**March 8, 2017 Alpharetta Elementary School**

I wanted to challenge myself when coaching a teacher, so I chose to coach a 2nd grade teacher, Ms Liz Goldsmith. Ms Goldsmith is a teacher who is very interested in instructional technology strategies, but she is still at a basic level in her actual instructional practice. My hope is that through coaching Ms Goldsmith can increase the LOTI level of her instructional practice and learn strategies that she can take to the rest of her 2nd grade team.

My first coaching session with Ms Goldsmith was focused on developing a partnership, and finding strategies that she would be both comfortable with and that would increase her LOTI level of instruction. Our initial conversation focused on developing a level of equality where we both contributed to the conversation, asking questions to find out her pain points in order to develop a level of choice, and help putting her voice into words and action that we can take in a future lesson. I chose to focus session on asking questions about her instructional practice, what she thinks can be improved, and what items are just painful for her to complete in order to find a focus that she was both comfortable with and excited about. I also tried to ask deeper probing questions after her responses in order to help her clarify her voice

After our conversation, Ms Goldmsmith and I decided on a three prong approach to increase the LOTI level in her classroom. First, we would use Nearpod to give her an alternative way to deliver instruction and eventually a personalized way to deliver instruction. Second, we would work on ways to cut time on assessments and get better data. Third, we would work on moving her students to a more creation based atmosphere. We also agree that for the next session I would create a Nearpod on planes and solid figures that we could implement together in our next class. By allowing me to develop it, it takes the initial workload off of Ms Goldsmith, and she can then see what implementation looks like in her classroom.

After this conversation, I was very excited about the possibilities in coaching Ms Goldsmith. She is eager to learn, and is willing to allow the coaching relationship to work. My one concern is that she is the type that wants to go to fast too soon, and I will work to focus her in areas of improvement.

**March 15, 2017 Alpharetta Elementary School**

This day focuses all on implementation. In our last session, Ms Goldsmith and I discussed implementing a Nearpod lesson on planes and solid figures, and this day is where it comes to pass. It took a bit of research for me to put this together as I had to refresh my memory on the content, but I think what we came up with turned out well. The plan for implementation was for her to run the session with my help, and then I would talk with her about using another for Nearpod for assessments.

 To start our session, I got Ms Goldsmith setup where she could run the Nearpod that I created. I logged her into an account that we created based on her school login in, and then I got her to the Nearpod Library in order to launch. I then let her launch and move slides as she presented the content on planes and solid figures in a teacher directed lesson. Ms Goldsmith did this with no issues, and I was there to help her students as they logged in and worked on assignments. Overall, everything went great. I concluded my time in her class by telling her that I would be back during her planning in order to see how she liked it, and discuss next steps.

 When I returned to Ms Goldsmith’s room, she was very excited. She said it went great and she feels incredible comfortable implementing Nearpod, but she did ask about creating her own. She had played with the creation part a bit previously, so my strategy was to have a dialogue on what she wanted to do with it, and we came to a conclusion that using Nearpod as an assessment tool would not only be a great next step but it would also get us to our next area of improvement related to using assessments. The rest of our time was spent getting Ms Goldsmith started on building questions in the creation platform on Nearpod that she could implement before the next time I see her.

 Overall, I see this coaching experience as a success. Through a partnership approach I moved Ms Goldsmith forward with alternative ways to deliver content that is more engaging for students. From that experience she learned how to use a tool that she can use consistently in the future, and it built excitement into wanting to progress further. Our next step will be assessing and using that data to both personalize learning for students and build creation assignments that can help students achieve deeper understandings.

**March 20, 2017 Alpharetta Elementary School**

My approach to this trip consist of three things. 1) I want to observe Ms Goldsmith implement her data gathering Nearpod effectively without much intervention. 2) I want to meet with her to look at the data she has gotten from Nearpod, and look at ways to put it into action 3) I want to encourage her to evaluate that data to look at ways to personalize learning. I don’t necessarily want Ms Goldsmith to move into building personalized assignments though as I think she will have a more positive experience if I give her time to process the need to personalize and brainstorm ways that she thinks this could be effective with her own students.

 The first step in my approach with Ms Goldsmith on this trip is to observe her implementation of the Nearpod lesson as a way to gather data. I just want to make sure that she has gotten the principles of implementation, and that everything was running smoothly.What I observed was a teacher who was comfortable and confident with a tool that adds a new element to her instruction. Best of all her students were engaged, especially when they got to draw on the Ipad as part of their assessment.

 My second prong to the approach is to go to Ms Goldsmith during her planning and help her both find the data within the Nearpod she just ran and to make sense of it. I show her where the data can be found within the Nearpod platform, how to export it an excel spreadsheet, and we looked at trends within the student data. Overall, her students achievement level was about average. There were scores all over the map. After looking at the trends it was now time have dialogue about next steps.

 This next prong is where things got a bit tricky. The whole idea of getting data was to take what we learned and come up with ways to personalize the next set of lessons for her students. Ms Goldsmith was a bit discouraged because she had not seen the needle move very much when it came to student achievement, and after telling her the next step was student creation and personalization she pushed back because of the time she perceived that it would involve. It forced me to pull back a bit and suggest Nearpod lessons that are differentiated by student as a place to start. Ms Goldsmith thought she could do that. I did not want to take creation off the table completely though, so I asked her if I could look at the data and form some possible assignment choices. We could then talk about them in our next visit and see what she liked best.