terribly busy week of homecoming, Carole and I were finally able to connect again to discuss further use of technology in her classroom. I asked her what she felt she still needed help with and she responded that she was having issues with both Firefox and with Microsoft 365 which our system just switched to this year. I had heard other teachers were having issues with Firefox because they are unable to install the updates it needs. I referred Carole to our Local School Technologist who has rights to install the upgrade whereas I do not. I also gave an impromptu 30 minute tutorial on Office 365, demonstrating the many features of Outlook and SkyDrive. The bell rang, and Carole left feeling happy to have learned to use some useful new tools that will help her with communication and document generation and storage. **Addressing the needs of the teacher** has once again served well in my coaching design.

**Skill and Affective Changes:** Because I am listening to Carole and addressing what she feels she needs help with, my teacher is very happy with our coaching sessions. Because the coaching is being received so well, I am encouraged as a coach that I truly have something to offer my teachers.

**Reflection on Challenges and Solution:** Carole is such an easy teacher to coach. She embraces the technology and is eager to find ways to engage the students and to manage her many teaching responsibilities in an efficient manner. I am thrilled to say that our previous discovery of the Infinite Campus Messenger is spreading like wildfire among the staff thanks to Carole's good review and the usefulness of this tool. I think we created a new meme. **Time constraints challenges** continue to be a problem, but we will continue to try to meet once a week during her planning period.