Jamey Bearden

ITEC 7460

Coaching Journal

**1st Session:**

**Strategies:**

The teacher wants to effectively use technology in her classes. She wants to learn how to use various 21st Century Technology Tools, but does not know where to start. She knows how to use various social media sites and knows that students use these too. She wants to relate to her students, but does not know how.

The first strategy I am using is Identification. I need to identify what she is doing that can be improved and also identify a tool that will help she succeed.

We already discussed the LMS Schoology in our post-survey interview. The teacher decided she was interested in incorporating this tool into her class.

I decided to observe her class to get a better understanding of what she and her students do in class; how they interact, what they learn and what systems she has in place already for day to day affairs, functionality, etc. She agreed that this would be a good idea so that I could get a better idea of all of these things and give her feedback on what I saw.

**Skill and Affective Change:**

After observing my colleague’s class, I noticed that students seemed confused often. I identified that this was because the organizational structure was lacking. Students did not know when assignments were due. The teacher told them when they were due, but there was no visual for them to be reminded (let’s face it, no matter how many times we say when something is due, they do not all listen). Also, there were several tasks and activities, but students seemed unfocused.

 I discussed what I noticed with the teacher. She agreed that students sometimes seemed confused and sometimes this led to agitation. I suggested keeping an online calendar or sending online reminders, or even just writing the info some place in the room. She liked the idea of doing an online calendar or reminders. I told her that it was very easy and well worth the time.

**Reflection on Challenges and Solution:**

 I felt that the strategy went well. It was a little awkward at first because I did not want to offend my colleague – none of us are perfect and it is hard accepting constructive criticism sometimes. However, sometimes I feel that all we need is someone to point out the obvious (that we don’t see) and it is a huge help and stress reliever. I felt identifying something as simple as “posting due dates” seems small, but it is really going to benefit the students. The teacher seemed receptive and eager for me to come back. I will say that I thought I would be already discussing ways to implement “major feats” of technology and lots of bells and whistles… but right now the situation is not ready for that.

**2nd Session:**

**Strategies:**

In the 2nd session, we began by discussing the content that she is currently teaching. I asked her to explain to me what it is that she wants her students to know or be able to do and what she normally does to achieve this standard. She stated that she was doing a unit on preterite verbs in Spanish. Then she went into detail as to how she teaches that unit and what resources she uses. I then explained to her some strategies and projects that I incorporate with that unit.

The strategy that I incorporated is “explain.” We used this strategy effectively I believe by telling each other what we both do in the same unit. I then explained to her how to incorporate some new technology to help motivate students to want to learn this new skill set. I told her about the natural disaster project that we do in my class and gave her different levels of technology incorporation – from as basic as creating a discussion post and setting up the event for commentary to acting out the event, recording it, and embedding it to Schoology or uploading it to YouTube for the class to watch. I also explained how easy it was to upload videos to YouTube.

**Skill and Affective Change:**

She was receptive. She wanted to know more about uploading things to YouTube. I even showed her how our emails are already linked to YouTube, so it is literally just a click away. I also showed her how to limit access to the videos and how to delete them if she wanted to do that. She seemed like she wanted to try a variation of one of these projects and decided that she would try a basic video. She asked for rubrics that I had used in the past and project descriptions to get a better idea of what was involved. I told her that she could change anything to “personalize” it to meet her and her students’ needs.

I do feel that changes are occurring because my colleague is willing to now try something outside of her comfort zone. Before, she never did projects and activities like this with her students and now she is at least willing to try them.

**Reflection on Challenges and Solution:**

 I feel that this session went well. My colleague seemed more enthused this time and eager to try new things. She took a big interest in my suggestions is working on creating a project for her students to do based on the feedback and advice that I gave her. There were some challenges – I know that projects like this are time consuming. That is why I suggested different levels of involvement. It seems that she is often struck for time, so I tried to be upfront about time constraints. I think though that she was very motivated to try this and I am exited to see what she comes up with.

**3rd Session:**

**Strategies:**

In the 3rd session I offered support and observed what the students had done. We also reflected on what was accomplished, what went well and what she will change for next time. I went and observed her class again, this time with their project presentations. I felt that this is important because it gave me a good sense of how the students felt about the project and what they had accomplished.

I would say that I used several strategies for this session: support, observe, and reflect. After watching the students, I noticed that there was variety on the level of quality of the projects. Some projects were outstanding and some lacked motivation and/or a lack of technology hindered their work. I realized that by talking to my colleague that we did not discuss solutions for students without devices or students who could not record outside of class time (some students have jobs, sports commitments).

We then reflected on what went well and what did not, what she could change and what should stay the same for now.

**Skill and Affective Change:**

My colleague is learning how beneficial technology can be. She is realizing that the technology that was used added to the project and made it more meaningful to her students. They were excited to show off their presentations and took great pride in their work. Their pronunciation was also better because they practiced what they were doing and didn’t do it in a rush.

I believe that the teacher is also seeing how engaged students can be when using technology with a purpose. She was at first worried that she would not be able to help them like they needed with using technology tools, but to her amazement, her students already knew how to use it.

**Reflection on Challenges and Solution:**

 This experience has been very meaningful. I have helped another teacher incorporate tools in her classroom that she thought she would never use and be excited about it. This experience has helped me tremendously as well because I have learned to be more in tune with my own students’ needs and feedback. I find myself analyzing what I am doing and trying to see my class from a bird’s eye view some days (it is difficult to do). Most importantly, I try to self-critique in hopes of making my learning environment more positive and beneficial to my students. I am also taking time to reflect on class activities and take notes of positives, negatives, what worked/didn’t and what I need to improve or add to things. Very rewarding!