The Peer Coaching Process

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EDUC 5305
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Houston Baptist University
November 29, 2010
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The purpose of this research study is to examine the effect of peer coaching on the implementation of technology in the classroom. The action research study was conducted under the framework of graduate student coursework and took place in an affluent private school in Houston, Texas. Three colleagues were assisted in the implementation of technology in the classroom and curriculum. Two research questions were investigated regarding the effects of peer coaching on (1) the implementation of technology in the classroom, and (2) the teacher’s approach to curriculum planning as a result. The researcher concluded the peer coaching program had a positive effect on both areas investigated.

Introduction

Wikis and Vokis and WebQuests, oh my! To some, the terminology of technology itself can be intimidating. To understand what these different technology tools are, what they have to offer, and how to successfully implement them in the classroom, is another issue to tackle. As a graduate student with a strong emphasis in instructional technology, I understand the value of teaching with technology, and I have noticed the lack of its application on my campus. Perhaps it is the fear of the unknown – or perhaps the safety of the known – that keeps teachers from exploring the dynamic world of technology tools. Or perhaps it is simply the lack of guidance and support in how to integrate technology that inhibits its integration into the curriculum and the classroom.

Local Context

The peer coaching action research was conducted within a private school institution, River Oaks Baptist School, in Houston, Texas. As a Fifth and Sixth grade Spanish teacher and faculty member of the private school, I am aware of the challenges that colleagues with varied levels of experience can encounter in the ever-advancing field of instructional technology.
While a growing interest in these tools exists among the faculty, so also exists a hesitancy, lack of time, lack of training, and lack of skill to utilize the technology. As a graduate student working toward a Master in Education degree in Curriculum and Instruction with a Specialization in Instructional Technology, I am especially knowledgeable about the tools available to increase student engagement and meaningful learning with technology. I therefore realize that I have worthwhile expertise to share with my colleagues, and a responsibility to encourage others to embrace and to implement technology teaching tools successfully.

**Literature Review**

Peer coaching is a collegial process in which to improve and expand upon teaching techniques (Hunt & Weaver, 2008). A peer coaching program can be categorized as one-way, in which one colleague serves as coach and the other as recipient, or two-way, a more reciprocal form involving colleagues coaching each other (2008).

The form of a peer coaching program can change according to the needs, purposes, and goals for the coaching; however, the overall goal remains the same: to improve instructional strategies in order to best meet the needs of students (Kohler & Crilley, 1997). The type of mentoring model should be selected according to the needs of the institution or school, and the emphasis on how to enhance the integration of technology into a program or curriculum (Chuang, Thompson, & Schmidt, 2003). Before beginning a peer coaching program, however, a needs assessment and analysis for instruction should be conducted by the mentor in order to establish the overall vision, as well as to set both short- and long-term goals for the teacher(s) (Kopcha, 2010).
Chuang, et al. (2003) identify four types of professional development models in which graduate students serve as mentors as part of their course field work, undergraduate students serve as mentors to inservice teachers, instructional technology students serve as mentors in a K-12 institution, or secondary school students serving as mentors in collaboration with the teacher in their classroom. Common themes for success among these four mentoring models include providing visions for technology use, individualizing support, breaking down the hierarchical structure, establishing dialogue and collaborative relationships, providing mutual benefits, and establishing learning communities (2003).

Another example of professional development through coaching is a systems-based model of mentoring. In this model, the coaching process of technology integration unfolds in four stages: (1) initial set up in order to minimize and troubleshoot potential problems; (2) preparation of the teacher for student-centered uses of technology; (3) curricular focus and pedagogical guidance in student-centered technology integration; and (4) a shift away from mentor-led system to a more inclusive community of practice (Kopcha, 2010). This four-stage process not only helps to promote more student-centered learning in the classroom, but also addresses how a mentor or coach can effectively negotiate the barriers on teachers, such as time, beliefs, access, and culture (2010).

The benefits of professional development for the integration of technology are highlighted in literature and research conducted on peer coaching programs (e.g., Huston & Weaver, 2008; Chuang, et al., 2003; Kohler & Crilley, 1997; Showers & Joyce, 1996). In their research on the effects of peer coaching on teacher and student outcomes in different settings, Kohler & Crilley (1997) identify three common benefits of peer coaching to be the procedural (technical) support, affective (emotional) support, and reflective support the coaches provided
the teachers. For experienced faculty, specifically, peer coaching provides an opportunity to meet professional development needs, to reflect upon and revitalize teaching practices, to improve pedagogical and content knowledge, and to give back (Hutson & Weaver, 2008).

As previously noted, peer coaching programs for professional development can vary. That being said, common recommendations for an effective program emerge in the literature and research on peer coaching (e.g., Hutson & Weaver, 2008; Glazer, Hannafin, & Song, 2005; Chuang, et al., 2003; Slater & Simmon, 2001; Kohler & Crilley, 1997). Key criteria for a successful peer coaching program include a commitment to work toward a common goal, voluntary participation, sufficient training for the coaches, scheduled time during school hours for collaboration, a nonevaluative and nonjudgmental approach, and a level of trust and mutual respect among participants (Latz, Neumeister, Adams, & Pierce, 2009; Hutson & Weaver, 2008; Glazer, et al., 2005; Wong & Nicotera, 2003; Slater & Simmon, 2001; Kohler & Crilley, 1997). Overall, an effective peer coaching program should focus on improving teaching (Slater & Simmon, 2001) in order to best meet the needs of students.

**Research Questions**

To preface the peer coaching assignment, it was necessary to identify specific research questions to be addressed through the peer coaching process. Of particular interest was:

1. If I invest time in coaching colleagues for technology integration, in what ways will they implement the new knowledge in their curriculum?

2. How will a teacher’s approach to curriculum planning change as a result of being coached in the use of technology?
Methods

Participants

As a peer coach I assisted three middle school colleagues, each a teacher with varied content areas and levels of technology skill. Each colleague expressed a strong desire to incorporate technology into the curriculum and was a voluntary participant in the peer coaching program. My overall goal was to assist each colleague in exploring various lessons or units in which technology could facilitate more student engagement and more meaningful learning. In addition, our shared goals were to identify and to learn specific tools to use for effective instruction and student-centered activities in the classroom.

Table 1 provides specific information about each participant assisted through the peer coaching program, including total years of teaching experience, current grade and subject taught, and a self-evaluated technology skill level on a scale of 1 (low) to 5 (high).

<table>
<thead>
<tr>
<th></th>
<th>Total Years of Teaching Experience</th>
<th>Current Grade Level and Subject Taught</th>
<th>Level of Technology Expertise (self-rated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleague One</td>
<td>4 years</td>
<td>6th Gr. Earth Science</td>
<td>4</td>
</tr>
<tr>
<td>Colleague Two</td>
<td>14 years</td>
<td>6th &amp; 7th Gr. Spanish 1A &amp; 1B</td>
<td>2.5 – 3</td>
</tr>
<tr>
<td>Colleague Three</td>
<td>5 years</td>
<td>6th Gr. English</td>
<td>3</td>
</tr>
</tbody>
</table>

Procedures

Initial meetings conducted one-on-one with each participant consisted of informing participants in detail about the purpose of the peer coaching program and action research. Participants evaluated their own initial skill level of technology on a scale of 1 (low) to 5 (high).
Journal entry questions (Appendix A) completed by the participants following the initial meeting provided additional information in regard to the specific goals of the participant, including what the individual would like to accomplish through working with the peer coach. Table 2 provides in each colleague’s own words her goal for the peer coaching process.

Table 2: Overview of participants’ goals

<table>
<thead>
<tr>
<th>Colleague</th>
<th>Response to Journal No. 1 Question:</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>“I hope to integrate new and fresh technology ideas in my science curriculum. I hope to find ways to help my students use interactive websites/activities to expand their knowledge of science. I want to learn to use technology as a method to model the earth to allow students to virtually explore science. I also hope to find a fresh, new way of taking and presenting notes to students.”</td>
</tr>
<tr>
<td>Two</td>
<td>“Having someone to help me to incorporate more technology in the classroom will decrease the amount of time that I would need to invest in researching resources and learning them on my own.”</td>
</tr>
<tr>
<td>Three</td>
<td>“Since I am generally unaware of the technology available to me, I’m particularly interested in learning more about that! I also want to know how I can take some of my lessons and activities and adjust them so that I’m utilizing the technology available to me and making them more engaging to my students.”</td>
</tr>
</tbody>
</table>

Additionally, each colleague made note of specific units or curricular objectives in which the teacher felt student learning would be enhanced through the integration of technology. Upon the insight provided from the initial meetings, conversations, and journal entries, the researcher brainstormed ideas for each colleague as a starting point for the peer coaching process. Table 3 provides an initial summary of technology tools brainstormed and/or researched for each colleague upon beginning peer coaching process.

Each investment of time on the researcher’s part was documented on an Excel spreadsheet to record the steps and tasks addressed along the way. Documented internship hours
The Peer Coaching Process consisted of time spent planning, researching, creating, and assisting in the implementation of technology tools for the three colleagues.

Table 3: Initial brainstorming of technology tools

<table>
<thead>
<tr>
<th>Colleague One</th>
<th>Brainstorming of Technology Tools after Initial Meetings</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Prezi.com – Way to present notes to students</td>
</tr>
<tr>
<td></td>
<td>• Glogster Edu</td>
</tr>
<tr>
<td></td>
<td>• Animoto</td>
</tr>
<tr>
<td></td>
<td>• Interest in Photostory or similar product</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Colleague Two</th>
<th>Brainstorming of Technology Tools after Initial Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Quia.com/web – Way to encourage additional practice at home and for students to check for understanding</td>
</tr>
<tr>
<td></td>
<td>• Glogster Edu</td>
</tr>
<tr>
<td></td>
<td>• Interest in Animoto</td>
</tr>
<tr>
<td></td>
<td>• Interest in Voki</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Colleague Three</th>
<th>Brainstorming of Technology Tools after Initial Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Prezi.com – Way to present notes to students</td>
</tr>
<tr>
<td></td>
<td>• Interest in Discussion thread of school website and wiki</td>
</tr>
<tr>
<td></td>
<td>• Interest in Animoto</td>
</tr>
<tr>
<td></td>
<td>• Glogster Edu</td>
</tr>
</tbody>
</table>

Subsequent meetings with each colleague varied in consistency due to different schedules among the peer coach and colleagues. In between meetings spent teaching the technology tools, the peer coach maintained consistent contact with coachees. The ongoing communication served as a way to determine any unforeseen issues that may have emerged, as well as to encourage and to motivate colleagues to follow through with plans. These “check ins” became a strategic method to hold both the peer coach and coaches accountable for planned activities and implementation.

A large amount of time was spent as a peer coach in investigating alternatives and researching various tools to share with colleagues. With a broad knowledge of technology tools and resources readily available to share, I felt a responsibility to identify and to understand colleagues’ needs, and to provide them with tools that would meet their curricular goals and
objectives. It was necessary, then, to spend outside time to explore and to become familiar with new tools that would effectively meet colleagues’ curricular objectives. For example, I was previously unfamiliar with the Web 2.0 tools Glogster Edu and Prezi, however I became knowledgeable about their features and was therefore able to instruct my colleagues in how to navigate the tools and utilize them in a classroom setting.

As an additional means of support, instructional guides were created and tailored to each colleague’s needs, providing directions for working with tools such as Glogster Edu (Appendix B) and Prezi (Appendix C). These supplementary resources can serve as a reference guide for future use of these tools as well. While the time necessary for gathering information and creating these tutorials was demanding, they proved to be valuable resources for both the peer coach and coachees. Additionally, these guides can be easily reformatted to serve as a student handout, which was beneficial for Colleague Three when introducing the Glogster Edu tool in class.

One-on-one time with colleagues was dedicated to guiding them in setting up educator and/or student accounts for the various technology tools. I created and shared a template with each colleague providing a visual reference for how to efficiently document student log in information for Quia.com/web and Glogster Edu (Appendix D). The template provided an example to reference for procedural logistics when implementing technology tools in the future.

Additional assistance was provided to each colleague depending on their needs. These needs were assessed through dialogue, as well as subsequent journal entries completed by the coachees throughout the peer coaching process. For example, Colleague One expressed a need for help in finding images to use in an Animoto video. While the need for these resources was met, further assistance was provided in teaching her how to find useful images for projects,
thereby providing her the knowledge to do so on her own in the future. Colleague Two benefitted from assistance in determining specific criteria to include for a student project using Glogster Edu, as well as in creating a suitable rubric for evaluation of students’ work. Colleague Three identified a need for an in-class demonstration of Glogster Edu to her students as an example of how to introduce the tool to other classes. In working closely with these colleagues and maintaining communication through dialogue and journal entries, individualized needs were identified and fulfilled. The one-on-one assistance provided instruction and additional assistance with reference guides and strategies to use in the future.

Table 4 outlines the technology tools addressed with each colleague in the peer coaching process. Not only were these tools selected and implemented to meet the curricular needs of the participants, but they were also further discussed as to how they might be utilized effectively with future lessons and curricular objectives. Table 5 provides specific information regarding the tasks integrated by coachees, as well as feedback and reflection of their effectiveness.

<table>
<thead>
<tr>
<th>Table 4: Technology tools addressed in peer coaching process</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Technology Tools Implemented and/or Addressed for Lesson Planning</strong></td>
</tr>
<tr>
<td><strong>Colleague One</strong></td>
</tr>
<tr>
<td>- Prezi.com</td>
</tr>
<tr>
<td>- Glogster Edu</td>
</tr>
<tr>
<td>- Animoto</td>
</tr>
<tr>
<td>- Adobe Multimedia (lesson planning for future use)</td>
</tr>
<tr>
<td>- WebQuests (lesson planning for future use)</td>
</tr>
<tr>
<td><strong>Colleague Two</strong></td>
</tr>
<tr>
<td>- Quia.com/web</td>
</tr>
<tr>
<td>- Glogster Edu</td>
</tr>
<tr>
<td>- Voki.com</td>
</tr>
<tr>
<td><strong>Colleague Three</strong></td>
</tr>
<tr>
<td>- Glogster Edu</td>
</tr>
<tr>
<td>- Animoto</td>
</tr>
<tr>
<td>- Multimedia games</td>
</tr>
<tr>
<td>- PowerPoint games (lesson planning for future use)</td>
</tr>
<tr>
<td>- Webquests (lesson planning for future use)</td>
</tr>
</tbody>
</table>
Table 5: Overview of technology tasks and feedback

<table>
<thead>
<tr>
<th>Technology Task</th>
<th>Task Information</th>
<th>Feedback / Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prezi.com</strong></td>
<td>• Coachee created unit introduction piece</td>
<td>• Some minor glitches in creating presentation; Peer coach assisted in troubleshooting • Kept student attention • Will use again in future</td>
</tr>
<tr>
<td><strong>Glogster Edu</strong></td>
<td>• Students will create virtual news story (activity planned for future lesson)</td>
<td>• Predicts students will creative way to present news story</td>
</tr>
<tr>
<td><strong>Animoto</strong></td>
<td>• Create short video for unit wrap-up</td>
<td>• Students enjoyed video • Quick, easy unit review</td>
</tr>
<tr>
<td><strong>Quia.com/web</strong></td>
<td>• Established student accounts by class • Created vocabulary practice activity • Created online quiz</td>
<td>• Any activity that uses technology is welcome, despite any frustrations or issues that may arise (i.e., student accounts and passwords)</td>
</tr>
<tr>
<td><strong>Glogster</strong></td>
<td>• Students created interactive poster for Hispanic Heritage presentation</td>
<td>• Students able to show creative side and learn about Hispanic culture</td>
</tr>
<tr>
<td><strong>Voki.com</strong></td>
<td>• Students will create avatars to practice pronunciation and intonation (activity planned for future lesson)</td>
<td>• Tool itself is not difficult to use; it is the time spent researching and exploring</td>
</tr>
<tr>
<td><strong>Glogster</strong></td>
<td>• Students created interactive poster for presentation</td>
<td>• Students are excited about projects</td>
</tr>
<tr>
<td><strong>Animoto</strong></td>
<td>• Coachee will create short video introducing writing assignment for new unit (task planned for future lesson)</td>
<td>• Coachee is excited about the imaginative way to introduce new unit</td>
</tr>
<tr>
<td><strong>Multimedia games</strong></td>
<td>• Students will play interactive games related to novel (activity postponed due to unplanned teacher absence; will be implemented in near future)</td>
<td>• Coachee’s goal is to show students that educational games can be fun • It is important for students to have fun while learning</td>
</tr>
</tbody>
</table>
Results

The action research peer coaching assignment was designed to investigate whether teachers would be more inclined to integrate technology if provided a peer coach to guide, support, and encourage them along the way; and if so, would their approach to curriculum planning change as a result? These questions were answered over the course of the peer coaching process. Further insight was provided through journal entries completed by each colleague, as well as my own reflections documented throughout the process.

Reflections

The journal entry reflections completed by the participants provided valuable feedback for me regarding the progress of the peer coaching process, as well my own personal progress as a peer coach.

As a peer coach, I learned how to present technology tools to my colleagues with a user-friendly attitude and approach. In the beginning of the peer coaching program, my colleagues shared that they would like to incorporate more technology into their curriculum, but they were often hesitant to do so. I was able to successfully negotiate these barriers of intimidation and lack of time to explore and learn on their own by conducting a needs assessment. After identifying my colleagues’ needs, I was able to establish a focus and direction for achieving our goals. This also meant determining their comfort level with technology in order to build or to cultivate confidence in its future implementation.

I realized that as a peer coach it was important to make technology seem more manageable for my colleagues. The time I spent researching tools and creating instructional guides and tutorials was well worth the effort. My colleagues shared that these resources helped
to break the technology tool down into manageable pieces, thereby removing the daunting nature of the task.

At the conclusion of the peer coaching program, I asked my coachees to provide a second self-rating about their technology skill level. This follow-up question yielded a clear, direct way to interpret their feelings of the progress made and the confidence built through our collaboration. Table 6 provides a before-and-after skill level comparison as rated by the participants.

<table>
<thead>
<tr>
<th>Table 6: Before-and-after comparison of technology expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before:</td>
</tr>
<tr>
<td>Level of Technology Expertise (self-rated)</td>
</tr>
<tr>
<td>Colleague One</td>
</tr>
<tr>
<td>Colleague Two</td>
</tr>
<tr>
<td>Colleague Three</td>
</tr>
</tbody>
</table>

This is not to say, however, that everything went smoothly during the action research. I encountered obstacles in finding mutual time to collaborate with my colleagues. Through our conversations and in reading their reflections, I realize that my coachees, too, felt the pressure of a limited time frame in which to implement the technology. In my review of peer coaching literature and research, the element of time was repeatedly mentioned as an important element for a successful peer coaching program. I felt the constraint of time contributed to a constraint of possibilities.

I was also struck by my initial hesitancy to “assign” work to my colleagues. Knowing
the demands of our schedules and outside commitments, I felt awkward assigning them a task, but knew it was important for them to explore and utilize their new knowledge on their own. The pressure of completing specific tasks within a short time frame further exasperated this feeling.

As a peer coach, I felt inspired by the enthusiasm with which my colleagues approached learning how to implement new technology tools in the classroom. I realize now even more how much I have learned throughout my graduate program how to effectively teach with technology, and was I genuinely enthusiastic to share my knowledge with others. Despite obstacles of time and schedules, I feel I was able to effectively guide and assist my colleagues as a peer coach.

My personal experience as a peer coach and the experiences and reflections provided by my coachees, lead me to believe that the peer coaching process has a positive effect on the integration of technology. My coachees implemented (or intend to implement) a variety of tasks and activities which proved to be successful for instruction and meaningful student learning. Despite the limited time frame in which to collaborate, I feel we were able to accomplish a great deal, and that my guidance and assistance has helped to establish a foundation for my colleagues in teaching with technology. On an additional note, I have personally committed to work with my coachees for the remainder of the year in order to facilitate continued growth in implementing technology in the classroom.

Final Reflections

Successful integration of technology does not require a complete overhaul of classroom infrastructure. A well-equipped classroom is nothing more than smoke and lights if the technology it is not integrated effectively in order to unleash its potential and the potential of the
learners. Maximum student achievement is related to maximum engagement and meaningful learning in the classroom. In order to make learning meaningful, then, it is necessary for teachers to understand where their students are coming from and how to help and to equip learners to go from there. The same concept applies to the peer coaching process: it is necessary for peer coaches to understand where their coachees are coming from and how to help and to equip them to effectively integrate technology in the curriculum and classroom.

In order to facilitate a technology-integrated learning environment, it is imperative to provide time to teach colleagues about what tools are available, how to use them, and how to advance their own knowledge of the effective integration of technology in their curriculum. Encouragement and motivation for peer coachees should be consistently provided by both the peer coach as well as school administration. According to Showers & Joyce (1996), it is of great importance for the school to adopt a community-wide, collaborative culture of coaching in order to achieve greater professional development within the organization.
References


Slater, C., & Simmon, D. (2001). The design and implementation of a peer coaching

Appendix A

Colleague 1: Journal entries

(Journal No. 1)

1. **What do you teach?**
   I teach 6th grade earth science.

2. **How long have you been teaching?**
   This will be my 5th year teaching. 2 years at public school teaching 4th grade math/science and this will be my 3rd year of 6th grade science.

3. **What kind of access do you have at work? At home?**
   I have 2 computers at home with internet access on both. I have access to all my work files and email from home. I have up to date software on all computers.

4. **What do you hope to accomplish during this coaching session this semester?**
   I hope to integrate new and fresh technology ideas in my science curriculum. I hope to find ways to help my students use interactive websites/activities to expand their knowledge of science. I want to learn to use technology as a method to model the earth to allow students to virtually explore science. I also hope to find a fresh, new way of taking and presenting notes to students.

5. **What should your coach know about you?**
   I look forward to learning new technology and sprucing up my curriculum!

(Journal No. 2)

1. **What seems most exciting about using technology?**
   I am excited to liven up a unit in an interesting way that can become slow and drag.

2. **What are you the most nervous about when you consider technology use by you or your students? What contingencies do you have set up?**
   Any teacher worries that the students’ will lose interest or focus when a new idea is implemented. Also, all teachers worry that if the students are asked to use the technology that the program or computer with have problems or that the students will not understand the lesson and be confused. I worried with animoto that they would not pay attention to the short video.

3. **What will be your first technology integration piece? Describe how and what you plan to do (along with the help of your coach).**
   I have created a short 30 second video to review minerals using Animoto.com. I created the video using animoto with pictures of some of the minerals my students had learned. My peer coach showed me one of her animoto videos she had created for class so I could see an example. She also helped find pictures on the internet for me to use. We brainstormed uses for this technology.

4. **How did it go? What can be improved?**
   I believe the introduction of animoto went well. I only used it as a way to quickly review
the unit we were wrapping up. I do regret that it was such a short video (30 seconds) because it felt too brief. I am interested in purchasing the upgrade so that I can have longer videos.

5. **How did the students react? Positive/Negative/discipline problems?**
The students enjoyed the video and enjoyed having a quick easy overview to review the unit.

(Journal No. 3)

1. **What did you plan for your second technology integration piece?**
   I created a prezi presentation to introduce a unit.

2. **What did you have to create to implement the technology?**
   I had to create the prezi presentation using prezi.com and downloading pictures to insert in the presentation.

3. **How did the coach help you?**
   My peer coach sent me a tutorial to help me understand the basics of the new technology before I began working with prezi. Caroline also helped search the internet for pictures for me to insert in the presentation. I had a few minor problems with prezi and Caroline was able to help me sort out the minor glitches and finish my presentation.

4. **How did it go in class? Was it successful? Did it all work the way you intended it to?**
   My students found it intriguing to use such a different tool than powerpoint. They liked the movement and it kept their attention.

5. **What would you change next time?**
   Next time I will add more information to the presentation and change a little of the way I format the presentation so it was more interesting. This was a test to see how the students would react and if the technology would work for the use I intended it to work.

6. **How did the technology integration coach help you?**
   My peer coach also suggested that I use it as a whole class review. I think this is a great idea. The technology may be too much for my 6th graders, but we could create a prezi as a class for a review.

(Journal No. 4)

1. **Describe your final technology integration piece. How did it go?**
   I will be implementing the final technology piece in the spring with a unit that it will be best suited. I will have my students use glogster to create a virtual news story over a specific volcano. I think the students will enjoy having a creative way to create and present their news story.

2. **Are there any plans you have for future technology integration?**
As answered in #1, I plan to use glogster in the spring semester. I also plan to use prezi in a few weeks as a review for the current rock unit.

3. **Describe the coaching process from your perspective.**
   I feel it is a great way to have teachers share ideas and use new and exciting technology. It also gave me a reliable, knowledgeable person to ask questions and receive help with technology issues.

4. **Was this a beneficial way to learn more about using technology?**
   Yes, I believe it helped me find new technology that I did not have the time to find or time to learn how to use by myself. It was also someone to bounce ideas off of that knew the technology so she had an understanding of the capabilities and uses.

5. **What advice would you give others about technology coaching?**
   I felt it was incredibly beneficial to me to have this expert help with me see my lessons differently.

6. **How has technology coaching affected your teaching and learning?**
   It has helped me look at the units I teach in a different way. It gave me ideas that I would not have thought of on my own.

7. **What suggestions do you have for future projects of this type?**
   I did feel that we were short on time. I wish the peer coaching could be over the whole year so we had time to find the right unit for each technology application.

*Additional question asked by peer coach:*

At the beginning, you rated yourself a 4 on a scale of 1-5 for technology skills. (5 being the highest.) After participating in this experience, how would you rate yourself now on a scale of 1-5?
I feel I am still a 4, but closer to a 5.
Colleague 2: Journal entries

(Journal No. 1)

1. **What do you teach?**
   Currently, I teach Spanish 6th and 7th grade at River Oaks Baptist School

2. **How long have you been teaching?**
   I have been teaching for 14 years of which I have taught 13 years at the high school level

3. **What kind of access do you have at work? At home?**
   I you mean access to technology; I have a projector, a desktop and a laptop available to teach. I also have a stereo and a document camera.

4. **What do you hope to accomplish during this coaching session this semester?**
   Having someone to help me to incorporate more technology in the classroom will decrease the amount of time that I would need to invest in researching resources and learning them on my own.

5. **What should your coach know about you?**
   I like to bring new ideas to the classroom, I like innovation, and I am flexible in terms of how to blend new ideas with the current curriculum.

(Journal No. 2)

1. **What seems most exciting about using technology?**
   Having a mentor. The fact that I don’t have to spend hours and hours trying to learn how to use an application/program, makes me more willing to implement it in my lessons.

2. **What are you the most nervous about when you consider technology use by you or your students? What contingencies do you have set up?**
   Technology doesn’t make me nervous. However, I when the students have to do an assignment at home, I have to think about compatibility problems. My contingency plan is to be more flexible in terms of deadlines. I don’t have control of what happens outside my classroom, but I can help the kids if they are at school. I know the technology department is always ready to help.

3. **What will be your first technology integration piece? Describe how and what you plan to do (along with the help of your coach).**
   Perhaps this questions needs to be rephrased. This questions implies that technology hasn’t been integrated in my lessons previous this mentoring program or that this integrations is just beginning to take place now. I have integrated technology in my lesson in the past. One example is the QUIA website used to practice vocabulary.

4. **How did it go? What can be improved?**
   (No response provided by coachee.)

5. **How did the students react? Positive/Negative/discipline problems?**
   Let’s not forget that our students are technology natives. Anything activity that uses technology is welcome, despite the small frustrations about passwords, etc.
(Journal No. 3)

1. **What did you plan for your second technology integration piece?**
   To create an online poster, using www.glogster.com.

2. **What did you have to create to implement the technology?**
   I used an all lesson about Hispanic Heritage Month.

3. **How did the coach help you?**
   My coach did all the research about creating accounts for the students and how to
   navigate the site to create the poster.

4. **How did it go in class? Was it successful? Did it all work the way you intended it to?**
   In class we had only minor problems with passwords at home. Some kids type the
   password incorrectly. A few kids had problems posting the link for one of the parts of
   the glogster.

5. **What would you change next time?**
   To work in class on the parts the kids had problems this year.

6. **How did the technology integration coach help you?**
   I think I answer this question under #3. My coach and I kept active communication
   during this project. She came to my class to show me how to solve the problem with the
   link.

(Journal No. 4)

1. **Describe your final technology integration piece. How did it go?**
   The objective was accomplished. Students had fun while learning. Glogster.com allowed
   students to show their creative side while learning about the Hispanic culture.

2. **Are there any plans you have for future technology integration?**
   Yes, I will be using the VOKI site to practice pronunciation and intonation.

3. **Describe the coaching process from your perspective.**
   It worked very well. I had some clear ideas about what I wanted to do, a list of questions
   and objectives. This made easier to work with my coach.

4. **Was this a beneficial way to learn more about using technology?**
   Yes, with a clear task in mind, it’s easier to be more productive and accurate.

5. **What advice would you give others about technology coaching?**
   Be opened minded and don’t waist a great opportunity to enhance your teaching through
   technology.

6. **How has technology coaching affected your teaching and learning?**
I want to clarify that this is not the first time I am using technology. I took this opportunity as an opportunity to explore some other programs that exist out there. The most beneficial things about technology coaching was the amount of time I saved by having someone else surf the web to find a new teaching tool.

**7. What suggestions do you have for future projects of this type?**

Any new project needs to be plan weeks ahead of time, since the implementation means adjusting the lesson and in most cases showing the students how to use the new internet based program.

*Additional question asked by peer coach:*

> At the beginning, you rated yourself a 4 on a scale of 1-5 for technology skills. (5 being the highest.) After participating in this experience, how would you rate yourself now on a scale of 1-5?

I learned about 2 new internet based programs, and I had a refresher about one. It is hard to know exactly what is meant by technology skills. Technology covers more than just the internet. Again, the most time consuming thing is to surf the web to find new programs to be incorporated in the lessons. The use of these programs--GLOSTER, VOKI AND QUIA, is not difficult in itself.
Colleague 3: Journal entries

(Journal No. 1)

1. **What do you teach?**
   I teach 6th Grade English Workshop, which is a course specifically designed to build reading and writing skills. I also teach 8th Grade Language Arts.

2. **How long have you been teaching?**
   This is my 6th year to teach.

3. **What kind of access do you have at work? At home?**
   Access to technology? At home I have a laptop and use it occasionally to enter grades, but I generally do most of my work at school, where I have a desktop computer, a laptop, laptops for my students to use, and a projector.

4. **What do you hope to accomplish during this coaching session this semester?**
   Since I am generally unaware of the technology available to me, I’m particularly interested in learning more about that! I also want to know how I can take some of my lessons and activities and adjust them so that I’m utilizing the technology available to me and making them more engaging to my students.

5. **What should your coach know about you?**
   I’ve got an open-mind about technology but am often intimidated by it!

(Journal No. 2)

1. **What seems most exciting about using technology?**
   I’m excited to use technology to enhance my students’ learning. I’m always trying to find new, hands-on ways to capture their attention and get them excited about a subject or a project.

2. **What are you the most nervous about when you consider technology use by you or your students? What contingencies do you have set up?**
   I’m somewhat nervous about not knowing enough about the technology I’m asking my students to use to help them through the process. I’m fortunate to have colleagues who can help me with technologies that are new to my students and to me.

3. **What will be your first technology integration piece? Describe how and what you plan to do (along with the help of your coach).**
   I’ve just started a project with my students which involves research and a presentation. In years past, students have done presentations with PowerPoints or posters they’d made. This year, with the help of my coach, I’m having my students do the presentation and make interactive posters using Glogster. I’ve already introduced my students to the assignment and demonstrated how to use Glogster, and in the coming days and weeks, my students will be able to create their own posters using this tool.

4. **How did it go? What can be improved?**
   So far, everything has gone well. My coach has been extremely helpful and informative,
and my students are so excited about the prospect of using Glogster. The only issues thus far have been with the Glogster website, which occasionally has problems.

5. **What did the students react? Positive/Negative/discipline problems?**
   The students are excited about their projects, and all feedback from them has been positive!

(Journal No. 3)

1. **What did you plan for your second technology integration piece?**
   After my students complete a project using Glogster for the novel they’re currently studying, I will introduce another writing assignment, which I will introduce with a short video I’m making using Animoto.

2. **What did you have to create to implement the technology?**
   I’m in the process of creating the video. This next unit will focus on personal memoir writing, so my video introduction will give the students a glimpse into what personal narrative writing is all about.

3. **How did the coach help you?**
   My coach, Caroline Burdett, showed me how to use Animoto. She also showed me some examples of the short videos that she’s made for her Spanish classes. She actually gave me the idea of using this tool to introduce a unit. I loved the idea—and the examples she showed me—because I often struggle to come up with imaginative ways to introduce new units to my students.

4. **How did it go in class? Was it successful? Did it all work the way you intended it to?**
   As this unit will begin in the upcoming weeks, I have not shown my video to my classes yet, but I’m confident that the video I create will hook them and make them excited about the memoir.

5. **What would you change next time?**
   I wouldn’t change anything so far.

6. **How did the technology integration coach help you?**
   As mentioned above, Caroline has made herself fully available, showing me how to use this tool, showing me examples of how she has used it, and encouraging me to come to her for help.

(Journal No. 4)

1. **Describe your final technology integration piece. How did it go?**
   My last technology piece, interactive, educational games related to the novel Holes by Louis Sachar, was supposed to be implemented last week; however, I had an unplanned two-day absence, so I could not introduce this lesson to my students. I plan to do so after the Thanksgiving Break. My main goal in introducing my students to these games is to
show them that educational games can be fun. I feel that it's important for students to have fun while learning.

2. **Are there any plans you have for future technology integration?**
   Absolutely! I plan to use all of the tools that my coach, Caroline Burdett, showed me, and I plan to come to her throughout the school year when I have a unit or lesson that I think could be improved with technology.

3. **Describe the coaching process from your perspective.**
   Caroline is an excellent coach. She's patient and thorough, two attributes that really helped me see the importance of implementing new technology in my curriculum. I'm the type of person who loves the idea of using new technology (as I recognize that it truly is the future of education) but who is intimidated by it. Caroline was able to show me new technological tools that are accessible and fun. She was able to walk me through the steps of each new type of technology that she showed me. I feel very confident now about using new technology in my classroom.

4. **What is a beneficial way to learn more about using technology?**
   Yes! One-on-one, hands-on instruction is always best!

5. **What advice would you give others about technology coaching?**
   I would suggest that other coaches walk their "students" through each new piece of technology as Caroline did for me. Also, it was very helpful to see how Caroline used technology in her own classroom. When I saw the interactive maps that she made through Glogster and the videos that she made through Animoto, I was able to gain a clear picture of how I could adopt these tools for my own curriculum. I think that other coaches should "model" how they've used the technology themselves.

6. **How has technology coaching affected your teaching and learning?**
   I am no longer intimidated by it!

7. **What suggestions do you have for future projects of this type?**
   No suggestions! I think that my coach, Caroline, did an exemplary job.

*Additional question asked by peer coach:*
   *At the beginning, you rated yourself a 4 on a scale of 1-5 for technology skills. (5 being the highest.) After participating in this experience, how would you rate yourself now on a scale of 1-5?*
   I would consider myself a 4-4.5 at this point.*
Appendix B

Glogster EDU
How to register for a Glogster EDU account

1. Go to www.edu.glogster.com

2. Click on ‘Register’

3. Complete the required registration information
   - NOTE: The ‘nickname’ you enter will be your username for the website.
   - You do not need to complete the district/school information at this time

4. Click ‘Sign up’

5. You will receive a confirmation email at the email address you used to register for an account. Open this email and click the ‘Confirm your account by clicking here’ link.

How to set up student accounts using the free, EDU Basic version

Once you have registered for an account at www.edu.glogster.com, go to ‘My Dashboard’. You can access your Dashboard from the top toolbar.

- From your Dashboard you can access any of your students’ accounts and glogs. Click on an individual student to view/edit/monitor/delete any content or comments posted.

1. Click ‘Add new students’.
2. Type in the number of student accounts you would like to create (maximum of 50 free accounts after November 2010).

3. You will receive a new message on your Dashboard with your students’ account information.

Print this out or copy and paste it into a document for you to access the information without having to log in to your account.

- These log in nicknames (codes) are the log in names that your students will always use to enter the website. I suggest they write down their nickname code somewhere safe in their class binder/spiral for easy reference.

<table>
<thead>
<tr>
<th>Glogster EDU subaccounts for nickname</th>
</tr>
</thead>
<tbody>
<tr>
<td>09-21-2010 19:45</td>
</tr>
<tr>
<td>Glogster EDU subaccounts for nickname:</td>
</tr>
<tr>
<td>1. Nickname: sxtzmy2,</td>
</tr>
<tr>
<td>Password: [redacted]</td>
</tr>
<tr>
<td>First login link: <a href="http://edu.glogster.com/go/n8psaz">http://edu.glogster.com/go/n8psaz</a></td>
</tr>
<tr>
<td>2. Nickname: s5b8w6y</td>
</tr>
<tr>
<td>Password: [redacted]</td>
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<tr>
<td>First login link: <a href="http://edu.glogster.com/go/e17fei">http://edu.glogster.com/go/e17fei</a></td>
</tr>
<tr>
<td>3. Nickname: snf9fbv</td>
</tr>
<tr>
<td>Password: [redacted]</td>
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<tr>
<td>First login link: <a href="http://edu.glogster.com/go/3alpa5">http://edu.glogster.com/go/3alpa5</a></td>
</tr>
</tbody>
</table>

4. Click ‘Manage students’ on your Dashboard.

5. Click ‘Edit account’ to change student nicknames.
- This new nickname will only be displayed once students have logged in.
  NOTE: Students must log in with the original nickname code generated by Glogster EDU – their password, however, will be the new one you programmed for each student to log in.
- I changed students’ nicknames to be displayed as their ‘first name-period’ (ex: Alex-8) and documented the new nickname on my printed list of student accounts.

6. Click ‘Manage students’ to program new passwords for each student.
- Passwords must be at least 5 characters long.
- Click on ‘Change password’ and enter new password.

- I used short Spanish words that would be easy to remember (ex: leche, libro, carro) and documented the new password on my printed list of student accounts.

7. Create a table in Microsoft Word or Excel to record the Log in nickname, new password, and display name of each student. For example:

<table>
<thead>
<tr>
<th>Display name:</th>
<th>Log in nickname:</th>
<th>Log in password:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alex-8</td>
<td>s7wazdp</td>
<td>leche</td>
</tr>
</tbody>
</table>
How to Get Glogging

1. Click ‘Create New Glog’
   - Every time you create a new glog there are a few elements that are already there on the poster. To get rid of anything you don’t want, just click on the object and then click on the red trash can. This will remove the item from your glog.

2. Name and save your glog
   - Click ‘Save or Publish’
   - Rename your glog
   - Select a category
   - Select ‘Unfinished’ and ‘Save’
   - Click ‘Continue Editing’

Remember, save and save often!

3. Tool Box
   - Use the Tool Box to add items to your glog. The tool box can be collapsed if not in use.

4. Wall (Glog background)
   - Browse through the options. Select the background you like and click ‘Use It!’

5. Graphics
   - Browse through the selections. Select a graphic to insert on your glog and click ‘Use It!’
   - Graphics can be resized and rotated by clicking on the object. Adjust the object using the markers around the object.
6. Text
   - Browse through the text box options. Select a format and click ‘Use It!’
   - Text boxes can be resized, rotated, and repositioned; however, you cannot change
     the amount of text the box will display. If the text exceeds the display limit, a scroll
     bar will show up on the side of the object. This scroll bar will be on your published
     glog as well.

7. Images
   - Click on ‘Image’ in the toolbox
   - Click on ‘Upload’
   - Select the image file from your computer and click ‘Open’
   - Wait for the image to upload into the Glogster image file box. A thumbnail should
     appear. If the image does not appear in the image files, you may have to refresh the
     page.
   - Select the image from the file box and ‘Add a Frame’ if you would like
   - Click ‘Use It!’
   - You may resize, rotate, and reposition the image in your glog

8. Hyperlinks (Insert on an object in the glog)
   - Click on the object
   - Click ‘Edit’
   - Click on the ‘Add link’ tab (∞)
   - Type or paste the link into the box and click ‘Apply’
   - To check if you inserted link correctly, click on ‘Preview’ mode. Scroll over the
     object that has the link. If a bright, hot pink circle appears around the object, you
     have added the linked correctly.
9. Editing objects (graphics, images, etc.)
   - Click on the object. An editing toolbar will appear above.

10. Editing text (font, size, color)
    - Click on the text object. An editing toolbar will appear above.

11. Video
    - Select ‘Video’ from the toolbar
    - If you have a video already uploaded on your computer, click on ‘Upload’ to insert the video. Select the video file from your computer and click ‘Open’
    - If you want to link a video (for example, from YouTube), click on ‘Link’ and type or paste the url into the box. Click ‘Apply’.
    - To insert a frame around the video, click ‘Add a player’
    - Click ‘Use It!’
Classroom Benefits
Benefits Glogster EDU provides to teachers and students:

- A fun learning experience
- A new way to express creativity
- Private, secure, safe virtual classroom monitored by teachers
- Drives new interest levels around subjects that may have been seen as “boring” before
- Adds needed audiovisual aspects to traditionally text-oriented subjects
- Fosters teamwork and collaboration with classmates
- Increases drive to be independently creative
- Unlimited shelf life
- Improves student-teacher relationships by allowing both to explore Web 2.0 & learning concepts together
- Keeps teachers and students up to date with modern technology

Source: http://edu.glogster.com/classroom-benefits/

Ideas for the Classroom

- **Social Studies:**
  - Choose an explorer and provide the framework and historical information about his exploration. Track his journey, including the successes and failures along the way.
  - Create a personal “diary” entry of a soldier during World War II
- **Science:**
  - Illustrate the life cycle of a star
  - Illustrate the water cycle
- **English/Language Arts:**
  - Create an original book cover depicting the important characters and other literary elements about a novel
- **Foreign Language:**
  - Create a visual representation of a cultural event or holiday. Include links, images, video, and text.
- **Math:**
  - Illustrate the concept of fractions in at least four different ways
- **Technology:**
  - Create a tutorial on how to organize computer files in an effective and efficient manner

For an introduction and overview, view my interactive glog example:
http://caroburdett.edu.glogster.com/glogster-tutorial/
Appendix C

Signing up:
- Go to www.prezi.com
- Click on SIGN UP NOW
- Scroll down and click on the STUDENT/TEACHER LICENSES button
- Select EDU ENJOY option
  
  ![Edu Enjoy License](image)

  - Enter your school email address – this will be your username
  - Be sure to check your email for a verification link

First things first:
Familiarize yourself with the BUBBLE MENU – this rests in the top left corner of the screen for easy access

- WRITE: edit mode
- COLORS & FONTS: choose a theme for your prezi
- INSERT: insert images, files, and shapes
- FRAME: group ideas for organization
- PATH: set the sequence of presentation
- SHOW: preview/view presentation
On your mark! Get set! Prezi!

1. Double click anywhere on the CANVAS to add text

2. Zoom in on text/ideas using the zoom buttons at the right of the screen, or using the scroll button on your mouse

3. To transform, structure, and size your ideas/text, click on the text and the ZEBRA tool appears

   Use the zebra tool to:
   - MOVE (drag center of ZEBRA)
   - SIZE AND SCALE (drag inner ring of ZEBRA)
   - ROTATE (drag outer ring of ZEBRA)

4. Add images using the BUBBLE MENU
   - Click on INSERT ➔ LOAD FILE and select the image file you want to insert.
   - Use the ZEBRA tool to alter the size and position of the image on the canvas

5. Organize your ideas by grouping and layering objects
   - Click on FRAME
   - Select type of frame you want around your grouping of objects/ideas
   - Draw the frame around the objects

6. Add a storyline or path for your Prezi
   - Click on PATH
   - Sequence your ideas by clicking on the parts in the order you want to present
   - Storyline can be easily altered/re-ordered later by dragging the numbered paths to different objects

7. Add a YouTube video
   - Copy the url of the YouTube video you want to insert
   - Double-click on the canvas to add new text
   - Paste the url into the text box
   - Click OK, and your video will appear
### Appendix D

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<tr>
<th>Log in nickname:</th>
<th>Log in password:</th>
<th>Display name:</th>
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