

## Post Conference: Mentoring Field Experience

December 11, 2006

Face to face meetings final conference e-mail for documentation purposes.

Coach: Sandra Phillips

Mentee: Beverly Adams answers in blue

**Did you think it was easier during your mentoring field experience with a teacher instead of a class of students?**

In some ways it is easier because you are able to go at the teacher's speed of understanding. When you teach with students all on different levels you have some who understand quickly and are ready to jump in and others who do not understand and need reinforcement. So working with an individual is sometimes easier.

**Were there any conflicts that kept you from meeting with your teacher? Was it hard to schedule a time to work with her?** Yes, this is the hardest time of the year to schedule meeting with teachers, we had several school events, UIL, One Act Play, and assemblies to work around. One advantage was since she was an Reading teacher I was able to schedule time during her library time to work one on one.

**What was evident that a trusting relationship was developing as you worked with the teacher and planned the lesson?**

Talking is always the first thing when building a trusting relationship, as we talked I learned more about her and her goals for this project.

**Did you reach all the goals you had set for yourself in this mentoring experience?**

No, as with all things time has a way of getting away from you and once the project is finished you look up and realize you wish you had done this or that. Yet, one goal I set for myself was to encourage Joan to want to continue using technology in the classroom I think I did that.

**Did you feel the teacher feels confident enough to teach her students what she wants them to learn?** Yes, she has made the comment that the program was easy to learn and was user friendly. I think she will continue to use this program in the future.

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When working with students in video editing what problems did you come across?

No real major problems. Students were too anxious and wanted to use too many different type of transitions, insert too many pictures and video clips. We just did not have that much time. We had to hurry them through the picture selection process, speed up the downloading by limiting the number of pictures they could use, and rush them through the music selection process. They got it all done and did a really great job. Students just needed more time. Their video could have been more professional if we had two or three weeks instead of one.

Would you give more time to working with the teacher when doing this type of mentoring?

Yes. I think it is important to have plenty of time before the project begins just to make sure the teacher knows the software well enough to teach it and to make sure she has thought the lesson through and knows what to expect and how to re-direct if things go wrong.

The products look awesome so far what improvements or changes would you make in doing this type of project again?

I would let students do some of their own video clips. We wanted to some clips on current service learning projects but again we just did not have time.

I would also make sure they did not have such a huge database of pictures and video clips to search through. They got a little side tracked looking at all of them and it was hard for them to decide which ones would make their presentation better.

Did you reach all the goals you had set for yourself in this mentoring experience? If not what, how would you change it so you could?

We did accomplish all the goals we set. We made the lesson student and project based learning so students could be the directors of their own video. Their creativity was evident as they chose pictures and video and started the editing process. As students added information, titles and transitions it was obvious they were not only learning, but they were enjoying the technology based lesson. Students really got excited about creating a project about service learning since they had all been involved in a service learning project before hand.

The teacher also learned how easy it is to integrate technology into her curriculum. She learned enough to teach the students and she learned enough to want to keep working with the program and become proficient in using it.

Mrs. Johnson is a very confident, smart teacher. I could feel her trusting me as I answered her questions and made suggestions for the lesson. We have started a trusting, lasting relationship due to the success of this lesson.