

Pre-Observation Conference
MTTC Fall '06

Kristi as coach, Mary's responses in blue

Mary's Cognitive Goal

The goal of my first pre-observation conference is to develop a trust relationship with the teacher in order that she will feel comfortable taking risks when integrating technology.

1. What specific things will you do to gain trust?
 - I will sit with an "open" posture
 - Use a pleasant tone and inflection in my voice
 - Give time for responses
 - Acknowledge and paraphrase their comments to show active listening
2. How will you gauge if the teacher is comfortable?
 - Her body language will be a clue (how she sits, fidgets, crosses her arms, etc)
 - I will expect the teacher to understand and be able to answer the questions without asking clarifying questions.
3. Body language is a way to gauge how comfortable a person is. How are you going to extend that into risk-taking?

When I feel the teacher is comfortable in our conversation I will ask what options she might have to show student mastery of her goals. If technology is not one way I will ask her if she has ever considered technology as a tool for reaching that goal.
4. If the teacher does not respond with any technology based solutions, how are you going to prompt her into reaching those solutions?

I would ask her what technology applications she has used in the past which might prompt her into thinking of other technology tool options for reaching her goal.
5. How will you move her suggestions into her lessons?

We'll take her list and see which would best convey the concepts she is teaching.
6. When I observe your meeting with the teacher, what data would you like me to collect?

Write down body language observations and tally how many questions it takes to reach a decision regarding a technology integrated activity.
7. To make sure I'm clear on what you wish to accomplish with your teacher, you would like me to observe and record feedback from the teacher as to the number of questions asked, and record the body language to help you gauge the comfort level of the teacher.

Yes

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Mary as coach, Kristi's responses in blue

Kristi's Cognitive Goal

One of my goals this year is to get my teachers thinking of ways to integrate technology into their lessons without me giving them the ideas.

1. So you want teachers to come up with their own technology integration ideas, what specific questions could you ask that will prompt teachers to generate those ideas?
 1. What concept do you want to teach?
 2. Which technology applications do you feel would better help students understand the concepts you are teaching?
2. What do you mean by technology applications?

Internet, slideshows, spreadsheet, word documents, Inspiration, etc.
3. What kinds of question will you ask to get your mentee to think in this direction?

What technology tools have you used in the past? What applications do you feel comfortable with? Think about the concepts and goals of your lesson, which one of these applications would accomplish these goals?
4. What will you do if the list of ideas the teacher generates does not include an appropriate solution?

I would ask the teacher if she has seen examples of other teachers' lessons or student products that she thought was interesting and if she would consider using those ideas.
5. If she expresses concern about her level of comfort in such an activity, how will you lead her to taking a risk with the lesson?

If I see that she is very uncomfortable, I will offer to model the lesson so that she can observe and gain the comfortable necessary to use that technology application in future lessons.
6. So in your conference with your teacher, you wish to involve her in a conversation that will lead her to integrating technology using her own ideas and not yours. What would you like observe during your meeting? How would you like me to document the data?

Keep a log of the questions I ask. Mark the questions in which the teacher answers with a integrated technology idea.