Coaching Journal:

Eamonn Kelly

Session 1:

**Strategies-**

Mr. Campbell and I sat down during this session and discussed Google Docs which he listed as wanting to learn about from his survey. This process didn’t take very long because we basically set up a Google account and then began seeing all the advantages that it holds. I walked Mr. Campbell through presentations, forms, documents, and the draw feature which I use a good bit in my classes. He was impressed with its features because they compared very well to Microsoft Office. The difference is that these things can be shared with you without using email, which in our school is blocked. So this gave students an alternate way to turn in assignments. After walking through the technology, we then began to brainstorm how he could use it in his class. The great thing is that we teach the same subject, so I had a lot of ideas about where he can implement it. We settled on the topic of colonization. Students were going to create a presentation using google docs. The topic would be on explorers- students would choose one and then create the presentation using a rubric that I gave him.

Process would go like this:

Set the kids up on Google, then show them how to use Docs. I explained most would already have a Google account.

Then allow a small amount of time to play with it, then give them the assignment with the rubric.

**Skill and Affective Change**-

In our next meeting, which we planned after he taught the lesson (during our lunch period), he told me that he thought the lesson went well. He explained that he had to manage his time a little better, because most were not able to finish. He said that he answered all questions about Google Docs, so that shows me he did learn to use it, and was able to communicate it to his students. He described to once he got the students started how easy it was to see their progress and then grade the informal assessment. He is still concerned with how much work it was to get this set up and working in class. I see a change in intention, because he wants to do it and actually implemented a strategy. We talked about he could build upon this small piece of technology and give students different options to create assignments.

**Reflection on challenges and solution-**

Well my biggest challenge was actually getting Mr. Campbell to try something new. He is one of those people that gets in a groove and keeps doing the same things. So I feel like I succeeded in breaking his groove and getting him to implement a new strategy in technology. I think my next challenge is convincing him that it works so that he may try something like this again. My solution for this is to sit down in our next meeting and reflect about the positives and negatives of the technology and move on from there.

2nd Session

**Strategies-**

In this session, we reflected on the previous technology used. We discussed the positives and negatives of Google Docs for him. He explained time management again and he felt like he spend too much time showing them how to do it than allowing them time to work on the assignment. He also said that some students were not able to finish in class and had no capabilities to work on it at home, due to lack of access. This is where I discussed with him that sometimes this type of strategy takes longer but the outcome is better and students enjoy doing it so in turn they learn easier. He did say the positives were great because they were easy to grade and was able to separate into classes. They were time stamped so he could tell when they were on time and late.

**Skill and affective change-**

Reflection and data interpretation. After hashing through our discussion Mr. Campbell made the statement that he felt the kids enjoyed the activity and learned something they may have not learned through other activities. We looked at the grades of the students and who turned in the assignments, and he made the statement that some students who never turn in work were engaged and turned it in for this assignment. I am starting to see some affective change in his teaching strategies. He actually asked for another strategy to try other than Google Docs. He mentioned that he would use Google Docs again in another unit.

**Reflection on challenges and solution**

I felt good after this session because I feel he actually learned something new, plus I taught it to him so this was enriching for me. I did face a few challenges, mainly skepticism, but was able to show him the brighter side of things and convince him to use it again. I offered him a way to see if the kids enjoyed it and I think he will try it. I got him to make a survey and send it to them to see if they enjoyed it or not. The response also made me feel like I accomplished my job, because the students asked for more activities like that to re-enforce learning. I still feel like I have to do more to help my colleague become successful though.

3rd Session

**Strategies-**

In this meeting with Mr. Campbell, we worked on another Technology tool for his classroom. We started by setting up an observation to watch me use a tool call Kahoot. I use this tool as a pre-assessment and a review technique. This tool is an online quiz type app that students use their phones with to answer multiple choice trivia type questions. The first thing that I worked with Mr. Campbell on was creating a free account which takes a few minutes. Next I showed him how to create his own quiz or search quizzes by other people. Then we talked about how I would use in the classroom setting. I explained that I would use it as a review game before our next test. He came in on his planning period and observed me using the tool and showing students how to use it as well. After his observation we would set up a time to meet and discuss what he saw.

**Skill and affective change-**

After using the strategy with Mr. Campbell, I feel that he has a good grasp of how to use the technology tool Kahoot. He watched me use the tool in person with students and saw how it helped re-teach material as a review. I feel that Mr. Campbell is really turning the corner with technology in his classroom. He is more receptive than he was when we first started working together. I think that he sees how easy it is to use it and how well I works with the students and their receptiveness in class.

**Reflection on challenges and solution-**

I still feel that I am trying to teach an old dog new tricks (even though he is young) because he has been doing the same thing for so many years, but I do think that I am getting to him with the how easy these tools are and how they can be used to help the students out. I keep going to the phase that it is for the student anyways right, not for us. He has complained once or twice about the amount of leg work to get it up and running, but I remind him once it is done, all you ever have to do is add to it and tweak it. For our next session we are going to set him up with a kahoot quiz and then implement one for his class while I watch.

4th Session

**Strategies-**

In this session our strategy was to implement the tool in his class while I observed and took notes. We got together during our lunch period this time and worked on a trivia type quiz for the unit that he is teaching right now. He made a 20 question quiz to use as a re-teach and review to gage student learning. The next day we put this tool in to action. This tool is so easy, students don’t have to download an app, all they have to do is go to a website that has been provided, then create a nickname to play the game. So he gets all the kids set up seamlessly and has to group a few together who do not have phones, and gets the game started without a hitch. Students were engaged and had fun playing the game (because competition is fun) and were reviewing at the same time. After it was over we talked about meeting in the morning to discuss how he felt it went and what he could do better next he used it. In our morning meeting we talked about how he felt implementing the tool and if he thought that students learned from it. For both questions Mr. Campbell answered yes and was impressed with how such an easy tool could spark learning or in this case re-teaching. He plans to see how well students do on an upcoming test to gauge its true effect. I plan to get back with him to see what he thought.

**Skill and affective change-**

This skill was easily learned, but I think by Mr. Campbell seeing me do it and implement it in my class gave him the chance to see its effect in person rather than just someone saying that it worked. This strategy was very effective and easy for me because I have been using this tool and knew how the students would react. Games are always a great way to get the kids engaged, plus like I said earlier competition is always fun for the kids. The change is clearly visible now with Mr. Campbell, because he sees technology’s value in the classroom now. He has started to ask me more questions about other tools that are available to teachers. We stand in the hallway between classes and this is where struck up the conversation about me working with him and showing him some tools. He sees me using my laptop carts and getting kids involved digitally and wanted to try it as well. Now he can stand in the hallway and tell others about what he has been learning.

**Reflection on challenges and solution-**

I am starting to really feel the benefit of being a technology coach just as I do with teaching my students. I feel like I have helped Mr. Campbell and also helped his kids with a different approach to learning. I still feel like there is plenty to learn about leading others in technology, but I think that my outgoing personality will work to help others get involved. I feel that I am easy to talk to and can relate things fairly easy that helps me help others. I still need to use more strategies to get the technology across to my colleagues. I am looking forward to creating my workshop for all of my colleagues and seeing how many more I can help transition to the new age of teaching and learning.

5th session

**Strategies-**

After our prior sessions Mr. Campbell finally decided to learn more about our Online learning platform called My Big Campus. Mr. Campbell did not pay much attention during our PD early in the year and he watched one of my classes that involved a webquest and a discussion post to follow. He mentioned that this was a good idea for our long block days and the students seemed to enjoy this different learning strategy. So after watching me model the procedures and implement the particular lesson through My Big Campus, we sat down and began brainstorming a lesson for him to do this with. I worked with him to create a webquest and then embed this quest onto My Big Campus. We then added a discussion post to be the informal assessment for the module. He also created an assignment that went along with the webquest which he used Google Docs for. He then put the lesson in place and implemented during our long block day. He ended up stretching the assignment over a two day period, which allowed his students adequate time to complete the assignment. After the lesson we sat down and did a T-Chart listing the Pros and Cons of the lesson.

 **Skill and affective change-**

Mr. Campbell affectively learned how to create an all online lesson in which the students became the teacher and the learner. This lesson he created opened the aspect of discovery for the students and ended up being a successful lesson in which his students created projects that helped learn the concept. I think that this lesson was a hit and he enjoyed implementing it. This was also a great way to implement technology into his lessons, which he has been lacking for a long while. This skill affectively became a better teacher to his students which goes along way.

**Reflection on challenges and solution-**

This lesson with Mr. Campbell happened to be the best one of all. I feel that I didn’t have to do much convincing to get him to try it. I feel that I did a good job in previous sessions that he was convinced this would work. By no means am I saying that I am the champ, but I feel that me using only the “I do you do” method, worked for him because he needed to see it in action first to make his decision on its effectiveness. He was very easy to work with but took some convincing at first. I think that the challenges that I faced were in this session were minimal and led to the success of Mr. Campbell in his venture to make technology a part of his classroom.