

**Chat Leah Franco as coach, Linda Cross as student. Dated: September 29, 2003 beginning at 9:25 pm and continuing until 10:30 pm.**

**Leah H. Franco:** Linda, I am ready to start your preconference coaching session...I have reviewed your plan and I have some questions. Do you have your plan in front of you???

**Linda Cross:** Yes

**Leah H. Franco:** OK, to begin...I have read what you are planning to show your partner. But, let's back up a minute....what exactly do you personally want to accomplish with this lesson?

**Leah H. Franco:** Accomplish as a mentor that is

**Linda Cross:** My main goal is to improve my thinking during a planning session by remembering to include the diverse learner in all aspects of the plan.

**Leah H. Franco:** OK, now what about your characteristics and mannerisms as you instruct the teacher? What specific personality traits do you want me to look for?

**Linda Cross:** I want to be open to suggestions, helpful in the area of assistive technologies, and I want to be sure to mention all kinds of accessibility--physical, research, help, tools

**Leah H. Franco:** Hey, I like your emphasis on specific assistive technologies.

**Leah H. Franco:** Now, when I view your video will it be of you coaching the teacher or of the lesson itself?

**Linda Cross:** I want to video the coaching session. I will try to cover these areas:

**Linda Cross:** Physical accessibility

**Linda Cross:** (I keep hitting the return key--sorry....I'll start over

**Linda Cross:** I want to cover physical accessibility in the lab, research accessibility with the use of computer because one student with Asperger's Syndrome has poor handwriting--I want to mention that I will teach the students how to cut & pas

**Linda Cross:** I had to start over to finish my sentence--to cut & paste from a web page into Netscape composer so that they don't have to take notes, things like that. I want to discuss these with the teacher in the conference.

**Linda Cross:** I guess what I want you to note down is every time I mention any adaptation or consideration of a diverse learner with the teacher.

**Leah H. Franco:** Sounds good....

**Leah H. Franco:** What are your goals for the students to learn about technology. I know that you won't be teaching the lesson, but I am sure you will convey these goals in your instruction to the teacher.

**Linda Cross:** Actually, I will help with the technology part of the lesson. My goals are that they learn how to create a web page in Netscape Composer on a chemical element and include all the facts about that element that the teacher requires

**Leah H. Franco:** I know this next question might be a little obvious, but how will you know they have acquired that knowledge? Measurement device?

**Leah H. Franco:** Also, who will measure....you, the teacher?

**Linda Cross:** First, I will just see that the accomplished the task and made a page, but I also plan to have a rubric for them to grade themselves on having all the parts. The teacher or I will also grade using that rubric

**Linda Cross:** I'm thinking right now that the teacher will grade but I'll probably help design the rubric.

**Leah H. Franco:** Will you be coaching the teacher on what to put in the rubric....not science specs, but technology specs?

**Linda Cross:** I think it will be a little of both because if he tells them to include the atomic number of their element and they don't include it or it is wrong that is a science spec and a technology spec...

**Linda Cross:** Do you have any suggestions for the rubric?

**Leah H. Franco:** That's cheating...you can't reverse the process!! Just teasing!!

**Linda Cross:** Sorry, I just like to question better than answer, I guess.

**Leah H. Franco:** Will there be any specifics such as color, font, size, number of items cut and pasted, documentation??? If any of these will be required then you will need to assist him in that part of the rubric

**Linda Cross:** Yes, I like to say things like: the fonts are 24 point or greater, the color of the background is contrasting to the text, the materials used were cited, etc.

**Leah H. Franco:** Will this be put together as one big table? Will there need to be requirements there? These are probably too detailed of questions, but you might mention that you will confer with the teacher on aspects of the rubric that he would

**Leah H. Franco:** need to recognize on the technical end.

**Linda Cross:** That is true. AS far as I know, he has never created a web page either and he will be learning also this first time for this unit.

**Leah H. Franco:** Those are great specifics, Linda. However, do you think that will encumber the learning disabled in any way? Or will it enhance their learning....certain colors and sizes for certain areas?

**Linda Cross:** Hopefully, contrasting colors and larger sizes will help all types of readers but, you are right, I need to study that Universal Web Page document to see exact requirements

**Leah H. Franco:** Another question....how will this lesson address higher order thinking skills?

**Linda Cross:** Good question. I'm thinking that as we put these elements together they will begin to kind of pull together what the periodic table is all about--synthesize maybe

**Linda Cross:** That gives me a thought, maybe those who finish their pages early could do a compare/ contrast table on 2 elements.

**Leah H. Franco:** There again, you will incorporate colors, etc. I envision (tell me if I'm wrong) a table quite like the ones in text books....where the elements are grouped accordingly and each element will link to a site that gives information a

**Leah H. Franco:** about that element...am I correct?

**Leah H. Franco:** Hey, I like your new idea! That sounds very interesting!

**Linda Cross:** Yes, Joe suggested using the table as an image map but I'm not sure how many elements we'll cover yet and we may just link the pages together like a slide show.

**Leah H. Franco:** Also, one last question. How will you guide the teacher in providing his students with effective ways of searching out the elements on the Internet?

**Leah H. Franco:** I like the slide show idea!! You could cover group by group (elements that is) and the kids could 1st work in groups

**Linda Cross:** We will have at least 3 sites for them to begin with and show them how to do a Google image search for extra pictures of their elements.

**Linda Cross:** Do you mean groups like groups of elements such as transitional metals, etc.

**Leah H. Franco:** yes, I do...I'm not looking at a periodic chart right now, however, I remember they were in Roman numeral groups....

**Linda Cross:** The idea of some group activity would prepare the students for working together in the real world. It is something to consider.

**Leah H. Franco:** Ok, I found the Periodic Table....you have Groups and Periods...you could divide the table up that way?

**Linda Cross:** It might even be good to have the groups use a certain background color on their pages so that a change of group would be evident in the show.

**Leah H. Franco:** Awesome sight I just found <http://pearl1.lanl.gov/periodic/default.htm>

**Leah H. Franco:** Just some ideas.....

**Linda Cross:** Thanks for all your suggestions and this site. I don't think that it is one I've seen before.

**Leah H. Franco:** I just thought it was neat....OK, I am quite satisfied with your beginnings.....if you have any more need of my assistance, please email!!