

Standard 1-Visionary Leadership

Element 1.4 Diffusion of Innovations and Change

[ITEC 7460 Coaching Journal](#)

Professional Learning & Technology Innovation: Coaching Journal

Candidates research, recommend, and implement strategies for initiating and sustaining technology innovations and for managing the change process in schools. (PSC 1.4/ISTE 1d)

1. Briefly describe the artifact and the context in which it was created. What was your individual contribution(s)?

The artifact that I selected to demonstrate mastery of diffusion of innovations and change is a coaching journal, which was done in ITEC 7460: Professional Learning and Technology Innovation. The coaching journal is a representation of several coaching sessions that were conducted with a collaborating teacher. It contains experiences in **research** about my collaborating teachers technology strengths and weaknesses, personality type, goals for technology, and strategies for technology use, **recommendations** of strategies for effective use of technology, and **implementation** of strategies. The coaching journal entries include successes and challenges as well as reflections about each coaching session.

2. Explain how this artifact demonstrates mastery of the standard/element under which it is placed.

The coaching journal meets mastery of the standard by demonstrating **research**, **recommendations**, and **implementation** of strategies.

The first thing I did was **research** to find what the collaborating teacher's strengths, weaknesses, goals, and questions were. I did this through using a teacher technology inventory, teacher adoption survey, observing a lesson taught by the collaborating teacher and conducting an interview. By using open dialogue I was able to ascertain that my collaborating teacher needed more knowledge of and confidence in her ability to teach MobyMax to students in grades 1-5. Being familiar with the program I knew most of the answers to her questions. I had to **research** to find the answer to her question about sharing students with other teachers using the program.

I made the **recommendation** for implementing a contest based on open dialogue we had. The collaborating teacher set up a contest and attempted to **implement** the set up in class. My collaborating teacher realized that some students were missing during the set up of her class. I make additional **recommendations** for her to try. She **implements** the changes and is successful in creating a competition among students. During our dialogue another question emerges, she asked about reporting issues. After **researching**, using MobyMax's support, I recommended that she change the steps she was using. After **implementing** the new steps she was successful in what she was trying to achieve.

By using open dialogue, teacher choice, **research**, and **recommendations** the collaborative teacher is able to **implement** instruction of MobyMax in the computer lab with confidence and success.

3. What did you learn from completing this artifact? What would you do differently to improve the quality of the artifact or the process involved in creating the artifact?

The coaching journal artifact and coaching experience has taught me that I need to be more reflective. Reflection as described by (Knight, 2007) is believing that learning can be enhanced when we have numerous opportunities to consider how what we're learning might impact what we have done in the past, what we are doing now, and what we will be doing in the future. Reflecting back over each of the coaching sessions helped me think about what worked well and what could be better as well as help determine the **recommendations** that I would make for the following session.

Another thing that I had reaffirmed is the importance of dialogue and establishing a relationship where the collaborative teacher feels free to ask questions even if they are about another technology.

One thing that I would do to improve the process would be to have my collaborative teacher make a written daily reflection rather than one at the end of the week. This would allow her to write down questions. This would help me in **researching** and making further **recommendations** based on what she needs.

4. How did the work that went into creating the artifact impact school improvement, faculty development or student learning? How can the impact be assessed?

The collaborative coaching of my fellow teacher impacts all students in grades 1-5, about 500 students. In turn it impacts school improvement because the technology that my collaborative teacher was coached in is used to improve reading and math, both goals of improvement in the school improvement plan. The teacher began very hesitant and unsure of her ability in teaching a digital resource, MobyMax. Throughout the coaching sessions she became more confident in her ability to **implement** the research-based **recommendations**. She states that she now feels that she can successfully teach all students this research-based technology.

Looking for an increase in the Georgia Milestones in reading and math as well as looking at the improvement of individual tests in MobyMax can assess the impact.

Reference

Knight, Jim. (2007). Instructional coaching: A partnership approach to improving instruction. Corwin Press: Thousand Oaks, P, C., (2015)