Instructional Technology Coaching Journal 1

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This instructional technology coaching experience began with meaningful, enrollment conversations with a colleague that has a strong desire to increase her usage of technology in the classroom. This desire to more effectively integrate technology was a definite advantage as little time had to be spent on getting her on board. Our conversations established the technology coaching needs as well as set the tone for the coaching partnership. Because the partnership approach to coaching was implemented, attention was paid to equality, choice, voice, dialogue, reflection, praxis, and reciprocity (Knight, p. 37).

**Instructional Coaching Strategies**

Through initial discussion with my colleague, it was established that she wanted to become more proficient with using technology as a tool to increase student engagement. This became apparent through our dialogue. In our conversations, I employed several of the active listening strategies outlined by Knight in *Instructional Coaching: A Partnership Approach to Improving Instruction*. For example, I clarified to ensure that I understood what she was saying, I communicated my understanding, and I listened for elements of our conversation that contradicted my assumptions (p. 64-65). In our discussion, my colleague requested that I model a lesson demonstrating how engagement might be increased through technology integration. This is where the coaching journey began. Prior to the model lesson, we met to discuss the elements of the lesson and I introduced my colleague to the Observation Form to focus her reflection (p. 113). I shared with her the content of the lesson and how I was going to use technology to get students involved in the lesson, ultimately increasing levels of engagement. I taught the lesson to my students, using an iRespond formative assessment and an interactive ActivInspire flipchart. After modeling the lesson, we met to discussion questions that arose as well as to discuss the lesson. My colleague explained that seeing such high levels of engagement, in a content area that is less than exciting, helped her better understand the value of the technology resources. She raised concerns about the time necessary to prepare for lessons that solicit student interaction with technology. I shared resources that could be used to help integrate technology without an enormous time commitment. In keeping with the partnership principles, I also invited suggestions for improvement or additional ideas to enhance the lesson.

**Levels of Coaching**

During this initial coaching experience, several levels of coaching were observed. These levels are based upon Susan K. Woodruff’s Instructional Coaching Scale. First, through the focused conversations about the coaching experience, we had enrollment and change conversation (Level 1 and Level 2). These provided the foundation of our coaching relationship. In addition, I modeled a lesson during an initial coaching experience, which included a preconference about the content of the modeled lesson. This would address Levels 4 and 5 on the Instructional Coaching Scale. I will continue to gather data points on this scale with future instructional technology coaching experiences.

**Skill and Affective Changes**

Because this coaching journal is based upon the initial coaching sessions, little affective change was noted. However, the awareness level (knowing the degree to which technology can increase student engagement) most certainly increased. It is believed that with future coaching sessions and strategies employed, increases in change will be noted.

**Challenges and Solutions**

One of the primary challenges of this coaching experience is that I am working with a colleague that does not have a classroom. This individual works with a variety of students in a variety of grade levels, meaning that she does not have a consistent group of students or location to practice content and skills on which she is being coached. While this was not a challenge facing our initial coaching experience (because it was based upon dialogue and modeling lessons), I believe this has the potential to be a challenge moving forward. It is my hope, however, that my colleague will find a classroom with a willing teacher (possibly mine) to practice the technology implementation and integration.

**References**

Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction*.

Thousand Oaks, CA: Corwin Press.

Woodruff, S. (2007). *Instructional coaching scale: Measuring the impact of coaching*

*interactions*. Lawrence, KS: Instructional Coaching Group.