Coaching Journal

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**Coaching Session 1: October 10, 2016**

**Strategies**

At the first coaching session, Mrs. Trotter and I discussed her present level of technology use, her classroom technology expectations, and her goals for technology in her room. Mrs. Trotter and I have known each other for quite a few years and have even been partner teachers. We have formed a bond and are comfortable discussing problems and concerns with one another. At this coaching session she and I discussed possible topics that she would like to look in to and use in her room. As stated in the Knight text, she should have a say in how and what she learns (Knight, 2007). She was interested in learning more about the online testing program that is used at our school, Google Classroom, and Google Apps for Educations. Together we talked about things that could be implemented right away and decided that Google Classroom was something that could lead our coaching sessions and branch in to other topics.

**Skill and Affective Changes**

After meeting with Mrs. Trotter, I could tell that she was relieved that this would not be just another thing to add on to her already heavy load, but could really be a help in her classroom. I could also tell she was worried about what exactly our sessions would consist of and felt relieved that she was able to have a say in what she would be learning about. Following the Partnership Philosophy, I wanted to stress that we are equal partners (Knight, 2007).

**Reflection on Challenges and Solution**

Going into this coaching session, I had thought up some ideas of things to do that were specific to Google Classroom and the Apps. But after our conversations, I realized that I needed to listen more before designing a lesson for Mrs. Trotter’s class. While the ideas I had may have worked for her, we needed to focus on the basics first. Scheduling the sessions after this first will be done once per week and if possible, more often.

**Coaching Session 2: October 31, 2016**

**Strategies**

During this session together, Mrs. Trotter and I focused on Google Classroom. I modeled how to make assignments, announcements, and adding links to assignments and announcements. Mrs. Trotter was already familiar with the basic layout, but had trouble navigating through her four classes. While working together Mrs. Trotter liked the idea of assignments in Google Classroom and had also stated previously that she needed to get students to complete some constructed response questions on the Chromebooks. I suggested that she use a Google Doc and post it as an assignment so each student will have a copy to type their responses. She was enthusiastic in her response, and we decided to get together again to set it up.

**Skill and Affective Changes**

Mrs. Trotter seemed to be pleased by the outcome of our second session. She asked more questions in this session and offered input as well. After I suggested the Google Doc for the students’ constructed responses, she sounded excited to try it and scheduled it in her Google Classroom for a later date. Using listening skills and encouraging our dialogue on the possibilities in her classroom, we felt like continuing to focus on Google Classroom was the right track for our sessions.

**Reflection on Challenges and Solution**

After our meeting, I reflected on the session and found that instead of just teaching basics of navigating, but really giving something that she and her students could “sink their teeth into” was more authentic and meaningful in her classroom, just as stated in the text (Knight, 2007). Having this to go on and staying in the same general area Google Classroom was our focus and using the features to our advantage was our goal.

**Coaching Session 3: November 8, 2016**

**Strategies**

At our third session, Mrs. Trotter and I reviewed what we had done the session prior, with her showing me on the SmartBoard. After that Mrs. Trotter reminded me of our conversation about the constructed response questions and having them answer through Google Classroom so that the Docs are organized and easily graded. We spent our session setting up the Google Doc to be copied when students complete the assignment, discussing appropriate questions, and collaborating on the pro’s and con’s to online constructed responses (Knight, 2007).

**Skill and Affective Changes**

Mrs. Trotter was noticeably more comfortable with what she was doing in Google Classroom and Google Docs. She was pleased with our session outcomes thus far. She shared with me how she had become more comfortable with technology in her room, allowing one of her students to do an alternate assignment involving Minecraft. Forming a relationship with Mrs. Trotter involved using the partnership principles and having an open dialogue so that we could both discuss freely (Knight, 2007).

**Reflection on Challenges and Solution**

A challenge that we both experienced while working through these sessions was scheduling. Because we both have busy schedules, our most effective time to schedule was during planning periods.

After having these coaching sessions, I feel much more confident in my abilities to help other teachers. Knowing that what helped Mrs. Trotter could help other teachers who are struggling with the increase in technology, encourages me to continue coaching and finding new teachers to coach. Understanding the partnership principles and using them has greatly impacted my coaching for this assignment and will continue to do so throughout my coaching career.

References

Knight, J. (2007). Instructional Coaching: a Partnership Approach to Improving Instruction. Thousand Oaks, CA: Corwin Press.