

MTTC Fall '06

Observation Record and Notes

MTTC Participant: Mary Lemons
Teacher being mentored: Jeanne Clayton
Peer Coaching Partner: Kristi Bell
Date: October 9, 2006

Mary's Mentor Goal: Develop a trust relationship with the teacher in order that she will feel comfortable taking risks when integrating technology.

Asked to Look For: Write down body language and tally how many questions it takes to reach a decision regarding a technology integrated activity.

Observations:

1. I noticed when your conference first began, the teacher was sitting with arms and legs crossed. As you continued to talk her body language changed to ankles crossed and open arms on the table.
2. You had very open posture sitting with your feet flat on the floor and hands clasped in front of you.
3. You paraphrased her responses periodically during the conversation.
4. Questions were geared towards curriculum rather than technology.
5. When asked which technology applications she used in the past, her body language changed to fidgeting with her pencil, restacking her papers. Appeared uncomfortable. Fidgeting calmed down when you reminded her of technology tools you have observed her using which is required by the district such as her gradebook and attendance.
6. You began playing with your pencil and averting your eyes when the teacher became uncomfortable with the technology question.
7. Teacher wants students to have a choice in which technology tools they wish to use during this lesson due to her inexperience with technology. Her shoulders were somewhat drawn and she was taking notes during your conversation.
8. When you reminded her that you could be in the classroom to provide support during the lesson, she smiled.
9. Tally of questions to reach a decision: 9 questions

Observation Record and Notes

October 3, 2006

MTTC Participant- Kristi Bell
Teacher being mentored- Shelby Thayer
Peer Coach- Mary Lemons

Asked to look for: Keep a log of the questions I ask. Mark the questions in which the teacher answers with an integrated technology idea.”

Observations:

The sessions started with summary of previous session in which the concept (characteristics of biomes) and goals for the students were established and written.

Questions you asked:

- **When you think about the goals of the lesson, which technology applications do you think you might use to help the students achieve those goals?** (Teacher response: the Internet, Word Processing)
- **How would use those applications in your lesson?** (Teacher response: Internet for research, word processing for recording information)
- **When you use the Internet for research, what do you expect your students to do?** (Teacher response: use a site like google.com; type in keyword for searching and find information)
- **What do you think you could do to make searching for information more effective?** (Teacher response: brainstorm words and phrases to search for before going to lab)
- **What other technology tools are you familiar with that could be used in presenting information?** (Teacher response: MS Publisher for a brochure, Access for a database, MS Spreadsheet, MS PowerPoint)
- **You have listed several alternatives to word processing. Would you consider giving the students a choice on how they wish to create their final product?** (Teacher response- Yes I could do that)

I recorded 6 questions, all of which Ms. Thayer responded with integrated technology ideas.

The teacher seemed comfortable with the ideas you led her to generate. You ended the session by confirming the technology applications that Ms. Thayer would be using in her lesson on biomes.

Recommendation:

Your questions techniques led your teacher to making her own integration choices. This looks like a good opportunity to broaden her knowledge of the software that is available to her. I am sure it would be a benefit the entire teaching staff on your campus.

Recommendations:

- Maintain eye contact during your conversations with teachers.
- Keep inflection of voice pleasant and steady even when the teacher is struggling to understand.