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Assignment #2

This assignment has offered myself a great opportunity to be able to use the resources we have in our classroom to engage in a positive relationship with my co-teacher and create some great lessons that will engage our students in technology-based projects. “Effective professional learning is intensive, on-going, focused on the classroom, and occurs during the teacher’s workday (ISTE, pg.3, 2011). This statement is a bold statement that continuously is in my mind as we have begun the coach process because I want professional development to be authentic and useful for my teacher and to be able to complete this I had to have some background information from Mrs. Wright. To be able to complete this goal in an effective manner, I administered two different surveys to my co-teacher (Mrs. Wright) and asked her to be completely honest, so we could start at a building point for the coaching experience. The first survey was the LoTi Survey that was using to assess the usage of digital tools in her classroom. This survey was created with my group from our class and given to her in a digital format. The range of questions include how does she use digital tools in the classroom, how accessible are digital tools, how often is that technology used, what problems she has experiences so far, how frequently she engage students in a variety of learning strategies, role of technology in the classroom, if there any drawbacks to technology, what it would take for her to integrate more technology in her classroom, planning activities that use the students’ knowledge, and who she goes to for help with technology?

For the first question, she shared that she uses the digital tools in her classroom and that currently we are limited with the accessible of digital tools in our classroom. Our school system is currently gathering and passing out 1600 Chrome Books to the teachers and students, we are just waiting on information and products on how to effectively store and charge each classroom set. The district is pushing for the use of Google classroom and more technology-based assignment and assessment. So, her response seems to be daunting because we currently do not have the technology, but it will be coming to the classroom and it is very exciting. Mrs. Wright shared that she has students use technology about once a week for assignments and is currently having students use their cell phones for research purposes while we are reading an Agatha Christie Murder Mystery Novel. When responding to having problems with students responding to technology, she shares how the students do not have any problems, often they can solve the problems for us when it comes to the computer or the promethean board. In response to question number five about engaging students in a variety of learning activities, she shares how she always used technology in the classroom and I have experiences how she has used QR codes for stations to even have students record their projects and given away awards like an award show. Technology is always used in her classroom and it is obvious how she feels that the role of technology in the class should be used every day from the implementation for technology in her lessons. Based on the last few questions, Mrs. Wright shares that technology is always changing and it can decrease the face to face interactions with the students therefore she needs more professional development to be able to use it properly. The quality of activities for students need

to be a continuous work of art in a sense because teachers have to plan engaging and quality assignments (Knight, 2007). Her go to person for help when it comes to technology is the students or other teachers in her hallway. The overall impression from reading her results is how Mrs. Wright uses technology in the classroom is exciting, but she needs more professional development to really reach a new and teachable level with her students because the technology is everchanging.

The second survey I shared with Mrs. Wright was a Middle Grades Adopter Survey; the purpose of the survey was to be used to facilitate the process of effectively using resources to educate educators while incorporating new technologies in the classroom. The questioning is a bit more intrusive because of how honest she was asked to be about possibly admitting new ideas for the classroom. The questions including choosing what the formula is for classroom success, defining classroom progress, ranking her current stance in being able to use new technology in the classroom, what kind of deciding factor bases her decision for an idea, what type of culture there is when a program is going to be adopted in the classroom, how open she is to new ideas for the classroom, how she would start to use a program, who has the most influence, and what makes a good lesson. Her answers are similar to what I would have chosen if I was to complete the survey. She shares that she thinks the formula for classroom success includes collaborations of all, implementing a behavior management system, student mastery of material and the being able to plan and carry out plans seamlessly using resources. For effective classroom management with middle -schoolers and technology, it is vital that teachers have structures in place that express their expectation for classroom success (Berger, Rugen, & Woodfin, 2014). She shares how classroom progress includes allowing students to have a part of their instruction and working with team members to integrate more technology. I shared how we will be achieving this goal by collaborating on lessons in the classroom. She shares that she is an early adopter and will implement technology after having seen success in just a few other classrooms. She prefers a one-day type workshop rather than an on-going learning opportunity, which is very typical of teachers who like to use their planning for other things than workshops. When we were reviewing the survey, we discussed how there are certain teachers in our building who seem to have the influence and can either make or break a project, which is very similar to the adopter game we placed earlier in the course. The last question, Mrs. Wright answer shared how she feels that a good lesson includes a blended use of technology and other methods to achieve student engagement.

When I sat down with Mrs. Wright to go over the current state of her classroom and what should like to work on technology-wise. She shared several things that would offer unique coaching opportunities but there were a few that stood out for us to work on through this coaching experience. I asked Mrs. Wright what her feeling on technology in the classroom was and she shared how technology is a good thing to have in the classroom, but a teacher always has to be prepared for the worst just in case the technology does not seem to work that particular day or if the superintendent decides to visit the classroom on that particular day. I asked her what her biggest struggles was when it came to planning lessons using technology and she shared it was differentiation and meeting every student's different learning style effectively. This was an

important answer because our district is continuously working on improving student engagement and focusing on effective differentiation in the classroom. We spent several more conversations discussing what and how we wanted to make our classroom better and how I could help her with this regarding technology and she shared that she would like to work on being able to use the promethian board for differentiation and using Google classroom to meet the needs of the students. After continuous conversation and reviewing the various resources that we have access to through this course, I feel that the type of coaching approach that would be most engaging for my co-teacher and I is the peer coaching model. The Peer Coaching Model has five different parts to it and it seems to be able to really engulf the concept of making a lesson bigger and brighter for the students. The five level of the Peer Coaching process include assessing, setting goals, preparing, implementing the activities, and analyzing the results (ISTE, 2011, pg.14). Mrs. Wright and I have a fantastic co-teaching relationship and this model will allow us to be considered as equal and make continues progress towards our goals as teammates rather then strangers in the classroom.

So after much conversation and deliberation, I have decided upon a needs statement for this coaching opportunity. The needs statement is for Mrs. Wright to increase her student achievement, she needs opportunity for training on how to effectively use Google classroom and differentiation the activities and expectations for all students in her classroom. Current technology needs for the classroom include and all aspects of Google classroom. Google classroom will be used when all the Chrome books have been placed in the classrooms. It will be interesting to see who becomes early adopters of the Google classroom because so many teachers have already been complaining about having to use something new while the school year is so close to be over and state testing is so close to happening for the school. Another idea Mrs. Wright would be interested in for training is how to use the promethium board in the classroom for other things then just watching movies/ video clips. The Planned coaching opportunity will include the five stages where we will sit down and plan out he activities and how to possible achieve somewhat of a teaching nirvana. The form that I decided is below:

Lesson Idea:	Technology Used	Assessment	Loti Level/Standard of Engagement	Reflection/Follow-up

The form that I used for this exercise was a take on the Proposition Form (7.3) (Knight, 2007). I adapt the form to meet my needs to include the idea, the LoTi level, and reflection. This will be a great discussion item with Mrs. Wright as we begin to navigate this exciting time at our school. We have just begun using Chrome books, so we are excited to get started on lessons. The coaching schedule will be working on this task at least twice a week as we have this technology placed into the classroom. We will begin by having planning opportunity to come up with lesson ideas and to see which standards need too be covered or reviewed and operate in a timely fashion. The expectation is by the end of March to have complete at least 5-6 lessons and to see how we need to change the process as we go through the coaching experience. Coaching another teacher is very similar to writing an IEP for myself; it is an on-going process and it will never be *stagnated* because there will always need to be a change and growth based on the needs of the students.

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