

# Coaching Journal

## Unit 3



Looking for today's agenda?  
See [page 10](#).

# Table of Contents

Welcome .....	3
Webex Tips.....	4
3.1A: Introduction.....	10
3.1B: Connect with Peers .....	11
3.2A: Integrate Everyone Can Create.....	13
3.2B: Discuss Integration Ideas .....	16
3.2C: Start Creative Projects Map .....	18
3.3: Discuss Ideas for Coaching Action Plan.....	20
3.4: Coaching Cycle Run-Through: Inquire, Plan, and Act .....	23
3.5: Draft Coaching Philosophy Statement.....	33
3.6: Collect Feedback on Drawing and Photo Projects .....	37
Notes .....	42
Track Your Progress .....	46

# Welcome

Each unit in the Apple Learning Coach course includes a Coaching Journal like this one. You'll use your journals as companion pieces throughout the course.

Your Coaching Journal is important because:

- You'll need it to complete the lessons
- You'll submit your journal at the end of each unit
- Each activity and project builds toward your Coaching Portfolio

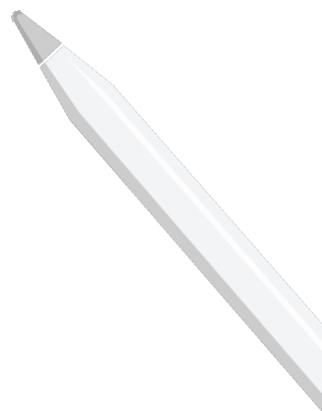


Use the table of contents view to easily find what you're looking for, or you can scroll through page thumbnails.

Tap **+** to add text, photos, videos, drawings, shapes, or audio recordings in the response areas.



Add responses by typing or writing with Apple Pencil.



Use the Notes pages at the end of each Coaching Journal to take notes as you work on each lesson.

Save this as a template to use or customize. [Learn more about creating and managing Pages and managing Pages templates on iPad.](#)



Get help with Pages.

[Learn more about creating a digital journal in the Apple Education Community.](#)



# Webex Tips

## Virtual Meeting Best Practices

- ✓ For the best experience in Units 3 and 4, connect using an iPad with iOS 11, iPadOS 14, or later.
- ✓ If you also have a Mac, use your iPad for learning and note-taking and your Mac for signing in to meetings. Be sure to sign in on only one device.
- ✓ If you're using Mac for Webex and your creative projects are on your iPad, transfer them using AirDrop or iCloud. For the best experience, do this before the start of the session.
- ✓ When signing in, enter your name the way you'd like to be identified in the chat.
- ✓ Make sure the chat window is open and visible so you can engage in the conversation.
- ✓ For the best experience during breakout sessions, turn on video. Video is optional. You can turn off video to optimize bandwidth if you're experiencing lag.
- ✓ Keep your microphone muted when you're not speaking.
- ✓ If possible, try to join the sessions from a quiet space so you're free to contribute to the conversation.

### Tips for Webex Technical Issues

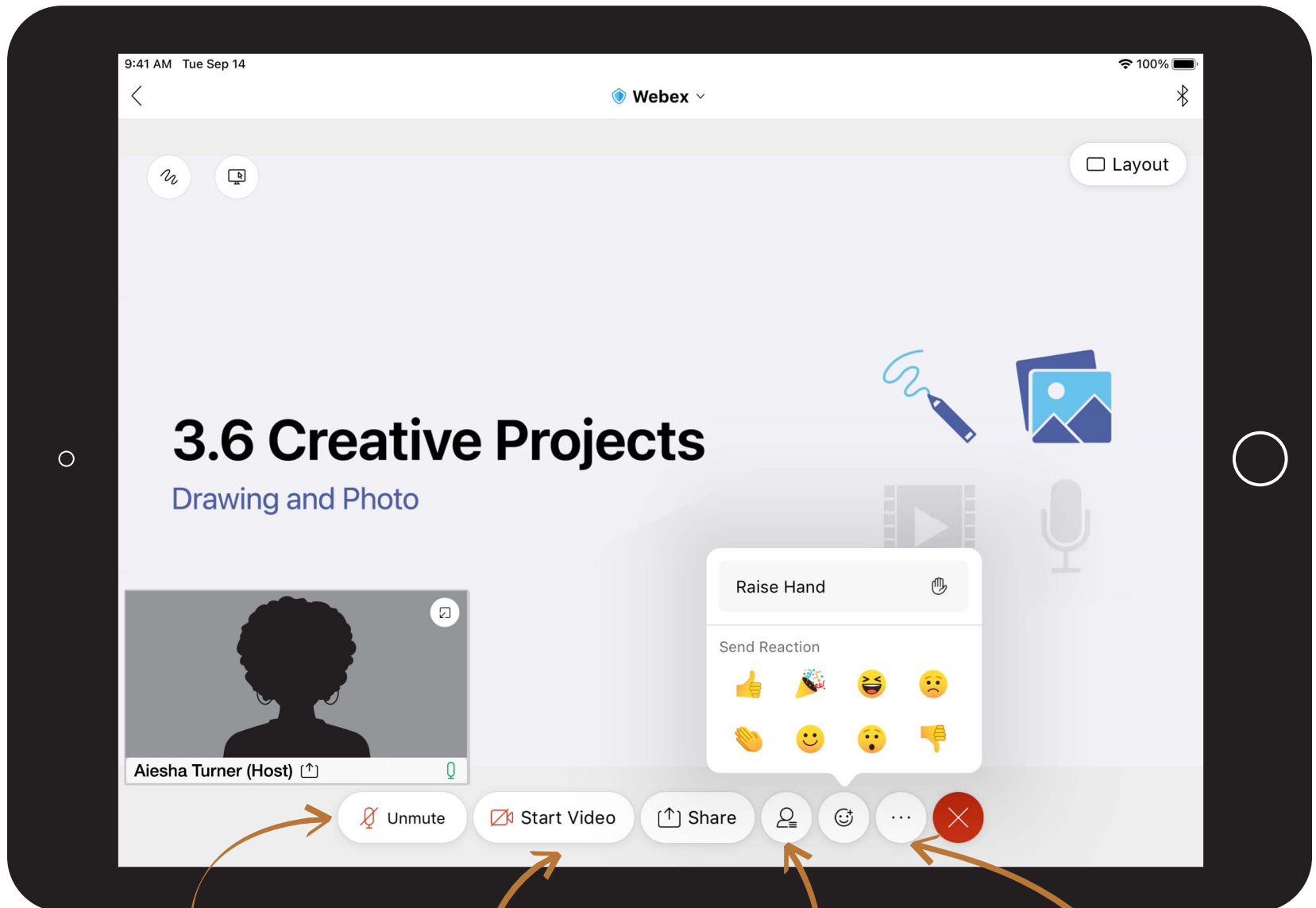
- Audio problems: If you're experiencing issues when audio is already connected through Mac, try using your phone to connect to audio instead (keep Mac connected for video)
- Unidentified Developer Error: If you get an error message when trying to install the Webex plug-in, [follow these instructions](#)

For more help, see these additional Webex resources:

- [Troubleshooting meetings](#)
- [Sign-in issues](#)
- [Using Webex on a mobile device \(iPad\)](#)

# Webex Tips

## iPad



Keep your microphone muted when you're not speaking.

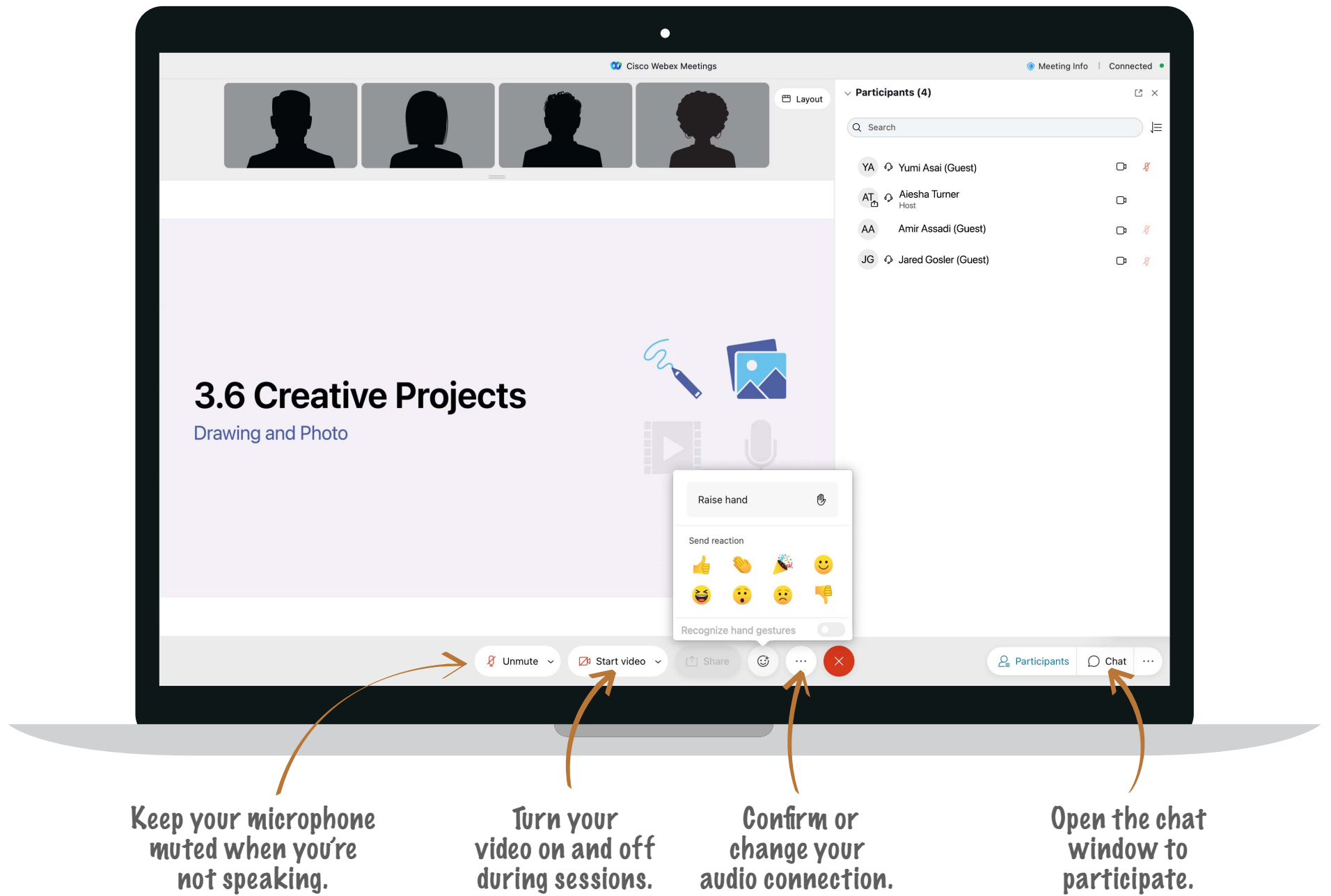
Turn your video on and off during sessions.

Open the chat window to participate.

Confirm or change your audio connection.

# Webex Tips

## Mac



# Webex Tips

## How to Share Your Creative Project on iPad

**Tip:** When you're sharing your screen, meeting participants will be able to see everything on it, including your notifications. Turn on Do Not Disturb to prevent notifications from popping up. [Learn more about Do Not Disturb.](#)

5

When you're finished sharing, tap Stop Sharing.

2

If you're sharing an image, select Optimize for Images. If you're sharing a video, select Optimize for Video.

3

Tap Share Screen. Participants can now see your screen, even though it will be grayed out for you until you tap Start Broadcast.

4

Once you're broadcasting, tap anywhere on your grayed-out screen, then start navigating to the other app to show your file.

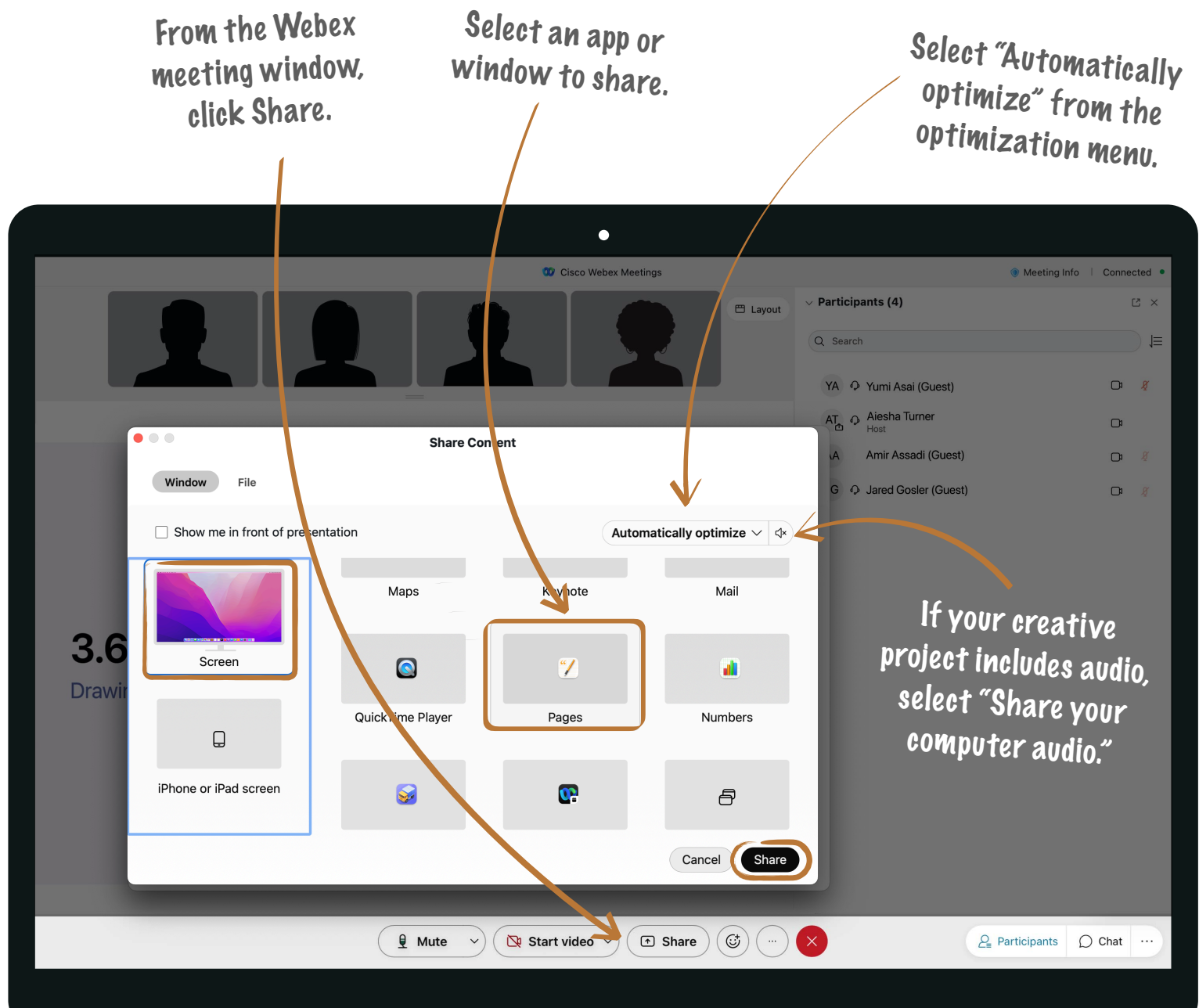


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Tap Share.

# Webex Tips

## How to Share Your Creative Project on Mac



**Tip:** If you're using Mac for Webex and your creative projects are on your iPad, transfer them using AirDrop or iCloud. For the best experience, do this before the start of the session.

When you're finished sharing, select Stop Sharing to end the screen sharing.



**This journal belongs to:**



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**John Malloy**

Title

# Introduction

<b>Agenda</b>	
<b>3.1 Engage and Collaborate</b>	<b>40 minutes</b>
Introduction	20 minutes
Connect with Peers	20 minutes
<b>3.2 Creativity Connections</b>	<b>80 minutes</b>
Integrate Everyone Can Create	35 minutes
Discuss Integration Ideas	30 minutes
Start Creative Projects Map	15 minutes
<b>Share-Out Session</b>	<b>10 minutes</b>
Break	10 minutes
<b>3.3 Workshop Coaching Action Plan Ideas</b>	<b>40 minutes</b>
Discuss Ideas for Coaching Action Plan	40 minutes
<b>Share-Out Session</b>	<b>10 minutes</b>
Break	30 minutes
<b>3.4 Coaching Run-Through</b>	<b>50 minutes</b>
Coaching Cycle Run-Through: Inquire, Plan, and Act	50 minutes
<b>3.5 Develop Coaching Philosophy</b>	<b>35 minutes</b>
Draft Coaching Philosophy Statement	35 minutes
<b>Share-Out Session</b>	<b>10 minutes</b>
Break	10 minutes
<b>3.6 Creative Projects: Drawing and Photo</b>	<b>40 minutes</b>
Collect Feedback on Drawing and Photo Projects	40 minutes
<b>Share Ideas</b>	<b>10 minutes</b>
<b>Wrap Up and Preview Unit 4</b>	<b>5 minutes</b>



## Connect with Peers

### Group Activity

In this activity, you'll meet some of your fellow Apple Learning Coach candidates. Follow the two steps below to complete the activity. After 15 minutes, you'll automatically return to the main room.

#### Step 1: Introductions and Discussion (12 minutes)

Introduce yourself. Not sure who should go first? Start with the person whose birthday is coming up next, then the person with the next birthday, and so on. The first person to share will also become your group's timekeeper. Each person should take about 2 to 3 minutes.

First, share your name, location, and role. Then briefly state why you're looking forward to becoming an Apple Learning Coach.

Once the first person has introduced themselves and shared their reasons for being here, proceed to the next person.

While everyone is sharing, identify what you have in common with others in your group. Is there anything that everyone has in common?

Love of learning

Identify technology as a useful learning tool

A need for an instructional tech coach in our buildings

**Tip:** If you need inspiration about what to say, consider answering one of the following questions:

- Where do you see opportunities to improve professional learning in your school or district?
- How do you think coaching might be different from other professional learning opportunities that you and your colleagues have engaged in?
- How can coaching help support teachers in making more creative use of technology in teaching and learning?

## Connect with Peers

### Step 2: Network with Peers (3 minutes)

You'll be meeting many other candidates during the virtual workshops in Units 3 and 4. To keep in touch and continue collaborating after the workshops, feel free to exchange contact information (optional).

**Notes:**

Tersa a Principal in TX

Michelle and Instructional Technologist

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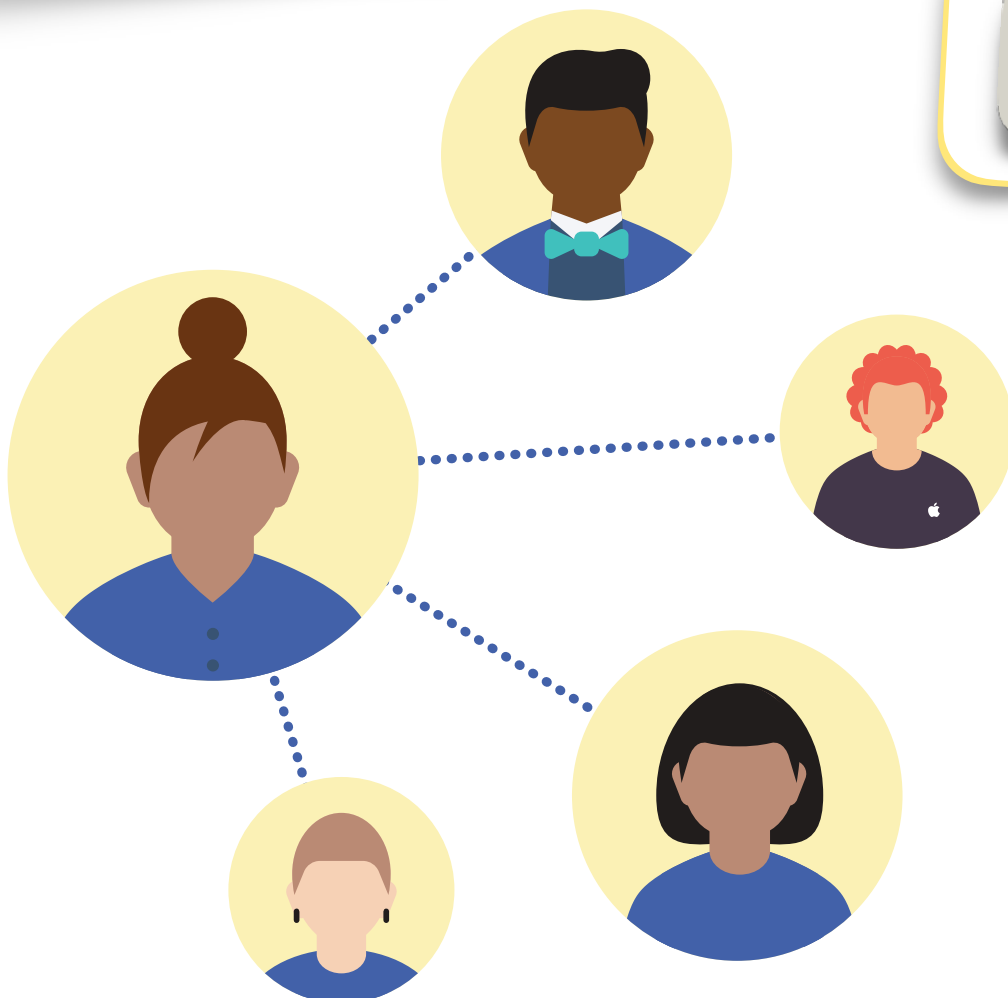
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Learn more about Contacts.





# Integrate Everyone Can Create

## Group Activity

You and your group will read and analyze three scenarios and use the Everyone Can Create project guides to find activities or project ideas that work for each one. Follow the four steps below to complete the activity. After 30 minutes, you'll automatically return to the main room.

### Step 1: Introductions (5 minutes)

Take a moment to introduce yourself. Share your name, where you live, and a bit about the school or district where you work. Not sure who should go first? Start with the person whose name comes first in alphabetical order, then continue alphabetically.

**Tip:** To keep in touch and continue collaborating after the workshop, explore the [Forum](#) in the [Apple Education Community](#) (optional).

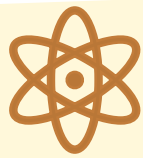
### Step 2: Read the Scenarios (5 minutes)

**Teacher:** Amari

**Content area:** Science

**Challenge:** Find ideas for bringing creativity into a unit on atomic structure

**Learning objective:** Students will be able to model and describe the parts of an atom



Amari approaches you for help with a unit on atoms. In the past, the students have created physical models that show the structures of various atoms and explained details on an accompanying poster. Amari wants to integrate technology to encourage creativity — but doesn't want students to get lost in the technical details of the project and miss the purpose of the unit.

Hayden is set on having students use the school's new iPad devices effectively to do something creative and engaging. In the past, students have drawn maps by hand to show historical migration routes and to demonstrate their understanding of the causes of migration and its effects on cultures and the environment.

**Teacher:** Hayden

**Content area:** History

**Challenge:** Have students use the school's iPad devices

**Learning objective:** Students will be able to explain causes and effects of migration



**Teacher:** Denali

**Content area:** Language arts

**Challenge:** Increase student engagement

**Learning objective:** Students will be able to identify patterns in poetry






While chatting about an upcoming lesson on poetry, Denali mentions that students often lack enthusiasm for the subject. Denali has tried having students write and make posters. You suggest that you may be able to help with adding more creativity to this lesson and incorporating technology. Denali reluctantly agrees to let you help.

## Integrate Everyone Can Create

### Step 3: Answer the Questions (10 minutes)

Consider the needs and interests of each teacher.

	What do you notice about each teacher's views and priorities?	What challenges and opportunities do you note in each scenario?	What Apple technology could help each teacher create a meaningful learning experience?
<b>Amari</b>  <b>Challenge:</b> Find ideas for bringing creativity into a unit on atomic structure	Toe-dip... trying tech but focusing on content "The Tourist"  Wants a tech plan to be led through the process	Ages of students to expect mature content.  Developing a technology component that is flexible for "HIGH FLIERS" to allow keeper creativity and struggling learners to show understanding. Great Co-teaching opportunity	Notes which could be used as a storyboard for a CLIPS movie.  CLIPS
<b>Hayden</b>  <b>Challenge:</b> Have students use the school's iPad devices	"The Adventurer"  Interested with integrating creativity through learning.	Focusing on specific opportunities rather than make the lesson too open for too many applications and needing too many min-lessons.	KEYNOTE  iMovie  CLIPS - Each student makes their own part and bring them all together
<b>Denali</b>  <b>Challenge:</b> Increase student engagement	"The Staycationer"  Reluctantly wants help	Planning the lesson to what areas the teacher needs.	RockBand in GarageBand for Poetry




Want to take notes?  
See pages 42-45.



## Integrate Everyone Can Create

### Step 4: Complete the Chart (10 minutes)

Look through all four Everyone Can Create project guides. Find two or three activities or projects for each of the teachers. List them in the chart, and explain why you chose each activity. Be sure to include suggestions from all four guides. For inspiration and suggestions, review the Everyone Can Create Teacher Guide.

Teacher	Learning Objective	Everyone Can Create Project	Justification
<b>Amari</b> 	Students will be able to model and describe the parts of an atom	Example: Create a sketchnote	Example: Sketchnoting allows students to organize thinking and communicate ideas in a visually appealing way
		Create an Atom using Notes which could be used as a storyboard to extend the lesson into CLIPS	Students would have a flexible lessons plan with a rubric that I could develop with the teacher.
		Infographic - Motion Graphic	Using KeyNote to Create an Animated Drawing
<b>Hayden</b> 	Students will be able to explain causes and effects of migration	CLIPS	To allow for the visualization of the idea of migration.
		iMovie	Using Trailers to give quick learning assessments.
		Motion Graphics	Interactive map can show people moving
<b>Denali</b> 	Students will be able to identify patterns in poetry	Write Your First Song	Create a song using RockBand in GarageBand - <a href="https://education.apple.com/#/home/rp/T045539A?backTo=%23%2Fhome%2Frp%2FT044895A-en_US%3FbackTo%3D%2523%252Fhome%252Fresources">https://education.apple.com/#/home/rp/T045539A?backTo=%23%2Fhome%2Frp%2FT044895A-en_US%3FbackTo%3D%2523%252Fhome%252Fresources</a>
		Write your First Song Option 2	Students take the teacher reading the poem and add a beat to it.
		Picture Collage of Poem Feeling	Using KeyNote to create a poster of pictures and captions on picture s of feeling the student gets from eh poem. 15



# Discuss Integration Ideas

## Group Activity

In this activity, you'll discuss project ideas for each of the three teachers and give your peers inspiration for how to connect creative projects to different situations. Follow the three steps below to complete the activity. After 30 minutes, you'll automatically return to the main room.

### Step 1: Introductions (5 minutes)

Take a moment to introduce yourself. Share your name, where you live, and a bit about the school or district where you work. Not sure who should go first? Start with the person whose name comes last in alphabetical order, then continue alphabetically.

**Tip:** To keep in touch and continue collaborating after the workshop, explore the [Forum](#) in the [Apple Education Community](#) (optional).

### Step 2: Share and Collect Project Ideas (10 minutes)

- Share one idea for each of the three teachers. Explain why you'd suggest the activity or project.
- While others share their ideas, take notes on any ideas that you think are interesting or want to explore more. Ask clarifying questions if needed.
- After each person presents, open up the discussion to explore additional activity and project ideas for each teacher. Make notes about any ideas you have for integrating these activities or projects into your coaching in the future.

#### Notes:




Notes were taken on a loose piece of paper and some ideas were written on page 15.

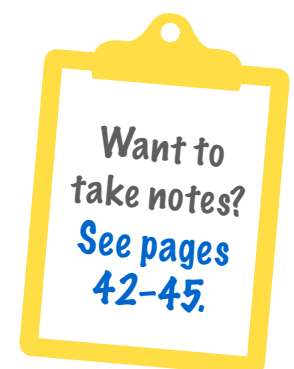


## Discuss Integration Ideas

### Step 3: Make Recommendations (10 minutes)

Work as a group to evaluate your integration ideas. Choose the best idea for each teacher, and explain why you'd suggest that activity or project.

Teacher	Final Recommendation	Justification
<b>Amari</b> 	Motion Graphic	Using KeyNote to Create an Animated Drawing - allows students to really explore the app. Shows an atom to show movement.
<b>Hayden</b> 	Motion Graphics using KeyNote	Interactive map can show people moving from different places. Students can see visually how technology works. Opens-up "WHY" students are moving.
<b>Denali</b> 	Write Your First Song using RockBand and GarageBand Beats	Students use the beats feature in GarageBand to find a rhythm with a drumbeat that the student can build.



# Start Creative Projects Map

## Individual Activity

In this activity, you'll begin developing your Creative Projects Map. Find project and activity ideas in the Everyone Can Create project and teacher guides that you think would work well for the teachers you'll coach.

- The template on the next page can help you start tracking ideas for projects and activities you can use with your colleagues
- Note that you can change the headers to suit your needs as a coach, and you can add or delete columns as desired
- Consider what you want to keep track of — grade level, content area, concept, teacher name, media (photo, video, drawing, music), interdisciplinary connections, or other categories

Creative Projects Map			
Grade Level	Subject Area	Goal	Everyone Can Create
Third grade	Language Arts	Setting in stories	
Eight grade	French	Conjugation	Infographic (Drawing)

**Tip:** As you develop your coaching practice in the future, consider adapting the format of your Creative Projects Map to best suit your needs — or adopting a new format entirely.

Creative Projects Map					
Concept	Subject Area	Photo	Video	Drawing	Music
Gravity	Science	Action	Animatics	Infographic	Podcast
Proofs	Math				

Creative Projects Map			
Subject Area	Concept	Everyone Can Create Activity or Project	Description
Math	Symmetry	Word Art (Drawing)	Certain letters are symmetrical
Language Arts	Personification	Everyday Objects (Photo)	Project asks students to personify objects in photos
Social Studies	Migration	Podcast (Music)	Students work in groups to create a podcast episode on migration
Health	Well-Being	Rhythm and Drumbeats (Music)	Students create a musical piece that promotes well-being through meditation or relaxation

## Start Creative Projects Map

Creative Projects Map			
Subject Area	Goal	Everyone Can Create Activity or Project	Notes
Life Science - Atoms	Students will be able to make an atom using Motion Graphic	Using KeyNote to Create an Animated Drawing - allows students to really explore the app. Shows an atom to show movement.	
Language Arts	Students will be able to write their First Song using RockBand and GarageBand Beats	Students use the beats feature in GarageBand to find a rhythm with a drumbeat that the student can build.	
Social Studies	Students will use Motion Graphics using KeyNote to make a interactive migration map.	Interactive map can show people moving from different places. Students can see visually how technology works.	Opens-up "WHY"- questions for students
Life Science - Atoms	Students will use CLIPS to present facts on shark anatomy.	Students will use CLIPS with text captions to share facts and images of different parts of a shark's internal and external anatomy.	Students should record their voices and make sure that the captions are accurate and match what they are saying. If they are not, they should edit the caption.



# Discuss Ideas for Coaching Action Plan

## Group Activity

In this activity, you'll share the ideas that you started to develop in Unit 2 for your Coaching Action Plan (2.6D Apply). Your peers can help you evaluate which digital tools and content from the Everyone Can Create guides will support your coaching goals. Follow the two steps below to complete the activity. After 35 minutes, you'll automatically return to the main room.

### Step 1: Introductions (5 minutes)

Introduce yourselves. In addition to your name and location, give a little bit of information about your school or district so your peers understand the context for your ideas. Have the candidate from the largest school or district go first.

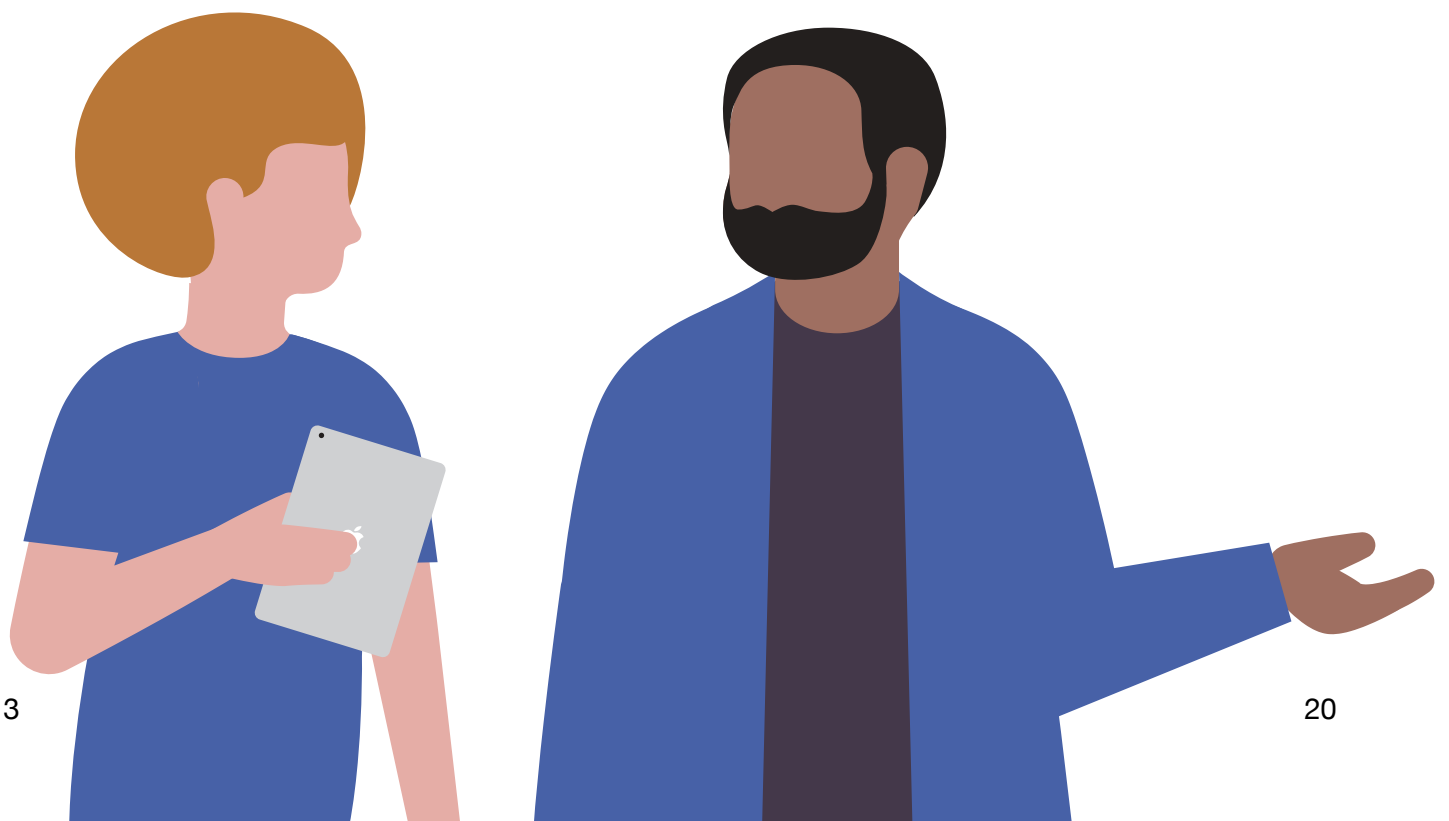
**Tip:** To keep in touch and continue collaborating after the workshop, explore the [Forum](#) in the [Apple Education Community](#) (optional).

### Step 2: Discuss Coaching Action Plan Ideas (30 minutes)

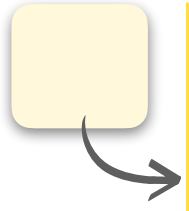
Each person will have about 7 minutes to share their ideas. For each person, do the following:

- Spend 3-4 minutes presenting your ideas and 3-4 minutes on discussion and feedback
- When it's your turn, share the coaching goals, coaching activities, and evidence of success you drafted in the brainstorming activity in 2.6D Apply
- When your peers are sharing, listen and take notes in the spaces provided on the next page so that you can provide useful feedback for discussion

Use the checklists on the next two pages to guide your presentation and to provide helpful feedback to your peers.



## Discuss Ideas for Coaching Action Plan

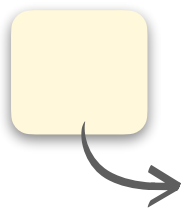


### Checklist for Providing Feedback

When it's your turn to give feedback, consider discussing the topics listed below. Try using the language you'll use in your coaching practice: *"I noticed..."* or *"I wonder..."*

- |                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Something you really liked or that stood out to you           |
| <input checked="" type="checkbox"/> | Ideas for integrating creativity and technology               |
| <input checked="" type="checkbox"/> | Something that could enhance your peer's Coaching Action Plan |

Notes:



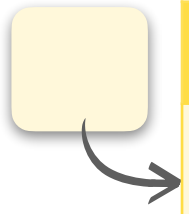
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- |                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Something you really liked or that stood out to you           |
| <input checked="" type="checkbox"/> | Ideas for integrating creativity and technology               |
| <input checked="" type="checkbox"/> | Something that could enhance your peer's Coaching Action Plan |

Notes:

## Discuss Ideas for Coaching Action Plan



Checklist for Presenting Your Coaching Action Plan Ideas	
<input checked="" type="checkbox"/>	Share your coaching goals and how your coaching will impact your school or district.
<input checked="" type="checkbox"/>	Share any coaching activities you plan to use. Describe what your coaching looks like and who can benefit from your coaching.
<input checked="" type="checkbox"/>	Share your ideas for measuring the impact and success of your coaching, including information you'll collect and who you'll share that information with.

Make note of any updates you'd like to make to your Coaching Action Plan based on the feedback you received from your peers. You'll have an opportunity to revise and update your ideas for coaching goals, coaching activities, and evidence of success for your Coaching Action Plan in Unit 6.

### Notes:

I liked the ideas given from my partner about training staff on Apple applications and ongoing training opportunities, like Tech Tuesdays.

Once coaching cycle is done, provide a shared space for the work-flow used.

Technology Integration Matrix - Helps to pass along information for teachers

TMI Matrix



# Coaching Cycle Run-Through: Inquire, Plan, and Act

## Partner Activity

In this activity, you'll work with a peer to take a practice run through the Coaching Cycle. One of you will play the role of the coach, and the other will play the role of the teacher. After you've completed Scenario 1, you'll switch roles for Scenario 2 so that each person has the chance to play both roles. Then you'll take a few minutes to debrief and share what you've learned with one another. Follow the three steps below (Step 3 is on page 32). After 45 minutes, you'll automatically return to the main room.

### Step 1: Introductions (5 minutes)

Each person should share their name, location, and school. Have the person with the most syllables in their name play the coach first.

### Step 2: Read the Instructions and Run Through the Scenarios (35 minutes)

Spend about 17 minutes on each scenario. For each scenario, do the following:

- Take a few minutes to read and understand the scenario and your role
- Consider which Everyone Can Create project might be relevant in the scenario
- Take about 15 minutes to run through the Inquire, Plan, and Act steps

**Tip:** To keep in touch and continue collaborating after the workshop, explore the [Forum](#) in the [Apple Education Community](#) (optional).





## Coaching Cycle Run-Through: Inquire, Plan, and Act

### Scenario 1

#### Teacher Perspective

- You enjoy technology and use it to organize resources that your students need to be successful in class.
- These resources include shared documents, a parent portal, and grades.
- You're working on a unit about the parts of the cell.
- Many other teachers often ask you for advice about how technology can be used to manage paperwork and resources.
- In a recent meeting, one of your colleagues raved about their work with the Apple Learning Coach. They learned new ways to integrate technology to support creative learning experiences for their students.
- The administration has requested that everyone contact the Apple Learning Coach to set up a Coaching Cycle.
- You're willing to meet with the coach, but you feel you're already using technology quite well and wonder what more the coach can offer you.
- You've already built out your lesson plan for your unit on the cell, but you're open to ideas about how to integrate technology.

#### Coach Perspective

- At the administration's request, a teacher has asked you to help them come up with ideas for using technology in a unit on the structure of the cell. The administration hasn't provided specific goals but has asked that teachers find more creative ways to integrate technology.
- You've met this teacher before, and they've asked you a few questions about technology solutions for sharing documents, creating a parent portal, and grading.
- This teacher sees themselves as a bit of a "technology coach" and is fairly proud of the fact that others come to them for advice and help.
- You know this teacher tends to use technology for classroom management but generally sticks to more traditional methods of content delivery and assessment, such as book work, quizzes, and tests. Students like this teacher but often express that "things get repetitive."

#### Coach's Task

Work with the teacher to identify one project from the Everyone Can Create project guides and plan how that project can be implemented in the teacher's unit on the cell. Using the Inquire framework, assess the teacher's needs for learning and social-emotional support, as well as their needs within their classroom and school culture.

#### Notes:

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## Coaching Cycle Run-Through: Inquire, Plan, and Act

### Inquire Step Practice

#### Coach

Introduce yourself, and explain the coaching process to the teacher.



#### Possible Coach Questions

- What information do you need before we start working together?
- How can I support you in setting goals?
- What are your current ideas for integrating creative projects into your content?
- How would you like to use technology to enrich your students' learning experience?
- What type of support do you need when learning new technology?

#### Teacher

Discuss your goals, needs, and interests.

#### Possible Teacher Questions

- Why should I be thinking about creative ways for students to do things? I'm not an art teacher.
- I use technology every day. What more do I need to learn?
- What does this work look like?
- What are we going to do?

### Inquire

#### Teacher's Goals

Meet with the Apple learning Coach for validation or new ideas to structure my lesson to teach the parts of the cell.

#### Progress Measurement

How is this project and learning being graded  
How would the grading look different

#### Technology Skills and Attitudes

Time frame of the unit and reverse plan the unit/lesson. Flexible with technology integration but not with the conceptual understanding desired about a cell

#### Coaching Notes

Recommend good practices with updating iPads software.

## Coaching Cycle Run-Through: Inquire, Plan, and Act

### Plan Step Practice

#### Everyone Can Create Project and Integration Idea

Students will be able to make an atom using Motion Graphic -

Using KeyNote to Create an Animated Drawing - allows students to really explore the app. Shows an atom to show movement.

**Coach:** Lead the planning discussion. Below are questions you might want to discuss with the teacher:

- What resources do you need to accomplish each goal?
- How can I help you reach your goal? (Activity options: co-planning, model lesson, professional learning, observation, and so on)
- What needs to be prepared in order to measure success?
- What type of support do you need when learning new technology?

### Plan

**Date of Plan:**

**Expected Completion Date:**

#### Coaching Activities

What	Coach's Task	Teacher's Task	When and Where
KeyNote Introduction	Model	Learner	Beginning of the unit
Animated Drawing	Co-Teaching	Co-Teaching	Once students are familiar with KeyNote
Customizing and Manipulating media to create an animation	Co-Teaching	Co-Teaching	Last phase of lesson.

#### Coaching Notes

## Coaching Cycle Run-Through: Inquire, Plan, and Act

### Act Step Practice

Coaching Activities	Look-For List
Note-taking Looking for student engagement Noting the workflow of using the app- Coach Creates the Workflow - like a visual aid	Teacher understanding

**Coach:** Work with the teacher to enact your plan. Note observations and points to discuss during the Reflect step:

- How will you know it's working well?
- How will you know students are engaged?
- What does scaffolding and personalization look like for this activity?

### Act

Coaching Activity	Observations
Student-generated Product	High quality Possible Rubric
Teacher Engagement	Active listening to students Check-in with Catch if a question arises that they don't know.
Check-in with teacher for desired product accuracy.	Reference a teacher-made rubric or the standards of the project that the teacher has communicated to students.

### Coaching Notes

Teacher should provide subject material to build tech activity around

## Coaching Cycle Run-Through: Inquire, Plan, and Act

### Scenario 2

#### Teacher Perspective

- You're a teacher who's skeptical of integrating technology into learning.
- You're working on math content for this Coaching Cycle.
- You've had success using traditional approaches to learning, such as paper-and-pencil activities and poster projects.
- Your students always do well on required testing.
- Your principal has suggested that you work with a coach to look for ways to integrate technology into your lessons. You've decided to give it a try in the next unit you teach.
- While reluctant, you're somewhat open to trying something new as long as it doesn't interfere too much with what you're already doing or get in the way of preparation for required testing.

#### Coach Perspective

- Your principal has asked you to work with a colleague on integrating technology for math instruction. The principal would like teachers to use iPad devices more, given the positive impact iPad can have on student engagement.
- The teacher has been with the district for a long time and has a reputation as an excellent teacher but generally wants to do things their way. The teacher is friendly but nervous and is reluctant to try new things.
- The teacher's students always do well on required testing. While reluctant to change, the teacher is open to new ideas, particularly if there are multiple ways students can demonstrate their understanding of a concept and students have the skills to connect it back to a test.

#### Coach's Task

Work with the teacher to identify one project from the Everyone Can Create project guides and plan how that project can be implemented in the teacher's math lessons. Using the Inquire framework, assess the teacher's needs for learning and social-emotional support, as well as their needs within their classroom and school culture.

#### Notes:

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## Coaching Cycle Run-Through: Inquire, Plan, and Act

### Inquire Step Practice

#### Coach

Introduce yourself, and explain the coaching process to the teacher.



#### Possible Coach Questions

- What information do you need before we start working together?
- How can I support you in setting goals?
- What are your current ideas for integrating creative projects into your content?
- How would you like to use technology to enrich your students' learning experience?
- What type of support do you need when learning new technology?

#### Teacher

Discuss your goals, needs, and interests.

#### Possible Teacher Questions

- I'm not very good with technology. How are you going to help me?
- What are the students going to learn?
- How will we know when they've learned that?
- I like students to have a choice. Will they have choice in how they demonstrate their understanding?

### Inquire

#### Teacher's Goals

Meet with the Apple learning Coach for validation or new ideas to structure my lesson to teach the parts of the cell.

#### Progress Measurement

How is this project and learning being graded  
How would the grading look different

#### Technology Skills and Attitudes

Time frame of the unit and reverse plan the unit/lesson. Flexible with technology integration but not with the conceptual understanding desired about a cell

#### Coaching Notes

Recommend good practices with updating iPads software.

## Coaching Cycle Run-Through: Inquire, Plan, and Act

### Plan Step Practice

#### Everyone Can Create Project and Integration Idea

Students will be able to make an atom using Motion Graphic -

Using KeyNote to Create an Animated Drawing - allows students to really explore the app. Shows an atom to show movement.

**Coach:** Lead the planning discussion. Below are questions you might want to discuss with the teacher:

- What resources do you need to accomplish each goal?
- How can I help you reach your goal? (Activity options: co-planning, model lesson, professional learning, observation, and so on)
- What needs to be prepared in order to measure success?
- What type of support do you need when learning new technology?

### Plan

**Date of Plan:**

**Expected Completion Date:**

#### Coaching Activities

What	Coach's Task	Teacher's Task	When and Where
KeyNote Introduction	Model	Learner	Beginning of the unit
Animated Drawing	Co-Teaching	Co-Teaching	Once students are familiar with KeyNote
Customizing and Manipulating media to create an animation	Co-Teaching	Co-Teaching	Last phase of lesson.

#### Coaching Notes

## Coaching Cycle Run-Through: Inquire, Plan, and Act

### Act Step Practice

Coaching Activities	Look-For List
Note-taking Looking for student engagement Noting the workflow of using the app- Coach Creates the Workflow - like a visual aid	Teacher understanding

**Coach:** Work with the teacher to enact your plan. Note observations and points to discuss during the Reflect step:

- How will you know it's working well?
- How will you know students are engaged?
- What does scaffolding and personalization look like for this activity?

### Act

Coaching Activity	Observations
Student-generated Product	High quality Possible Rubric
Teacher Engagement	Active listening to students Check-in with Catch if a question arises that they don't know.
Check-in with teacher for desired product accuracy.	Reference a teacher-made rubric or the standards of the project that the teacher has communicated to students.

### Coaching Notes

## Coaching Cycle Run-Through: Inquire, Plan, and Act

### Step 3: Discuss Lessons Learned (5 minutes)

Spend 5 minutes discussing your thoughts about the process and lessons learned. Use the space below to write down any notes.

#### Thoughts on the Process

Taking previous year's data to highlight needs that need to be stressed.

Offer them technology that students and teachers will keep using.

Meet the teacher's needs.

#### Lessons Learned

Visual aids that can be kept in the classroom.





# Draft Coaching Philosophy Statement



Creating a Coaching Philosophy Statement can help you have better conversations with your colleagues. It will help you clearly explain your role as an Apple Learning Coach and your values as both a coach and an educator. Follow the two steps below to complete this activity.

## Individual Activity

### Step 1: Consider Takeaways from Coaching Run-Through (5 minutes)

First, take a few minutes to consider what you learned or noticed about coaching in the run-through of the Inquire, Plan, and Act steps you did with your peer. Note what went well and what you might want to try doing differently in the future. Focus on aspects of the coaching process that felt especially meaningful to you and how they can inform your Coaching Philosophy Statement.

#### Notes:

Each classroom is so different. My Coach and I ran-through several scenarios within our scenario that might work, with varying student abilities and product expectations.

## Draft Coaching Philosophy Statement

### Step 2: Draft Coaching Philosophy Statement (25 minutes)

Read the examples of Coaching Philosophy Statements below. Consider what each statement tells you about the background, viewpoint, and role of the coach who wrote it. How will your Coaching Philosophy Statement reflect your unique perspective, as well as what you learn in the Apple Learning Coach program?

A former science teacher who now works as a coach at an independent school might write:

Technology can level the playing field and help personalize education for diverse learners. I've seen how creative approaches can demystify STEAM, and I believe in the importance of bringing creative technology use into all curricula. My coaching will empower teachers by making technology feel more accessible.

A coach who works as a digital learning specialist at a public school might write:

Technology helps teachers and students hone the critical-thinking skills required for the workforce of the future. As a coach, I'll collaborate with teachers to build the foundations they need to create transformative learning experiences for students. By personalizing my approach, I'll help them see technology as an opportunity rather than an obstacle.

A coach who works at the district level might write:

I believe there's creative talent inside all of us, and technology allows us to express that talent. I believe the role of a learning coach is to help teachers develop the capacity to use technology in meaningful and creative ways.

To achieve that, I will:

- Meet teachers where they are
- Challenge them to strengthen their creative talent
- Guide them on their learning journey

## Draft Coaching Philosophy Statement

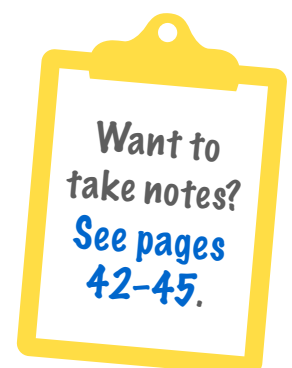
As you plan your Coaching Philosophy Statement, it may be helpful to jot down notes on your beliefs or an explanation of how technology informs your coaching perspective. You don't need to respond to both prompts on this page.

### What I Believe

My role as a learning coach, is to help support you in your teaching goals, with incorporating technology into your lessons, and help you find an instructional tool that saves you time and engages your students. I want to serve you as a tech mentor and someone that can work with you in whatever way works best for your learning, be it pre and post meet-ups to discussion lesson planning, or co-teaching technology integration within classroom activities. I will help provide or create resources to help you understand the technology that you want to utilize.


### How I Want to Use Technology to Put My Beliefs into Practice

Online support through videos resources, email contact, virtual meeting availability, consolidating online resources to share with teachers.



## Draft Coaching Philosophy Statement

Write a full draft of your Coaching Philosophy Statement.



My coaching purpose is to be a catalyst for you to reach your teaching goals. I want you to take ownership of incorporating technology into your lessons, and help engage your students. I want us to work alongside you in whatever way provides support for your style of learning, be it visiting and/or revisiting regularly, lesson co-planning, or co-teaching technology integration activities within your classroom. My role is to help provide and create resources to help you use technology that will integrate creativity through learning in your classroom.



Your statement should be two to five sentences. It should clearly express the beliefs that guide your coaching and explain how you'll use technology to put your beliefs into practice.

# Collect Feedback on Drawing and Photo Projects

## Group Activity

In this activity, you'll meet with other candidates to share one of the Everyone Can Create projects that you completed in Units 1 and 2. Decide which project you want to share: your Professional Learning Collage (1.5 Apply) or your Coaching Cycle Infographic (2.2 Apply). Follow the two steps below to complete the activity. After 35 minutes, you'll automatically return to the main room. (If there's time, feel free to share your other project.)

### Step 1: Introductions (5 minutes)

Take a couple of minutes to get to know your peers. Share your name, a bit about the school or district where you work, and where you live. Exchange contact information if you'd like to do so.

Decide who will share their project first. If you're not sure, have the person who's been teaching the longest start.

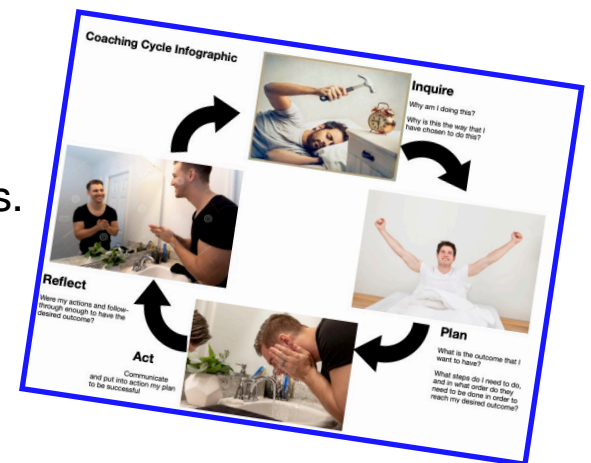
### Step 2: Share Your Project and Discuss (30 minutes)

Open the project you want to share. You and your peers will take turns presenting your projects and giving each other feedback:

- Each person will share a project
- You'll give feedback to your peers
- You'll get feedback about your own project
- Each person will have about 7 minutes to present their project

Use the next few pages to guide the conversation and take notes.

**Tip:** To keep in touch and continue collaborating after the workshop, explore the [Forum](#) in the [Apple Education Community](#) (optional).



**Tip:** When it's your turn to present your project, share your screen so that your peers can see your work.

**Tip:** When a peer presents, you'll view their project and listen as they discuss it. Make notes so that you can give your peer constructive feedback using the rubric on the next page.

**Tip:** If you need help sharing your projects on Webex, refer to the pages at the beginning of this Coaching Journal.





## Collect Feedback on Drawing and Photo Projects

### Professional Learning Collage Rubric

<input checked="" type="checkbox"/>	Project is a one-page collage (a collection of photos, text, and other graphic elements that are combined into a single image to tell a story)
<input checked="" type="checkbox"/>	Project uses at least one of the following apps: <ul style="list-style-type: none"> <li>• Keynote</li> <li>• Pages</li> </ul>
<input checked="" type="checkbox"/>	Project does at least one of the following: <ul style="list-style-type: none"> <li>• Creates 3D visual effects by masking photos and/or applying borders</li> <li>• Annotates photographs using drawing tools to add text and/or doodles</li> <li>• Edits photographs by removing the background or cropping out parts of a photo</li> </ul>

Draw or drag a checkmark to evaluate your peer's work.

### Coaching Cycle Infographic Rubric

<input checked="" type="checkbox"/>	Project is a one-page infographic (a combination of images, colors, shapes, and limited text to tell a visual data story)
<input checked="" type="checkbox"/>	Project uses at least one of the following apps: <ul style="list-style-type: none"> <li>• Keynote</li> <li>• Tayasui Sketches School</li> <li>• Pages</li> </ul>
<input checked="" type="checkbox"/>	Project does at least one of the following: <ul style="list-style-type: none"> <li>• Expresses ideas using charts, shapes, and/or sketches</li> <li>• Illustrates with color, images, and text</li> <li>• Uses hand-illustrated graphics or text</li> </ul>

Draw or drag a checkmark to evaluate your peer's work.

Notes:

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## Collect Feedback on Drawing and Photo Projects

### Professional Learning Collage Rubric

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Notes:

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## Collect Feedback on Drawing and Photo Projects

### Professional Learning Collage Rubric



Project is a one-page collage (a collection of photos, text, and other graphic elements that are combined into a single image to tell a story)



Project uses at least one of the following apps:

- Keynote
- Pages



Project does at least one of the following:

- Creates 3D visual effects by masking photos and/or applying borders
- Annotates photographs using drawing tools to add text and/or doodles
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Draw or drag a checkmark to evaluate your peer's work.

### Coaching Cycle Infographic Rubric



Project is a one-page infographic (a combination of images, colors, shapes, and limited text to tell a visual data story)



Project uses at least one of the following apps:

- Keynote
- Tayasui Sketches School
- Pages



Project does at least one of the following:

- Expresses ideas using charts, shapes, and/or sketches
- Illustrates with color, images, and text
- Uses hand-illustrated graphics or text

Draw or drag a checkmark to evaluate your peer's work.

Notes:

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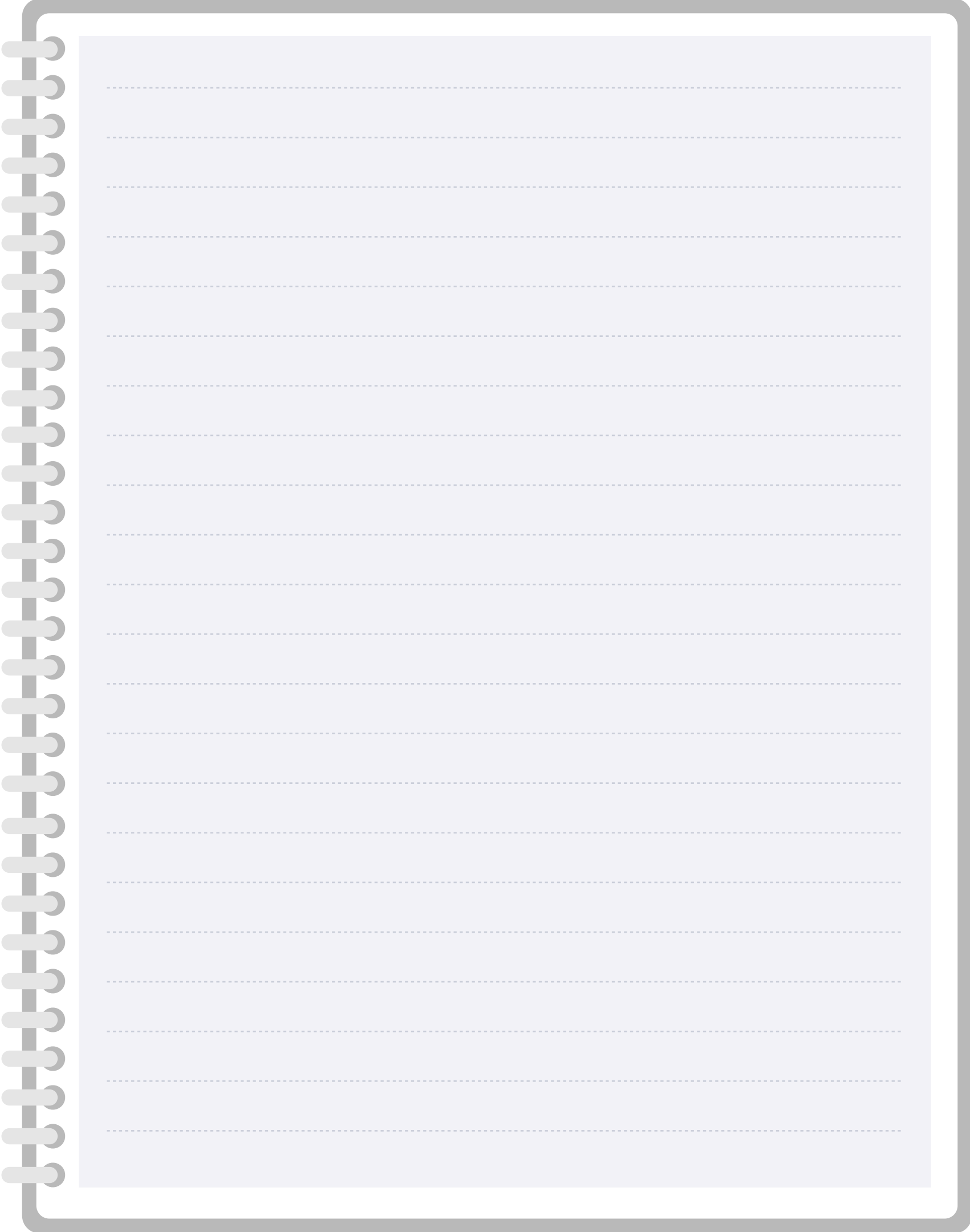


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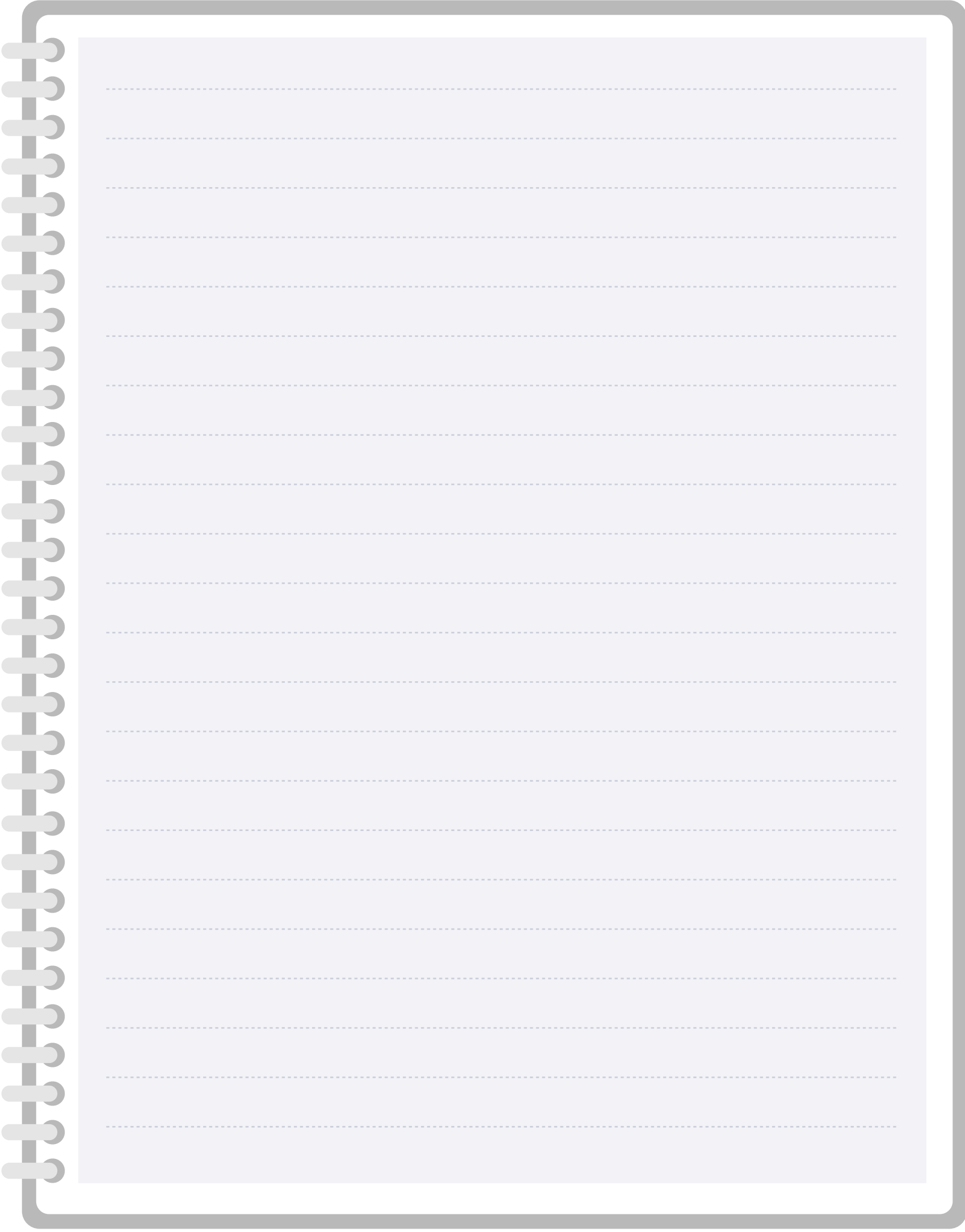


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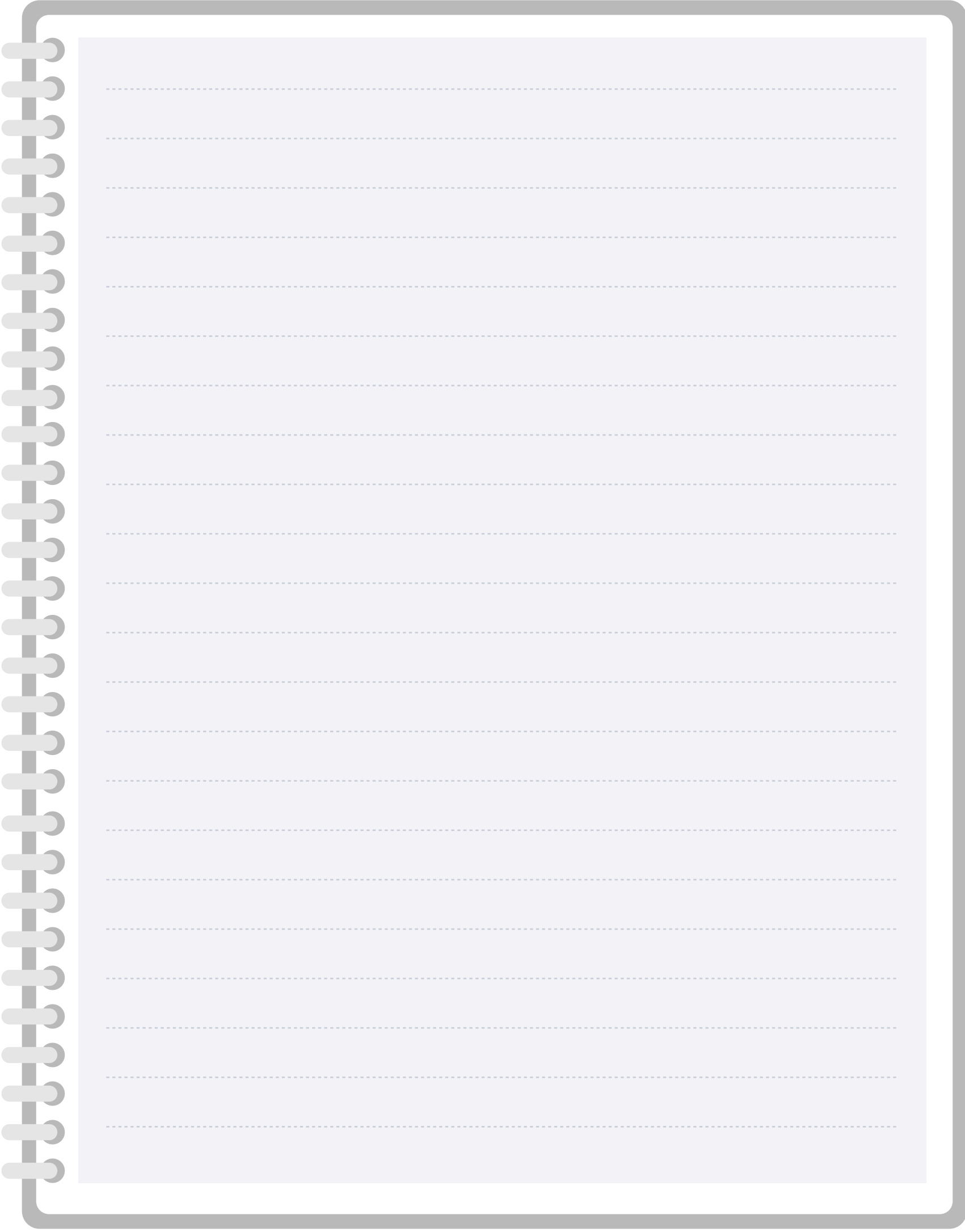
# Notes



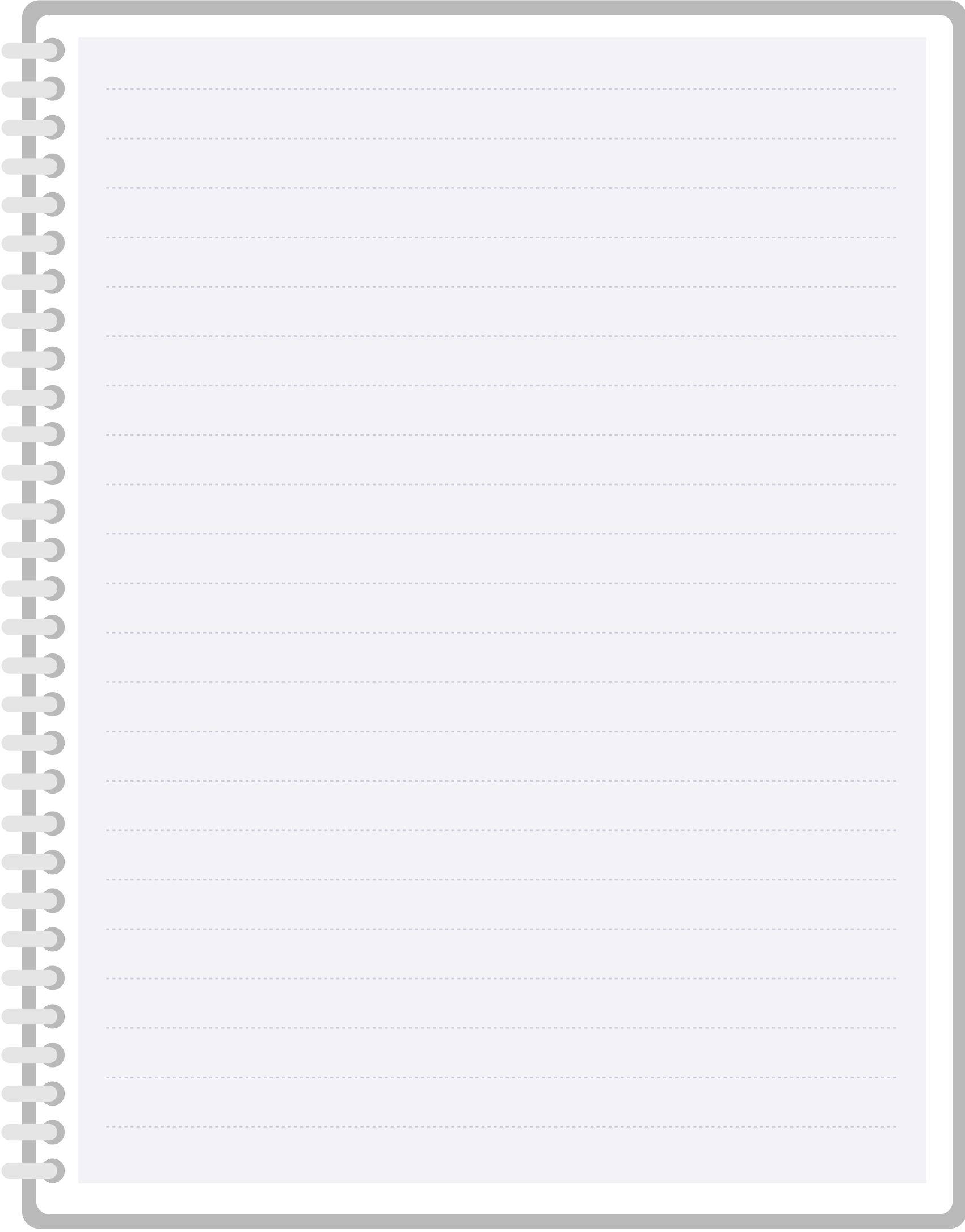
# Notes



# Notes

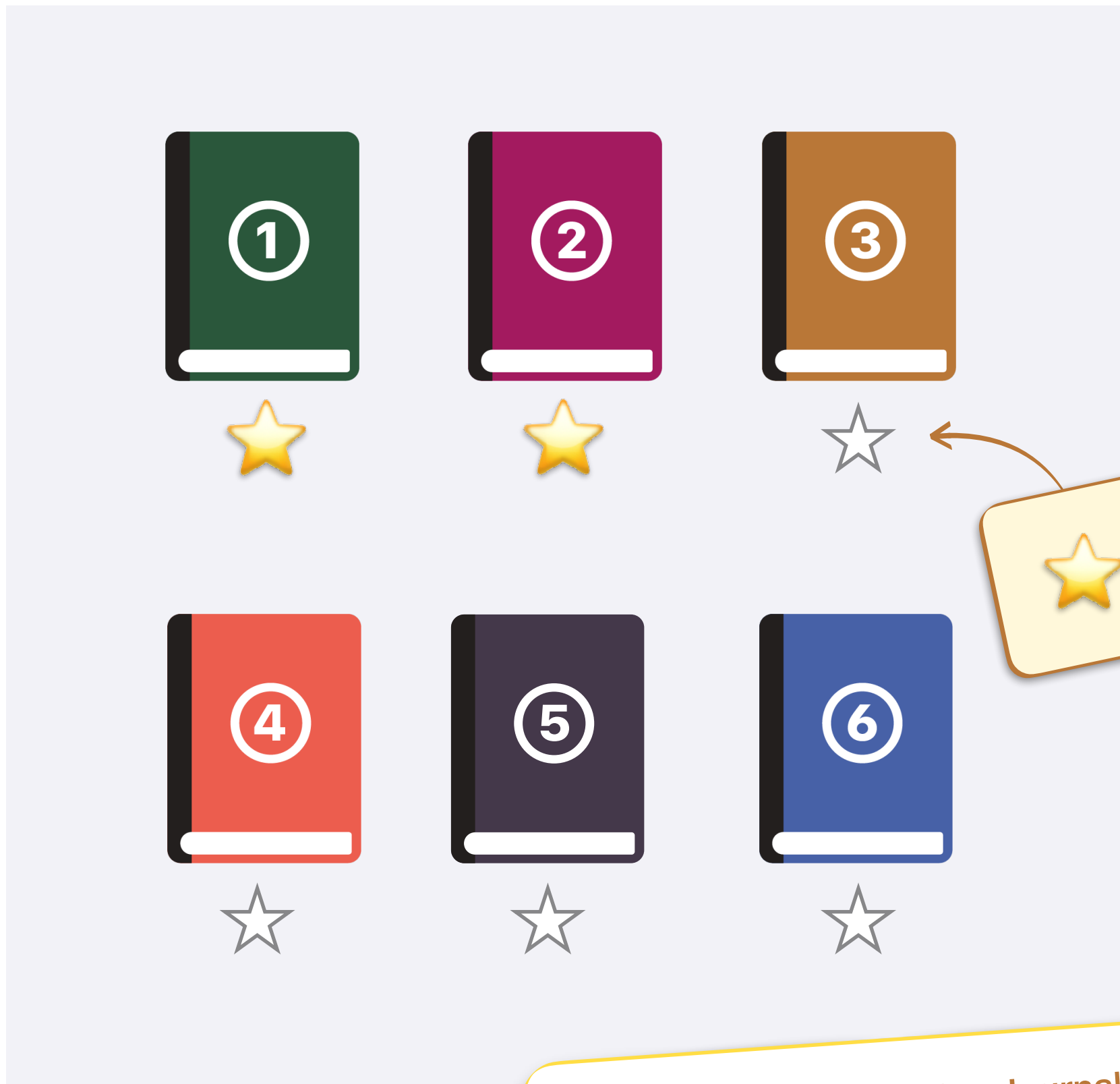


# Notes



# Track Your Progress

Remember to save your completed Coaching Journal in a place that's easy to find. You'll need to reference the work you do in this Coaching Journal to complete your Coaching Portfolio in Unit 6.



**Preparing Your Coaching Journal File**  
When you're ready to submit your Coaching Journal, save it as a Pages file and make sure the file size is 999 MB or less. Before uploading your journal, ensure that you have a reliable internet connection.

