



# Present Your Improved Lesson

## Prepare to Present Your Improved Lesson

In this activity, lesson improvement teams prepare for a tour and defense of their lesson. Prepare with your team to answer these questions:

1. In what ways are the Learning Activity Checklist components addressed in our improved lesson? \_\_\_\_\_

---

---

---

2. How did we apply the steps of the lesson improvement process in completing our work? \_\_\_\_\_

---

---

---

---

3. Why do we believe the improved lesson is practical and realistic, with reference to all necessary resources and supports? \_\_\_\_\_

---

---

---

4. What is the best way to provide a guided tour of our lesson so that others can understand its merits? \_\_\_\_\_

---

---

---



## Artist Statement

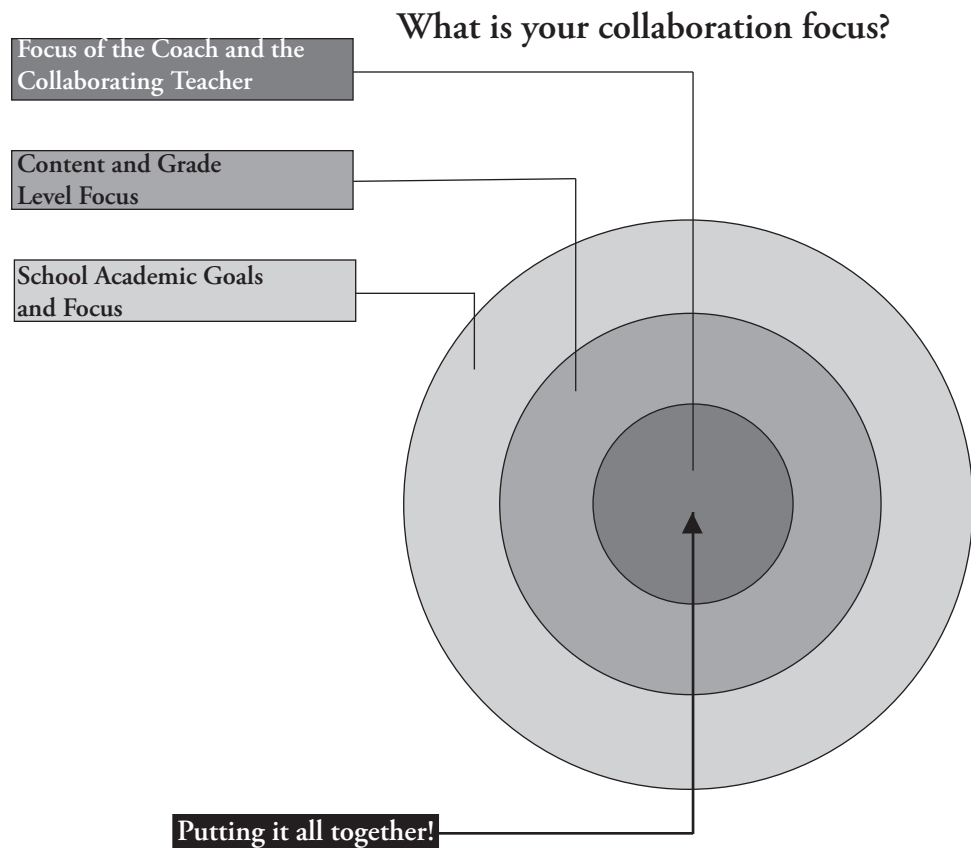
<b>Greatest strength of our lesson:</b>	
<b>Where we could use some help making continued improvements:</b>	
<b>The learning we have gained through this collaborative lesson improvement process:</b>	



# Collaboration Focus

## Collaboration Goal Planning Worksheet

**Directions:** Use this worksheet to help you and your collaborating teachers determine a collaboration focus and goal to use DLC tools and resources in classroom activities. Use the information to complete your collaboration plan.



### Determine a Collaboration Focus

Every school has curriculum initiatives, new textbook adoptions, and new instructional strategies teachers are learning.

Think about your school's goals and initiatives. Then develop a focus for your coaching program that is:

- Aligned with your skills and knowledge.
- Based on the needs of your collaborating teacher.
- Aligned with the larger vision/mission of your school.



# Collaboration Plan

The purpose of this plan is to give you a framework to help you and your collaborating teachers integrate DLC tools and resources into the classroom. A strong collaboration plan should reflect your skills, knowledge, and the needs of the collaborating teachers and your principal.

Part 1: Share with your principal		Date
Name of T2T leader		
Structure	Will the collaboration be one-on-one or with a team of teachers? Will you be working with a team of teachers at the same grade level or subject matter? Or will you work with a broader range of teachers?	
Names of collaborating teachers		

**T2T Leader Roles and Responsibilities:** Describe the major roles and responsibilities you could play as a T2T leader in your school.

**Resources:** What resources will support your collaboration work (for example, release time, training, flexible scheduling, extra pay, etc.)?

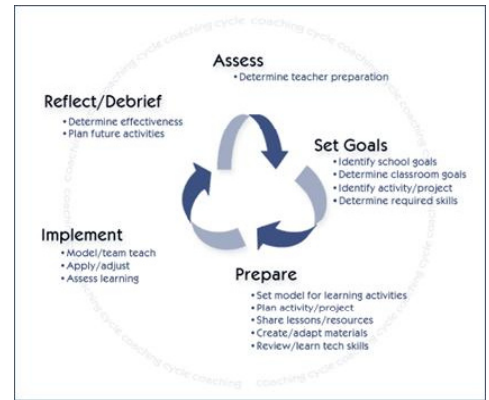
**Communication:** How will you communicate with the principal and staff about the collaboration you are planning?



### Thinking about Collaboration

As a T2T leader, you will work one-on-one or with a group of teachers to help plan and implement standards-based lessons that use Digital Learning Commons resources. The Coaching Cycle reflects the process of that collaboration.

Part 2 of the collaboration plan will help you and your collaborating teachers think about how you will work together. Start by using the Collaboration Goals Planning Worksheet to establish a direction for your coaching work. Use the information in this worksheet to establish a collaboration focus and to write a collaboration goal. Then answer the questions listed below.



### Our Plan for Working Together

#### Directions

To be deliberate about your collaboration and maximize your efforts, complete this part with your collaborating teachers after the retreat. If working with more than one team, complete a plan for each group.

Description	Part 2: Complete one per group of teachers you work with
<b>Goal Statement</b>	Write a general goal statement that tells what you want to accomplish and who you will collaborate with to use resources and ideas in meaningful ways. Make sure it reflects the collaboration focus outlined in your Planning Worksheet.
<b>Measuring Progress</b>	Describe some ways you will determine if you are making progress on this goal. What could you see, show, or tell?
<b>Time</b>	When will you and your collaborating teachers meet (for example, release time, common planning time, after school, etc.)?



Description	Additional group:
<b>Goal Statement</b>	Write a general goal statement that tells what you want to accomplish and who you will collaborate with to use resources and ideas in meaningful ways. Make sure it reflects the collaboration focus outlined in your Planning Worksheet.
<b>Measuring Progress</b>	Describe some ways you will determine if you are making progress on this goal. What could you see, show, or tell?
<b>Time</b>	When will you and your collaborating teachers meet (for example, release time, common planning time, after school, etc.)?
Description	Additional group:
<b>Goal Statement</b>	Write a general goal statement that tells what you want to accomplish and who you will collaborate with to use resources and ideas in meaningful ways. Make sure it reflects the collaboration focus outlined in your Planning Worksheet.
<b>Measuring Progress</b>	Describe some ways you will determine if you are making progress on this goal. What could you see, show, or tell?
<b>Time</b>	When will you and your collaborating teachers meet (for example, release time, common planning time, after school, etc.)?



## Bray Article

### Let Your Mentors Do the Coaching

*OnCUE* April 2004 – Vol. 26 – No. 2 p. 18—19.

By Barbara Bray

You don't have to spend a lot of money to create a sustainable professional development program that will successfully impact student learning. You have the people and the means in your own organization to make it happen. The challenge for you in creating a coaching and mentoring program will be determining the program goals, choosing and training the right people as mentors, providing the appropriate incentives, creating relevant resources, and finding time to develop and implement your program.

#### Definition of Coaching

Coaching is customized, relevant, and focused support for classroom teachers. It is a more personal approach than whole-group workshops where a wide range of abilities can leave beginners lost and advanced users frustrated. Coaching provides individuals and small groups the opportunity to learn just what they need when they need it. Teachers become more motivated to act on new skills learned because coaching is ongoing and personal. Guidance is essential for successful innovation of technology (Zhao et al., 2001). The mentor can then provide relevant support materials, model lessons using technology, and give feedback the teacher will be able to use to go the next step.

#### Determine Goals

The coaching process is an ongoing process that involves building trust while developing a relationship between mentor and teacher. If you are building your coaching program as part of a grant with a one or two-year timeline, develop realistic expectations. Determine if the program is meant to target specific grade levels, focus on a curriculum area, or help the entire school. Start small and build a model that can be replicated. Goals can vary, depending on the needs of your school or organization: increasing technology skills, developing lessons or projects, solving problems, or improving teaching practice. If the coaching program only benefits the mentors or does not focus on what teachers teach and what students need to know and do, teachers will not put in the effort that is needed to make the program work. Be **SMART** (Eaton & Johnston, 2001) when designing goals for your program.

- **Specific:** include everyone in the decision to ensure consensus on the goals.
- **Measured:** define who will be targeted, what they will achieve, and by when.
- **Achievable:** make sure the goal is realistic and achievable in the time allowed.
- **Relevant:** ensure that the goal meets the goals of the school improvement plan.
- **Timed:** develop a timeline that includes who is responsible for what by when.



Here are two examples of coaching program goals:

**Goal 1:** By the end of the school year fourth- and fifth-grade teachers will map the curriculum and create activities that use technology and increase student literacy and math skills with the support of their assigned mentor.

**Goal 2:** By the end of the semester each core department for the sixth and seventh grades will form a team with a mentor and one to two teachers to co-author an activity focused on their standards-based curriculum that will serve as a model for their colleagues.

### Choose the Right People

The most technology-savvy teacher may not always be the best mentor. Unsuccessful coaching programs have mentors with goals that differ from the program goals. The characteristics of a good mentor include:

- Good listening skills and empathy
- Effective classroom management techniques
- Basic technology skills
- Expertise in a curriculum area
- Being humble, yet motivational
- Persistence without being intrusive

There are good mentors that have a difficult time coaching their colleagues or being accepted by them. It takes unique individuals to work with their colleagues. The saying “you’re not a prophet in your own land” can ring true for some mentors. You may want the mentors from one school to work with another school in the district. Even if you are a small school, choose more than one mentor so they can bounce ideas off of each other. Look for people who complement each other’s areas of expertise: a curriculum leader and technology teacher, for example. Ask possible candidates to provide evidence demonstrating how they use technology with students.

### Provide Incentives

There are teachers that will offer to coach their colleagues without incentives. However, being a mentor in addition to doing their full-time job will take extra effort and time beyond the school day. You want to keep the mentors, so show you value them.

- Give the mentors a laptop with a wireless Internet connection so they will be able to create projects and communicate with their teachers at any time.
- Offer several release days for planning with other mentors.
- Send them to technology and curriculum conferences so they keep current on innovative teaching practices.
- Provide them a coach for their own support and professional growth.
- Find money for stipends for time spent on planning and coaching beyond the school day.



### Create an Action Plan

After you select your mentors, develop an action plan that meets the objectives of your program’s goals. It is really easy to plan more than is possible in the time allowed. It is better to “under promise and over deliver.” Partial sample action plan for Goal 2:

Activity	Who	Start	End
Collect examples of curriculum project	Mentors	Apr 04	June 04
Create or adapt technology use survey	Mentors	May 04	June 04
Coach mentors on adult learning strategies	Coach	June 04	July 04
Offer summer institute to teachers	Mentors	Aug 04	Aug 04

### Coach the Mentors

Mentors who have provided traditional professional development need coaching on how to listen and react to their teachers’ needs. It is not easy to watch someone struggle as they learn a new skill without taking over. But as with any skill, they have to do it themselves. It is the same with teachers using technology and incorporating projects in their classroom. To learn coaching strategies, mentors need to explore best practices, collaborate with another mentor, reflect on what they are learning, create examples to use as models, and experiment with activities that they will be asking their teachers to do.

“...when teachers are learning to integrate technology into their classrooms, the most important staff development features opportunities to explore, reflect, collaborate with peers, work on authentic learning tasks, and engage in hands-on active learning.” (Schacter, 1999)

### Begin the Coaching Process

When the mentors have created model projects, they can identify which teachers to be part of the coaching program. Identify the teachers that already use technology with their students and work with them first. The coaching process involves classroom observations, ongoing constructive feedback, co-authoring lessons and projects, reviewing what worked, what did not work, and why. Each coaching session is unique for the individual being mentored. Use the GROW model (Eaton & Johnston, 2001) so the mentor and teacher know the results they would like to achieve:

- Goals – determine outcomes
- Reality – understand the situation
- Options – review choices available
- When – agree on individual learning plan



Each teacher going through this process will develop his/her own individual learning plan (ILP) and how coaching will best support reaching his/her goals. This will require some rethinking about their traditional responsibilities. Rather than providing knowledge, teachers will use the coaching process as a model to guide, facilitate, and mentor students. A coaching program with your own teachers and mentors builds a growing learning community. Mentors and teachers develop a feeling of ownership and pride when the program works-especially when teaching practice incorporates the coaching model.

### Resources

Eaton, J. and Johnson, R. (2001). *Coaching Successfully*. NY: Dorling Kindersley. ISBN #0-7894-7147-7.

Schacter, J. (1999). The impact of education technology on student achievement: What the most current research has to say.

Zhao, Y., Pugh, K., Sheldon, S., & Byers, J. (2002). Conditions for classroom technology innovations: Executive summary. *Teachers College Record*, 104(3), 482—515.

*Barbara Bray (barbara@my-ecoach.com) writes a regular column on professional development for OnCUE, moderates an active listserv: techstaffdevelop@yahoogroups.com, coordinates the Professional Development Quick Tips (PDQs) for Techlearning.com, and is President of My eCoach, a division of Computer Strategies, LLC (www.my-ecoach.com), a professional learning community that focuses on building and sustaining coaching and mentoring programs. If you have questions or comments for Barbara, please call 800.633.2248 or email her any time.*

(Reproduced with permission of the author.)



## Reflecting On My Learning

### Directions

Use this learning log to reflect on today's session in three key areas: coaching, technology integration, and lesson design. Try to answer these questions in your reflection:

*What did I learn?*

*How might I use this information?*

*How does this connect to past experiences?*

Date:

<b>Collaboration Skills:</b> (skills, strategies, or information applied to encourage collaborative inquiry into and improvement of professional practice)	
<b>DLC Tool or Resource Integration:</b> (skills, strategies, or information applied to find ways that technology can add value to teaching and learning)	
<b>Powerful Teaching &amp; Learning:</b> (skills, strategies, or information applied to development and improvement of curriculum and instruction)	