

Coaching Journal

Unit 2



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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 templates on iPad.](#)



Get help with Pages.

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



Coaching Library

In this unit, you'll see examples of how to use the templates in your Coaching Library. To get started, download the [Coaching Library](#).

Throughout your Unit 2 Coaching Journal, you'll see this icon, which indicates that there's a blank copy of this resource in your Coaching Library.



This journal belongs to:



John Malloy

Elementary Gifted and Talented Teacher at
KIBSD

What Skills Do Effective Coaches Have?

Think back to the coaching, mentoring, or feedback experience you described in 1.4 Activate. What communication or coaching skills did the person you worked with demonstrate that you'd like to incorporate into your coaching practice? What additional skills might have enhanced this experience?

Skills to Incorporate

Enthusiasm for teaching and learning
Skilled Communication
Engaging Content

Additional Skills

Availability
Multiple Varieties of Resources

Want to
take notes?
See pages
37-40.

Coaching Skills Self-Evaluation

For the interpersonal skills in the table below, draw a checkmark or drag a star to indicate your skill level.

Rating Scale

- 1 – I need to significantly develop my ability to do this in my coaching.
- 2 – I know how to do this but need to develop this skill further in my coaching.
- 3 – I’m generally strong in this area but want to use this skill more in my coaching.
- 4 – I’m confident about applying this skill consistently in my coaching.

Interpersonal Skill	What Does It Look Like in Action?	Best Practice	1	2	3	4
Verbal Communication	Language and Clarity	I use appropriate vocabulary and language with the learner				★
	Analogies and Examples	I use analogies and examples to explain difficult concepts				★
	Humor	I use humor appropriately by sharing stories that bring personality to the learning experience			★	
	Conversation Styles	I effectively balance conversation (discussion to understand the goal of the session) and instruction (delivery of information to teach skills)		★		
Nonverbal Communication	Body Language and Movement	I exhibit open body language			★	
	Modeling	I model the behaviors I teach others			★	
Active Listening	Recaps and Validation	I rephrase learners’ responses to verify that they understand		★		
	Questions	I use clear, open questions to foster discussion			★	
		I use clear, closed questions to solidify a point or check for understanding			★	
	Participation	I invite learners to speak, and I refer to their previous comments			★	

Coaching Skills Self-Evaluation

Consider your self-evaluation of your verbal communication, nonverbal communication, and active listening skills. Are there areas where you could improve your coaching skills?

Based on your self-evaluation, list one to three goals in the table.

Coaching Skill to Improve	Goal for Future Growth
Example: Body language and movement	By October, I'll stop crossing my arms when talking to teachers so that it's clearer to the teachers I coach that I'm actively listening.
Verbal Communication	Better balance conversation and instruction when working with a peer to personalize and successfully give a productive work flow.



Why a Coaching Cycle?

Recall a process or project you've used in your work multiple times. Consider how repetition allowed you to enhance the activity. Create a recording that describes the process or project and shares what you learned by doing it more than once.

To prepare for your recording, it may be helpful to consider the questions below. Take a few minutes to jot down answers to one or more of these questions — and any additional notes you want to make — before you record.

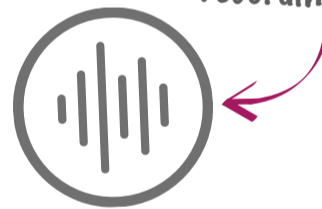
What insights did you gain each time you did the activity?
How did you incorporate those insights into the next iteration?

Preparing materials and thinking about alternate ways to arrive at the desired outcome. The leveling visual aids also.

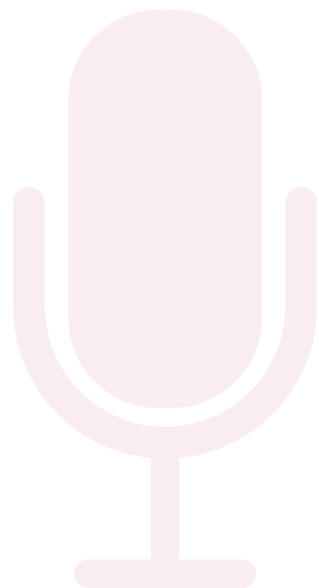
What changed or turned out differently from the first time?

I asked students better leading questions and didn't just give them answers. I including more WHY and HOW questions after the first layer of questions were asked and answered.

Place your audio recording here.



Tips: Use the Record Audio feature in Pages on [iPad](#) or [Mac](#) to create an audio file sharing your thoughts. If you're using iPad, tap the Add button, then tap the Media button and choose Record Audio. For Mac, click the Media button, then choose Record Audio. For the best experience uploading your Coaching Journal, your final recording should be 10 MB or less. For help with importing and exporting your project, [see the instructions](#) at the end of this journal.

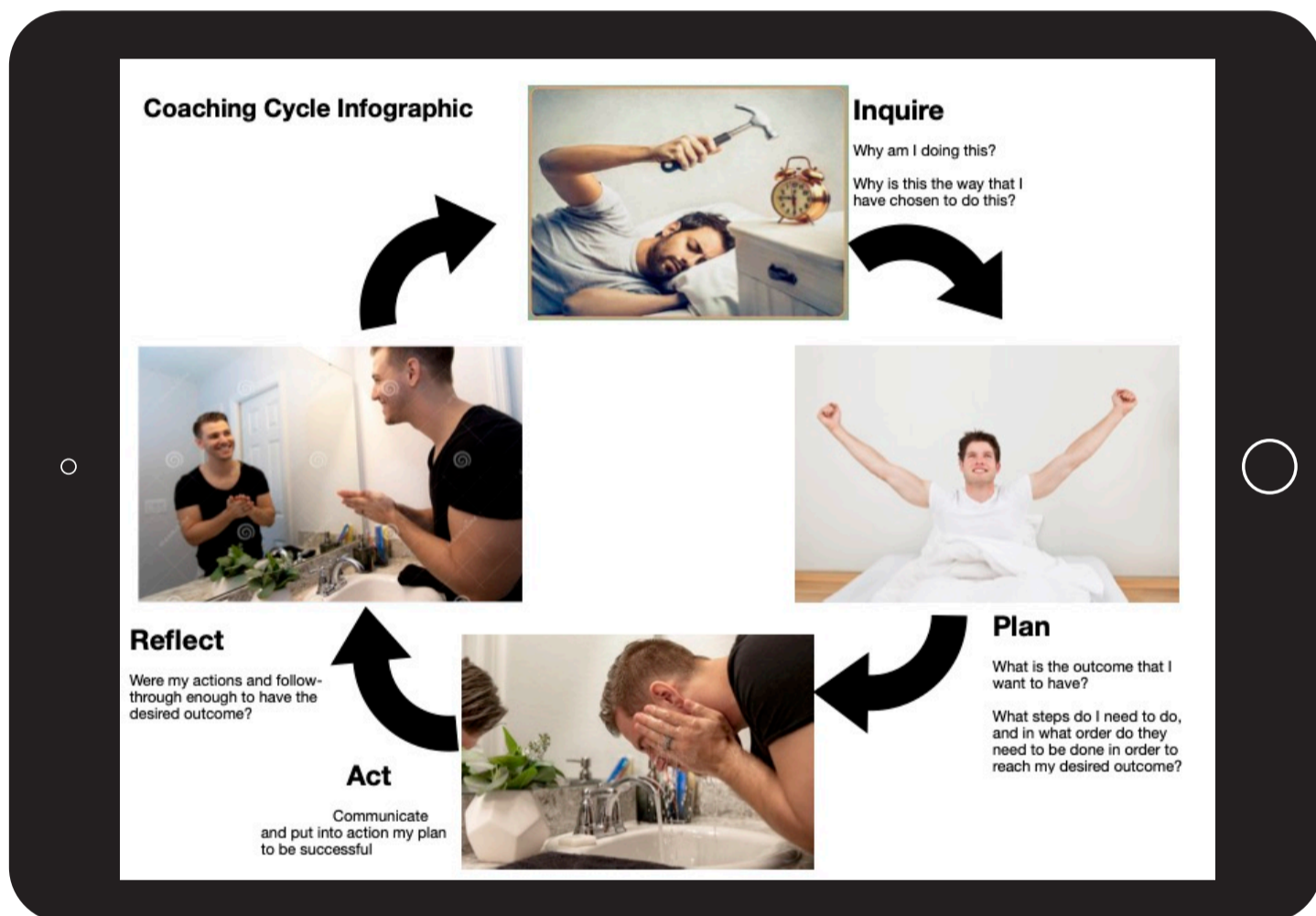


Coaching Cycle Infographic

Create an infographic to illustrate and explain the Coaching Cycle. Think about how the four steps of the cycle — Inquire, Plan, Act, and Reflect — are connected. For instance, you might consider the kinds of activities or questions that fit into each step or how the Reflect step allows for sustained professional growth as you go through multiple iterations of the cycle. You'll share this project with other Apple Learning Coach candidates during the virtual workshops.

As you're developing your infographic, it may be helpful to consider these questions: What does each step mean to you? In what ways will your and your colleague's personal experiences, perspectives, and skills shape how you implement each step?

Use the infographic project in the Everyone Can Create Drawing project guide for inspiration.



Project Criteria

Your infographic project should be created using Keynote, Pages, or Tayasui Sketches School, and it should demonstrate your abilities in at least one of the following tasks:

- Expressing ideas using charts, shapes, and/or sketches
- Illustrating with color, images, and text
- Using hand-illustrated graphics or text

Reminder: Please don't include students' faces or other personally identifiable information in the file you share with Apple.



Tips: iPad is the best tool to use for Everyone Can Create projects — but if you're working on a Mac, learn how to create your infographic with shapes in Keynote [here](#). For the best experience uploading your Coaching Journal, your final infographic should be 10 MB or less. For help with importing and exporting your project, [see the instructions](#) at the end of this journal.

Who Are You as a Coach?

To develop your coaching philosophy, consider how you'd "reintroduce" yourself in a coaching context to a colleague you already know but haven't coached before.

As you're preparing for your video, it may be helpful to consider the questions below. Take a few minutes to jot down your answers to one or more of these questions.

What elements of your background would you emphasize? Why?

I've been involved with building technology committees.

I've been published in Technology in Education

Spoken at several technology in Education conferences

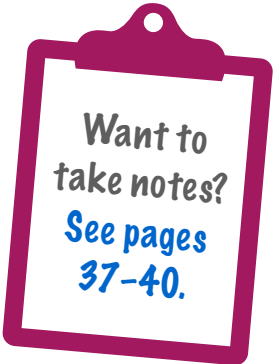
I have been the school district's Educational Technologist in the past.

How would you explain your reasons for coaching to this colleague?

Coaching is a luxury to have since someone will guide you through the process of using a particular application and help you utilize it in a way that works best with your teaching philosophy and style.

How would you describe your coaching approach to this colleague?

I would be present and accessible to the teacher. Only an email away.



Want to
take notes?
See pages
37-40.



Inquire Quadrant

Below you'll see an example of a completed Inquire quadrant of the Coaching Cycle Canvas. Each time you fill out a Coaching Cycle Canvas, this quadrant will look slightly different depending on your colleague's specific needs and your coaching strategy.

The annotations explain the kinds of information to include.

Example:

Coaching Cycle Canvas

1 — **Coach:** Jay Jones | **Teacher:** Sydney Simms

Inquire

2

Teacher's Goals

- This term, I'll help students understand waves as disturbances that transfer energy, and I'll prioritize using technology to make this learning more creative
- I'll enable students to create original musical compositions that use their technology skills to demonstrate understanding of waves in a creative way

3

Progress Measurement

Progress will be measured by reviewing students' works in progress, compiling final projects, and developing formative and summative rubrics assessing understanding of content and use of technology.

4

Technology Skills and Attitudes

- "I'm pretty familiar with basic technology, and I enjoy using it with students, but I haven't used much creative technology in my teaching"
- "I've used GarageBand casually, but I'm not experienced with its more advanced features"

5

Coaching Notes

- Use Everyone Can Create activities in Plan to develop appropriate scaffolding that supports Sydney's GarageBand skills
- Help Sydney clearly determine how this technology use will support student learning outcomes

1 Names

2 Teacher's Goals: You'll guide your colleague to define actionable goals for the cycle. These can include learning objectives set for students as well as any professional learning goals or skills needed to support student outcomes. Each goal should reflect purpose, parameters, and priorities.

3 Progress Measurement: Outline the evidence of success that will be used to track your colleague's progress toward their goals. Include all the metrics you've agreed to use.

4 Technology Skills and Attitudes: During the Inquire step, learn about your colleague's technology skills — including strengths and areas for growth. Use guiding questions and active listening to understand your colleague's attitude toward using technology in general and in teaching.

5 Coaching Notes: Jot down any additional thoughts or ideas about how to approach the other steps in the Coaching Cycle. In this example, the coach has made notes about how to help Sydney develop the technology skills necessary for the goals. You can also include initial ideas on activities, a time frame, or any other details that will help your colleague as you progress to the Plan step.



Kickoff Meeting Guide

A kickoff meeting is a good way to start working with a colleague you don't know or haven't coached before. Read the example below to see how you could use this template in your coaching. You can find a blank copy of this template in your [Coaching Library](#).

Coach Name: Jay Jones

Teacher Name: Sydney Simms

Date: September 2

Topic/Questions	Active Listening Notes	Comments
<p>About Me</p> <p>I think it's valuable for us to know a little bit about each other before we launch this learning journey together. I'll go first.</p>		<ul style="list-style-type: none"> • Sydney wanted to know more about the specific types of tools and projects that I've helped other teachers integrate to enhance creativity
<p>About You</p> <p>What would you like me to know about you?</p> <p>What is your past experience teaching these concepts or using these tools?</p>	<ul style="list-style-type: none"> • Science teacher for 5 years • Plays piano in spare time • "Excited" about technology but needs support to "become more confident" 	<ul style="list-style-type: none"> • A little experience with GarageBand; did some music editing for a few personal piano projects but hasn't used more advanced features
<p>Coaching <i>Is</i> and Coaching <i>Is Not</i></p> <p>Coaching is a form of professional learning. We'll work together to help you reach the goals that you set in connection with using Apple tools and resources with your students.</p> <p>Coaching is not an evaluation tool. I won't be evaluating you or providing any input on your annual performance review.</p>	<ul style="list-style-type: none"> • A little "nervous" about being "evaluated" or "judged" for not knowing technology 	<ul style="list-style-type: none"> • Explained that we're focused on using technology to enhance student learning (not on technical expertise) • Reaffirmed that I'm here to provide support, not evaluate
<p>Partnership</p> <p>What do you hope to get out of this partnership? Let me explain why I'm choosing the word <i>partner</i>. We'll learn from each other and with each other. You'll bring your own ideas and experiences into our conversations and planning, and I'll bring my ideas and experiences — especially on integrating technology and creativity into student learning.</p>	<ul style="list-style-type: none"> • Looking forward to having someone to discuss ideas with • Also "hoping to discover some new ideas" about how to support students in using technology to creatively explore concepts and demonstrate understanding 	



Kickoff Meeting Guide

Topic/Questions	Active Listening Notes	Comments
<p>Coaching Cycle Here's what our process will look like:</p> <ul style="list-style-type: none"> • Inquire. I'll ask questions and help you identify a goal for yourself. • Plan. We'll come up with a plan to help you reach your goal. • Act. You'll implement your plan, and I'll help. • Reflect. We'll meet again to talk about how it went and what your next steps will be. 	<ul style="list-style-type: none"> • Interested in coaching practices and outcomes • Open to co-teaching • "Concerned" about answering students' technology questions 	<ul style="list-style-type: none"> • I asked about Sydney's previous experience with coaching: <ul style="list-style-type: none"> – Hasn't completed a structured cycle with a coach, but has received some coaching – Highlight of the experience was being able to "test drive" new tools with support – Biggest difficulty was figuring out how to integrate those tools meaningfully
<p>Technology Comfort Level 0 – I avoid technology at all costs. 5 – I can't get enough technology!</p>	<ul style="list-style-type: none"> • Sydney's overall self-score was 2.5 	<ul style="list-style-type: none"> • Rating seems to vary based on the tool: <ul style="list-style-type: none"> – Sydney is very comfortable (4.5) with Numbers – Less confident (2.0) with iPad in general
<p>You're in the Driver's Seat I'm here to help you reach your goals. I'm not here to tell you how to teach or what you "should" be doing.</p>	<ul style="list-style-type: none"> • Wants to build GarageBand skills to confidently support students in creating projects • Looking for ways to help students use technology for hands-on experiences that bring science to life 	
<p>Questions? What questions have come up for you during this kickoff meeting?</p>	<ul style="list-style-type: none"> • Sydney asked what types of creative projects would be "best" to integrate into science • Also asked which tools to practice using to ensure success of end-of-term project 	<ul style="list-style-type: none"> • I showed examples of integration ideas from Everyone Can Create Teacher Guide to give idea of range • I used a Coaching Activities Menu to provide examples of how we could work together
<p>Inquire Step – When and Where? Let's figure out a good time to begin the Inquire step together.</p>	<ul style="list-style-type: none"> • Next Wednesday after third period in Sydney's classroom • Sydney mentioned not having email access next weekend due to camping trip 	<ul style="list-style-type: none"> • Reminder: Ask about how camping trip went during next Inquire meeting





Guiding Questions

Asking teachers the right questions is an important part of the Inquire step. Read the example below to see how you could use this template in your coaching. You can find a blank copy of this template in your [Coaching Library](#).

Coach Name: Jay Jones

Teacher Name: Sydney Simms

Date: September 9

Guiding Questions	Coach's Notes
What does a successful lesson or project look like to you?	<ul style="list-style-type: none"> • Creativity is a priority • Projects should provide opportunities for students to explore science content in hands-on ways
What kinds of creative projects do you have your students do?	<ul style="list-style-type: none"> • Infographics and word art have both been successful in the past
What kinds of ideas, information, or support would be most useful to you?	<ul style="list-style-type: none"> • Interested in looking into ideas that will help scaffold skills needed for waves project • Would also like to make science more creative and personal overall
What learning strategies work well for your students? Why do you think they work?	<ul style="list-style-type: none"> • Collaboration and sharing — students thrive when working in groups to learn new concepts
Is there a particular learning objective, lesson, or concept you want to focus on?	<ul style="list-style-type: none"> • Understanding waves as disturbances that move energy from one place to another
What have your students learned recently in your class?	<ul style="list-style-type: none"> • Basics of energy, law of conservation of energy, how energy transfers
What do your students need to know before this lesson or project is taught?	<ul style="list-style-type: none"> • Fundamentals of waves (wavelength, amplitude, frequency), types of waves, and an understanding of energy and how energy transfers • How to use GarageBand and other tech tools in an academic setting
What types of support do your students need?	<ul style="list-style-type: none"> • Introduction to using GarageBand • How to record and edit recordings • How to share and provide feedback • How to make edits based on feedback
How will you know that your students have met the objective for this lesson or project?	<ul style="list-style-type: none"> • When at least 90% of students successfully create music projects demonstrating their understanding of waves with a rubric score of 4 or above





Goals Worksheet

Setting clear goals is a key component of the Inquire step. Read the example below to see how you could use this template in your coaching. You can find a blank copy of this template in your Coaching Library.

Coach Name: Jay Jones

Teacher Name: Sydney Simms

Date: September 9

Goals	Actions	Deadline	Evidence
What do you want to achieve?	How will you accomplish your goal?	When do you anticipate meeting your goal?	How will you know that you met your goal? How can you assess its effectiveness? List types of evidence that you'll collect.
Goal 1: This term, I'll help students understand waves as disturbances that transfer energy, and I'll prioritize using technology to make this learning more creative.	<ul style="list-style-type: none"> Integrate GarageBand to use music as a way to explore and learn this concept: <ul style="list-style-type: none"> Teach students GarageBand skills Structure lessons to support project Create rubric 	<ul style="list-style-type: none"> Final unit in term — end-of-unit projects due in early December 	<ul style="list-style-type: none"> Completed projects that demonstrate understanding of core concepts (rubric to be created) 90% success rate with rubric score of 4 or higher
Goal 2: I'll enable students to create original musical compositions using their technology skills to demonstrate understanding of waves in a creative way.	<ul style="list-style-type: none"> Hone GarageBand skills to create some sample projects to share with students Develop rubrics for assessing final projects and works in progress 	<ul style="list-style-type: none"> Improve skills by end of September Create samples before model lesson mid-October Begin scaffolded activities with students in mid-October 	<ul style="list-style-type: none"> Ability to support students in creating their own projects Creation of sample projects Evaluation of final GarageBand projects based on rubric
Comments/Notes:	Sydney is excited about the potential of GarageBand to encourage creativity and critical thinking. The tool is new for students, and Sydney isn't experienced with its advanced features, so we'll need to scaffold appropriately to meet these goals.		

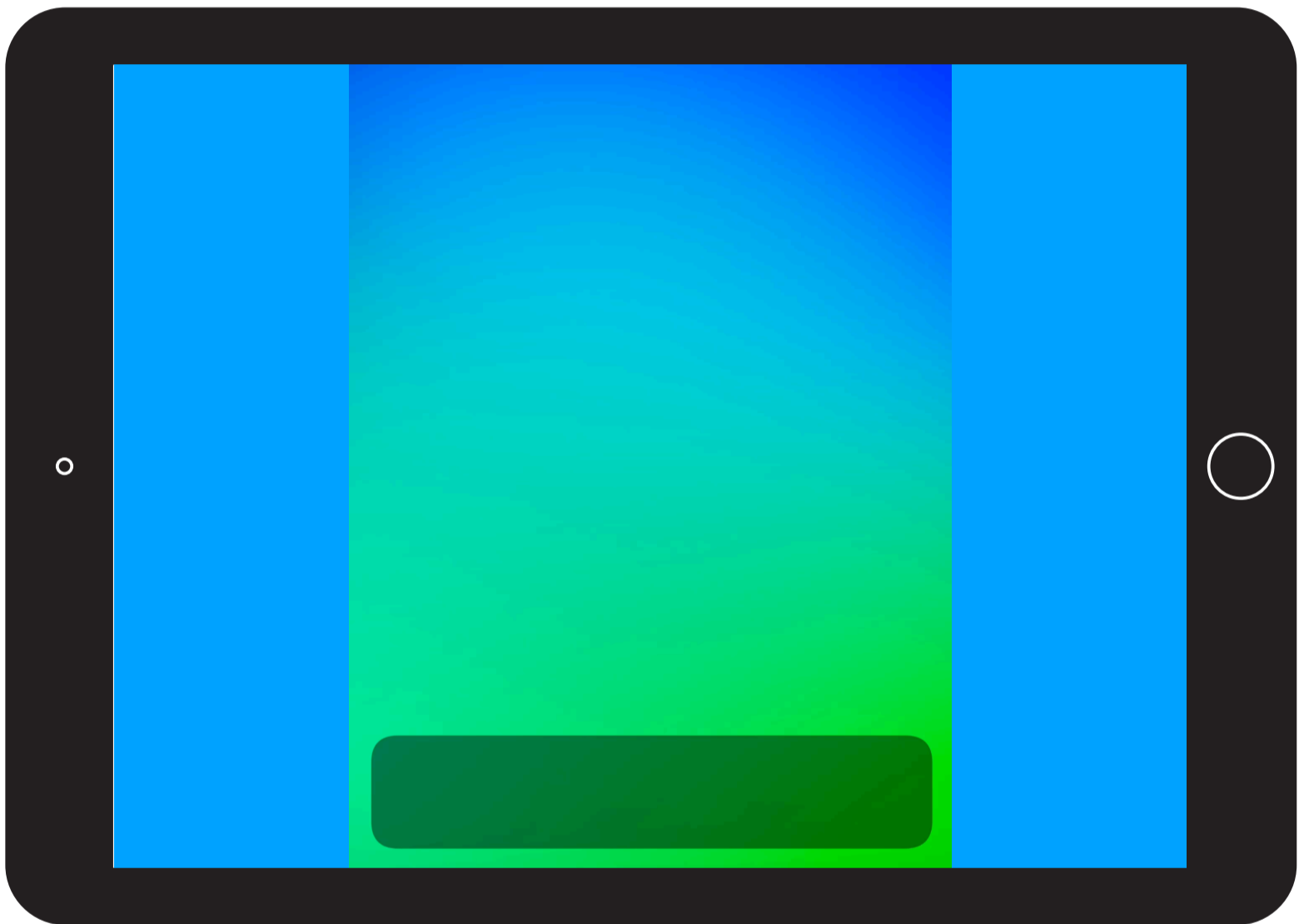


A note on priorities: Because priorities help determine what to exclude and include, your colleague's goals might not specifically mention priorities, and that's OK. Your role is to help ensure that your colleague considers priorities, not to insist on a specific format or wording.

Coaching Introduction Video

Make an introduction video that you can use to introduce yourself as a coach. Use the introduction video project in the Everyone Can Create Video project guide for inspiration. Be sure to include points about your approach to coaching. You'll share this project with other Apple Learning Coach candidates during the virtual workshops.

Review your answers to the questions in 2.3 Activate to get started. Consider what you've learned about asking questions and setting goals during the Inquire step of the Coaching Cycle.



Project Criteria

Your video should be created using Clips or iMovie and should demonstrate your abilities in at least one of the following tasks:

- Using tools such as music, filters, and/or themes to establish setting and mood appropriate to the content
- Enhancing the story with visual elements such as photos, Live Titles, text, and/or stickers

Your video should be 2 minutes or less.

Reminder: Please don't include students' faces or other personally identifiable information in the file you share with Apple.



Tips: iPad is the best tool for working on Everyone Can Create projects — but if you're using a Mac, you can [learn how to make a movie in iMovie](#). For the best experience uploading your Coaching Journal, your video should be 75 MB or less. For help with importing and exporting your project, [see the instructions](#) at the end of this journal.

How Do You Like to Plan?

Consider the different planning resources, tools, and strategies that you've found to be helpful in your work or personal life.



What's your favorite planning tool? Why does this tool work well for you?

Using Calendar in Outlook or Teams has been encouraged in our district, so those are what I use. I find it helpful to sync my iPad, iPhone, and Apple laptop calendars.



Plan Quadrant

Below you'll see an example of a completed Plan quadrant of the Coaching Cycle Canvas. Each time you fill out a Coaching Cycle Canvas, this quadrant will look slightly different depending on your colleague's specific needs and your coaching strategy. You can use the resources in your Coaching Library to support each part of the cycle.

Example:

Plan

① **Date of Plan:** September 16 ② **Expected Completion Date:** December 15

③ **Coaching Activities**

What	Coach's Task	Teacher's Task	When and Where
Mini-workshops	Provide guidance and troubleshooting	Learn and practice	Tuesdays (Sept. & Oct.), 3:30 p.m., Room 3
Model lesson	Teach	Observe	October 10 at 2:00 p.m., Room 3
Co-teaching	Co-teach and provide support as needed	Teach	October 17 at 2:00 p.m., Room 3
Observation	Observe and offer feedback	Teach	October 29 at 2:00 p.m., Room 3

④

⑤

⑥

⑦ **Coaching Notes**

- Will need lesson plan for model lesson and co-teaching
- Check tech equipment on October 9 before 4:00 p.m.
- Send announcement about mini-workshops

- ① **Date:** This is the date when you and your colleague finalize your plan for the Coaching Cycle.
- ② **Expected Completion Date:** Here, include the date that you expect to complete your Coaching Cycle to establish the time frame for implementation and to help you stay on track.
- ③ **Coaching Activities:** This table details what you'll do to help your colleague achieve the goal outlined in the Inquire step.
- ④ **What:** In this section, you'll list the activities that you and your colleague have selected to support the goal.
- ⑤ **Coach's Task and Teacher's Task:** List your respective roles and/or responsibilities for this coaching activity.
- ⑥ **When and Where:** Include the date, time, and location where the coaching activity will take place.
- ⑦ **Coaching Notes:** In this example, the coach has added notes regarding items that require follow-up, including reminders to check that the necessary technology equipment is available when needed and to inform other teachers about the mini-workshop series. The coaching notes are a good place to keep track of any other elements needed for implementing the Coaching Cycle.



Planning Template

This template will help you plan steps that you and your colleague need to take to meet goals. Read the example below to see how you could use this template in your coaching. You can find a blank copy of this template in your Coaching Library.

Coach Name: Jay Jones

Teacher Name: Sydney Simms

Date: October 7

Planning Template		
What are the teacher's goals?		
<ul style="list-style-type: none"> • Top priority for this term: Help students achieve understanding of waves as disturbances that transfer energy • Second priority this term: Enhance creativity by integrating music into science curriculum so that students can create original musical compositions to show their understanding of waves 		
What steps are needed to meet those goals?		
<ul style="list-style-type: none"> • By mid-October, Sydney will need to develop the skills and confidence necessary to support students in the GarageBand project on waves, which they'll complete on iPad • Sydney will need to create samples for students • We'll need to practice scaffolding activities for students to integrate the new tools in class 		
What activities have you chosen to meet the teacher's goals?		
<ul style="list-style-type: none"> • A mini-workshop series to develop Sydney's technology skills • A model lesson—co-teaching—observation sequence with feedback to prepare for introducing new activities and tools with students 		
What's the time frame for each goal?		
Three mini-workshops will be held by early October so that Sydney can prepare samples before the model lesson on October 10.		
Steps	Needs/Resources/Preparation	Who's Responsible?
<ul style="list-style-type: none"> • After-school mini-workshops on Tuesdays in Room 3 — these will be open to other teachers 	<ul style="list-style-type: none"> • Everyone Can Create project guides • Charged iPad devices • Pre-installed apps: GarageBand • Skills lists 	<ul style="list-style-type: none"> • Sydney and I will bring our own iPad devices and accessories to the sessions • I'll bring the skills list
<ul style="list-style-type: none"> • Model lesson, co-teaching, observation sequence 	<ul style="list-style-type: none"> • Lesson plans • Devices and apps • Observation form 	<ul style="list-style-type: none"> • Sydney and I will collaborate on the lesson plans • I'll confirm that all necessary technology is available and working correctly • I'll provide the observation form



Coaching Cycle Teacher Tracker

This template can help you track your work with individual teachers. Read the example below to see how you could use this template in your coaching. You can find a blank copy of this template in your Coaching Library.

Coach Name: Jay Jones

Date: September 10

Coaching Cycle Teacher Tracker			
Teacher Name	Sydney Simms		
Subject or Grade Level	Science		
Week	September 16	September 23	September 30
Meeting Time and Location	September 16, 3:30 p.m., Room 3	September 23, 3:30 p.m., Room 3	September 30, 3:30 p.m., Room 3
Coaching Cycle Step	Plan	Act	Act
Focus of Meeting	Finalize Coaching Cycle plan	Model lesson plan	
Resource or Coaching Activity	<ul style="list-style-type: none"> Plan quadrant of Coaching Cycle Canvas Planning Template 	<ul style="list-style-type: none"> Current lesson plan Everyone Can Create Music project guide 	
Reminders		<ul style="list-style-type: none"> Send Sydney reminder email to share lesson plans for wave unit and updated calendar 	
Notes	<ul style="list-style-type: none"> Finalized dates for activities Decided to begin drafting the model lesson together during next session 		



Note: This example shows how you can progressively fill in the Coaching Cycle Teacher Tracker. You can add details or reminders about upcoming meetings or short notes about meetings that have taken place.



Coaching Cycle Schedule

This weekly schedule can help you keep track of your sessions with all the teachers you're coaching. Read the example below to see how you could use this template in your coaching. You can find a blank copy of this template in your Coaching Library.

Coaching Cycle Schedule for the Week of: October 7

		Monday	Tuesday	Wednesday	Thursday	Friday
8 a.m.	Teacher	Sydney				
	Coaching Cycle Step	Act				
9 a.m.	Teacher			Bo		
	Coaching Cycle Step			Reflect		
10 a.m.	Teacher					
	Coaching Cycle Step					
11 a.m.	Teacher	Yara			Sydney	
	Coaching Cycle Step	Plan			Act	
12 p.m.	Teacher					Bo
	Coaching Cycle Step					Reflect
1 p.m.	Teacher		Idris	Idris	Idris	
	Coaching Cycle Step		Act	Act	Act	
2 p.m.	Teacher					
	Coaching Cycle Step					
3 p.m.	Teacher					
	Coaching Cycle Step					



Note: If you want to adjust days or times based on your schedule, you can customize this template in your Coaching Library.

How Do You Learn from Others?

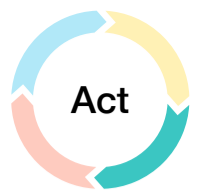
Consider the ideas you've learned from your colleagues during your teaching career. How have you implemented what you learned in your teaching practice?

Create a sketchnote to capture your ideas. Be sure to show how you've personalized those ideas to fit your needs and teaching style.



Tips: To learn how to create a sketchnote on iPad, use the [Everyone Can Create Drawing project guide](#). If you're working on a Mac, you can use Magic Trackpad to create your sketchnote using [shapes in Keynote](#). For the best experience uploading your Coaching Journal, your final sketchnote should be 10 MB or less. For help with importing and exporting your project, [see the instructions](#) at the end of this journal.

Reminder: Please don't include students' faces or other personally identifiable information in the file you share with Apple.



Act Quadrant

Below you'll see an example of a completed Act quadrant of the Coaching Cycle Canvas. Each time you fill out a Coaching Cycle Canvas, this quadrant will look slightly different depending on your colleague's specific needs and your coaching strategy. You can use the resources in your Coaching Library to help you figure out this information.

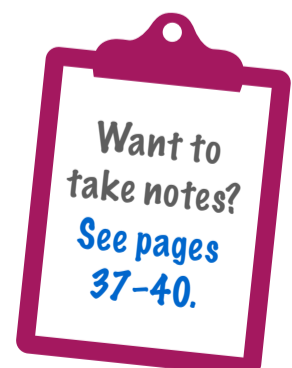
Example:

Act	
1 Coaching Activity	2 Observations
Model lesson	Students were engaged, and a concrete example could help students understand even more.
Co-teaching	Went smoothly, but pacing was a bit fast. Slowing the pace could help create opportunity for student questions during explanation rather than afterward.
Observation	Pacing worked. Students were engaged and asked strong questions that went beyond the how-to.

Coaching Notes

- The model lesson allowed Sydney to get a sense of how to develop a lesson that introduces both new tools and content
- Co-teaching was an opportunity to test pacing while focusing on a simpler task
- The series of activities allowed for a gradual release of responsibility and helped Sydney make progress to fine-tune the approach

- 1 Coaching Activity:** As you complete the activities from the Plan section of the Coaching Cycle Canvas, list the What from each coaching activity here.
- 2 Observations:** Include any observations about how the coaching activity goes or points that you want to address during the Reflect step.
- 3 Coaching Notes:** In this example, the coach has noted general thoughts on how the coaching activities worked. Other things you might list here could include when and how you and your colleague will meet for the Reflect step and any actions needed for the Reflect step, such as sharing observation forms.





Coaching Activities Menu

This template will help you determine different activities to use with a colleague during the Act step. Read the example below to see how you could use this template in your coaching. You can find a blank copy of this template in your Coaching Library.

Coach Name: Jay Jones

Teacher Name: Sydney Simms

Date: October 7

Coaching Activity	Connection to Goal	Look-For List
Workshops/Mini-workshops	Building GarageBand skills using iPad to prepare to create samples and support students	Scaffolding of activities that can work for students
Co-planning Lessons	Connecting technology tools with content to support final waves project	Ways to introduce technology tools without overshadowing content
Run-Through Scenarios		
Model Lesson	Demonstration of how to use more advanced GarageBand features to manipulate sound waves	How to support students in using these tools
Co-teaching	Hands-on practice introducing technology tools along with lesson content	What works well and what can be improved for next lesson, which will be independently taught; opportunities to build on current strategies
Observation	Seeing how Sydney's solo lesson will support students in creatively demonstrating their knowledge of waves	Student engagement and skills with tools; Sydney's ability to answer questions and keep focus on content as well as tools
Learning Walks		
Video Observation		





Classroom Observation Guide

This template can help guide you in conducting a classroom observation. Read the example below to see how you could use this template in your coaching. You can find a blank copy of this template in your Coaching Library.

Classroom Observation Guide		
<p>Teacher Name: Sydney Simms</p> <p>Coach Name: Jay Jones</p> <p>Observation Date: October 29</p> <p>Debrief Date: November 4</p>		
Observations	What Worked	Questions
<p>Four students were playing with recording loops instead of following Sydney's steps.</p> <p>Sydney used clear language to describe mixing recordings to adjust and add effects to recorded tracks.</p> <p>At one point, six students had hands up for questions at the same time.</p>	<p>Partner activities created the most engagement.</p> <p>The pacing allowed for questions about the GarageBand features to be answered during the introduction instead of afterward.</p> <p>Most of the students' questions were follow-ups related to specific aspects of adjusting waves rather than to GarageBand in general.</p>	<p>Is there an extension activity that could be used for students who don't need as much support in understanding how to adjust waves?</p> <p>Could Sydney use assistance in answering student questions during the partner activities?</p>
Notes/Feedback to Share with Teacher		
<p>I noticed that your body language displayed confidence when sharing information about these GarageBand features. What gave you that confidence?</p> <p>At one point, multiple students had questions at the same time. Could assistance from me or from a student expert support you in the future?</p> <p>Four students decided to spend extra time playing with loops, missing some of your instruction. What ideas do you have for how to help maintain engagement during app introductions in the future?</p> <p>Do you have ideas for extension activities for students who complete the activity more quickly? That might help keep them engaged, and it could also cut down on questions that aren't helpful for the whole group.</p>		





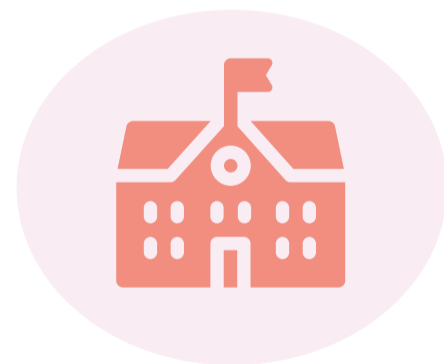
What Opportunities Do You See?



Review the 1.5 Apply activity, Professional Learning Collage, and jot down a brief response to the question below.

How has your perspective on professional learning evolved as you've learned more about the Inquire, Plan, and Act steps?

I feel like the I will need to collect and build a resource stockpile of multiple ways and example of applications for teachers that they can see 'making sense' at their grade-levels.





Reflect Quadrant

Below you'll see an example of a completed Reflect quadrant of the Coaching Cycle Canvas. Each time you fill out a Coaching Cycle Canvas, this quadrant will look slightly different depending on your colleague's specific needs and your coaching strategy. You can use the resources in your Coaching Library to help you figure out this information.

Example:

Reflect

1 **Date of Reflection:** November 4 — **1**

2 **Reflection Topic:** Observation

3 **Teacher Reflections**

Many students spent more time than planned on the second activity. We may need to build in more time and practice to ensure they can use the tools well enough to actually show their knowledge.

4 **Coach Reflections**

I noticed that some of the students completed the work much more quickly than others. Are there opportunities to create different activities for different learners or to add more challenging activities for those who finish faster?

5 **Coaching Notes**

Action item: Sydney will review student work to identify skills that require support and gather supporting resources.

General: Find other creative ways to integrate skills learned in this cycle into future lessons — starting point for next cycle?

- 1** **Date of Reflection:** Here, you'll indicate when you and your colleague complete the follow-up for a coaching activity.
- 2** **Reflection Topic:** You'll also note which activity this reflection pertains to so you can keep track of your thoughts on each one.
- 3** **Teacher Reflections:** This section provides a space for your colleague to list major takeaways from the coaching activity.
- 4** **Coach Reflections:** In this section, provide major points of feedback and follow-up questions that you want to ask your colleague.
- 5** **Coaching Notes:** You can include additional thoughts about the Reflect step here. This is also a good place to indicate your initial ideas about next steps that your colleague might want to take, as the coach has done in this example.



Reflection Guide

This template will help you guide a colleague through the Reflect step of the Coaching Cycle. Read the example below to see how you could use this template in your coaching. You can find a blank copy of this template in your Coaching Library.

Coach Name: Jay Jones

Teacher Name: Sydney Simms

Date: November 5

Reflection Guide	
<p>What went well?</p> <p>The clear and concise explanation of GarageBand features helped students jump right into the activities.</p>	<p>What might you change?</p> <p>Students spent more time than anticipated on the second activity where they were practicing using the new GarageBand features, so I want to make sure to give plenty of time for practicing with new tools in the future.</p>
<p>What was your main goal?</p> <p>To help students understand waves as disturbances that transfer energy, and I'll prioritize using technology to make this learning more creative.</p>	
<p>What progress did you make toward your goal? How do you know?</p> <p>I accomplished this goal! My students were able to both understand waves as disturbances that transfer energy and use GarageBand to creatively demonstrate their knowledge. I know this because all students completed the final project, and 100% of students scored at least a 4 on the rubric.</p>	
<p>What did you learn?</p> <p>I learned some good strategies for thinking about how to break down a tool and teach it to my students along with the content they're learning. This helps us engage with the material creatively instead of just using technology for technology's sake. I also learned how to scaffold this learning to better support my students in feeling confident with both the material and the tools.</p>	
<p>Overall thoughts about the experience:</p> <p>Sydney enjoyed learning how to do more with music projects and looks forward to doing more with students now that they're familiar with GarageBand.</p>	
<p>Ideas for next steps:</p> <ul style="list-style-type: none"> • Work on timing for activities involving creative tools — introducing new technology took longer than expected • Find ways to integrate podcasting so that students can keep using these creative tools next semester 	<p>Action toward next steps:</p> <p>Set a meeting in mid-January for a new Coaching Cycle to explore ways to integrate podcasting into next term's unit on electricity</p>





Reflection Checklist for Coach

This template will help you reflect on your work as a coach and how you can improve your coaching in the future. Read the example below to see how you could use this template in your coaching. You can find a blank copy of this template in your Coaching Library.

Note: A missing checkmark should indicate a challenge for the coach.

Coach Name: Jay Jones

Teacher Name: Sydney Simms

Date: November 5



Reflection Checklist for Coach	
<input checked="" type="checkbox"/>	Communication with colleague was effective and supportive
<input checked="" type="checkbox"/>	All steps of the Coaching Cycle were implemented
<input checked="" type="checkbox"/>	Colleague was comfortable using technology by the end of the initial coaching session
<input type="checkbox"/>	Coach and colleague built a trusting relationship
<input checked="" type="checkbox"/>	Coach was able to release responsibility to colleague by the end of the initial coaching session
<input checked="" type="checkbox"/>	Coach and colleague set goals related to technology
<input checked="" type="checkbox"/>	Coaching activities were specific to colleague's needs
<input type="checkbox"/>	Coach and colleague reflected on the coaching session and identified next steps to incorporate creativity and technology in learning
<input type="checkbox"/>	Feedback I gave was objective and actionable, and it helped my colleague improve
Strengths	Challenges
<ul style="list-style-type: none"> Sydney's ability to clearly explain tools to students made them willing to try just about anything The coaching activities we chose helped Sydney build skills successfully 	<ul style="list-style-type: none"> Sydney has an opportunity to work on finding ways to differentiate activities for students who have different skill levels with the tools As a coach, I need to work on giving more actionable, objective feedback and gradually releasing responsibility to my colleagues





Reflection on Coaching Cycle Goals

This template will help you guide your colleague through assessing whether they've successfully accomplished their goals and determining new goals they might want to set as part of a new Coaching Cycle. Read the example below to see how you could use this template in your coaching. You can find a blank copy of this template in your Coaching Library.

Coach Name: Jay Jones

Teacher Name: Sydney Simms

Date: November 5

Goals	Actions	Deadline	Evidence
What did you want to achieve?	What actions did you take to accomplish your goal?	Did you meet your goal by your proposed deadline? If not, what specifically prevented you?	What evidence have you collected that shows how you achieved your goal?
<p>Goal 1: Top priority this term: Help students achieve understanding of waves as disturbances that transfer energy</p>	<ul style="list-style-type: none"> • Explored tools for manipulating waves in GarageBand • Discussed opportunities to integrate creativity with science 	<ul style="list-style-type: none"> • Yes, students finished their musical compositions right before the winter break 	<ul style="list-style-type: none"> • Student projects creatively demonstrated knowledge of waves and met rubric criteria
<p>Goal 2: Second priority this term: Enhance creativity by integrating music into science curriculum so that students can create original musical compositions to show their understanding of waves</p>	<ul style="list-style-type: none"> • Refined skills in GarageBand in mini-workshops and by creating sample projects • Planned and taught lessons that scaffolded in new tools alongside content to support learning of both 	<ul style="list-style-type: none"> • Took longer than I thought to get the samples together — will need to leave more time for this in the future 	<ul style="list-style-type: none"> • Created sample projects that demonstrate abilities in GarageBand and support student understanding of tools and expectations
<p>Takeaways: Based on your experience from this Coaching Cycle, what might you want to focus on next time?</p>	<p>One of the big things I learned in this cycle was that it's possible to connect technology tools and content even when those tools are being introduced. This helped me feel like I wasn't "wasting" a lesson by introducing new apps. Now I want to develop my other skills so I can offer my students more creative opportunities. Drawing tools might be a good option for next term's unit on electricity and circuits. I also want to help my students connect content with the tools they've already learned in new ways — I'd like to explore podcasting.</p>		



Brainstorm for Your Coaching Action Plan

Review the thoughts on professional learning in your school or district that you shared in 1.5 Apply and 2.6 Activate. Then complete the planner below to create a first draft of your coaching goals, coaching activities, and evidence of success. You'll share your completed planner with other Apple Learning Coach candidates during the virtual workshops.

Coaching Action Plan: Brainstorming Planner	
Coaching Goals	
What are your primary goals as a coach?	
Increase successful instruction to students.	
Integrating creativity through learning.	
How will your coaching make a positive difference in your school or district?	
Improve confidence of teachers and improve dynamic lesson building.	
Coaching Activities	
What coaching activities will you coordinate to reach your goals?	
Weekly 'TECH TUESDAY' after school meetings that are volunteer-only at first. All resources that are discussed with also have a webpage devoted to them.	
Where, when, and how will you coach? What will your coaching look like on a daily, weekly, and monthly basis?	
I will try and conduct as many face-to-face PD sessions as possible, but having the resources online will also allow me to shoot-off links to interested staff members.	
Who will benefit from your coaching, and why?	
If done correctly and consistently, everyone will benefit and the role of the technology coach will be seen as vital.	
Evidence of Success	
How will you measure whether you've successfully accomplished your goals?	
Even if the first try of lessons are not a huge success, teacher giving their best effort to try and learn something new and present a lesson in a more dynamic way will be a 'win'	
What information will you need to collect in order to measure and demonstrate success?	
What the current lessons are and how teachers are teaching standards versus the scores and student-interest after infusing technology into lessons.	
How will you collect and share the information, and who needs to see your evidence of success?	
I will hold reflection sessions post-lessons and pass along the progress to interested administration.	



Reflect on Coaching Cycle Resources

On this page and the next, you can see the four completed quadrants of the Coaching Cycle Canvas. There's a blank two-page 8.5 x 11 version of the canvas in your Coaching Library, or you can download a one-page 11 x 17 version of the [canvas](#).

Coaching Cycle Canvas

Coach: Jay Jones | Teacher: Sydney Simms

Inquire

Teacher's Goals

- This term, I'll help students understand waves as disturbances that transfer energy, and I'll prioritize using technology to make this learning more creative
- I'll enable students to create original musical compositions using their technology skills to demonstrate understanding of waves in a creative way

Progress Measurement

Progress will be measured by reviewing students' works in progress, compiling final projects, and developing formative and summative rubrics assessing understanding of content and use of technology.

Technology Skills and Attitudes

- "I'm pretty familiar with basic technology, and I enjoy using it with students, but I haven't used much creative technology in my teaching"
- "I've used GarageBand casually, but I'm not experienced with its more advanced features"

Coaching Notes

- Use Everyone Can Create activities in Plan to develop appropriate scaffolding that supports Sydney's GarageBand skills
- Help Sydney clearly determine how this technology use will support student learning outcomes

Plan

Date of Plan: September 16

Expected Completion Date: December 15

Coaching Activities

What	Coach's Task	Teacher's Task	When and Where
Mini-workshops	Provide guidance and troubleshooting	Learn and practice	Tuesdays (Sept. and Oct.), 3:30 p.m., Room 3
Model lesson	Teach	Observe	October 10 at 2:00 p.m., Room 3
Co-teaching	Co-teach and provide support as needed	Teach	October 17 at 2:00 p.m., Room 3
Observation	Observe and offer feedback	Teach	October 29 at 2:00 p.m., Room 3

Coaching Notes

- Will need lesson plan for model lesson and co-teaching
- Check tech equipment on October 9 before 4:00 p.m.
- Send announcement about mini-workshops



Tip: Your **Coaching Library** also includes a companion resource for teachers to use during a Coaching Cycle.

Reflect on Coaching Cycle Resources

Coaching Cycle Canvas

Coach: Jay Jones | Teacher: Sydney Simms

Act

Coaching Activity	Observations
Model lesson	Students were engaged, and a concrete example could help students understand even more.
Co-teaching	Went smoothly, but pacing was a bit fast. Slowing the pace could help create opportunity for student questions during explanation rather than afterward.
Observation	Pacing worked. Students were engaged and asked strong questions that went beyond the how-to.

Coaching Notes

- The model lesson allowed Sydney to get a sense of how to develop a lesson that introduces both new tools and content
- Co-teaching was an opportunity to test pacing while focused on a simpler task
- The series of activities allowed for gradual release of responsibility and helped Sydney make progress to fine-tune the approach

Reflect

Date of Reflection: November 4

Reflection Topic: Observation

Teacher Reflections

Many students spent more time than planned on the second activity. We may need to build in more time and practice to ensure they can use the tools well enough to actually show their knowledge.

Coach Reflections

I noticed that some of the students completed the work much more quickly than others. Are there opportunities to create different activities for different learners or to add more challenging activities for those who finish faster?

Coaching Notes

Action item: Sydney will review student work to identify skills that require support and gather supporting resources.

General: Find other creative ways to integrate skills learned in this cycle into future lessons — starting point for next cycle?

Everyone Can Create and Coaching

You've read the profiles of three teachers in Lesson 2.7. Now you'll develop a sample plan for coaching one of them. To prepare, decide the teacher's grade level, then choose the specific content the teacher will focus on for their Everyone Can Create project.

Teacher Chosen
Sydney Simms

Teacher Grade Level
[Blank]

Specific Content the Teacher Wants to Teach
GarageBand skills for the students so that they can better understand the concept of waves.

Next, review the Everyone Can Create project and teacher guides for inspiration on how to help your colleague implement the project. The project guides outline the specific apps, skills, and techniques needed to complete the various creative projects, while the teacher guides offer ideas on how to integrate the projects across five different curricular areas. Ask yourself:

What integration ideas might resonate with your chosen teacher?

Co-Teaching model with both teachers working together to introduce the ideas of waves, giving visual aid examples of sound waves, and then clearly explaining the final project idea.

Breaking the class up into two groups would also be a useful co-teaching technique once the introduction is done in case some students are already familiar with GarageBand are are ready to get started.

What guiding questions would you ask this teacher to help them plan lessons based on the selected Everyone Can Create project?

Where to you see waves when using your senses?

Why are some waves easier to sense than others?

How might you tailor your coaching to support this teacher's learning and social-emotional needs?

Break the project down into short manageable goals. Maybe the GarageBand project building time is limited to the last 20 minutes of each of a week's classroom periods. This would make trouble-shooting issues much easier to figure out before the next class.

Develop a Sample Coaching Cycle Canvas

Now fill out the Inquire and Plan sections of a Coaching Cycle Canvas, based on the teacher you chose and the ideas you generated in 2.7A Apply.

Coaching Cycle Canvas

Coach: John Malloy Teacher: Sydney Simms

Inquire

Teacher's Goals

Teach students GarageBand skills so that they can better understand the concept of waves.

Progress Measurement

Progressions throughout the week of a final GarageBand project that highlights different sound waves and/or wavelengths.

Technology Skills and Attitudes

Understanding of GarageBand and how to share project with others.

Coaching Notes

Baby-step the lesson so that when technology issues arise, the coach and teacher can talk and troubleshoot together.

Plan

Date of Plan: March 25 **Expected Completion Date:** May 3

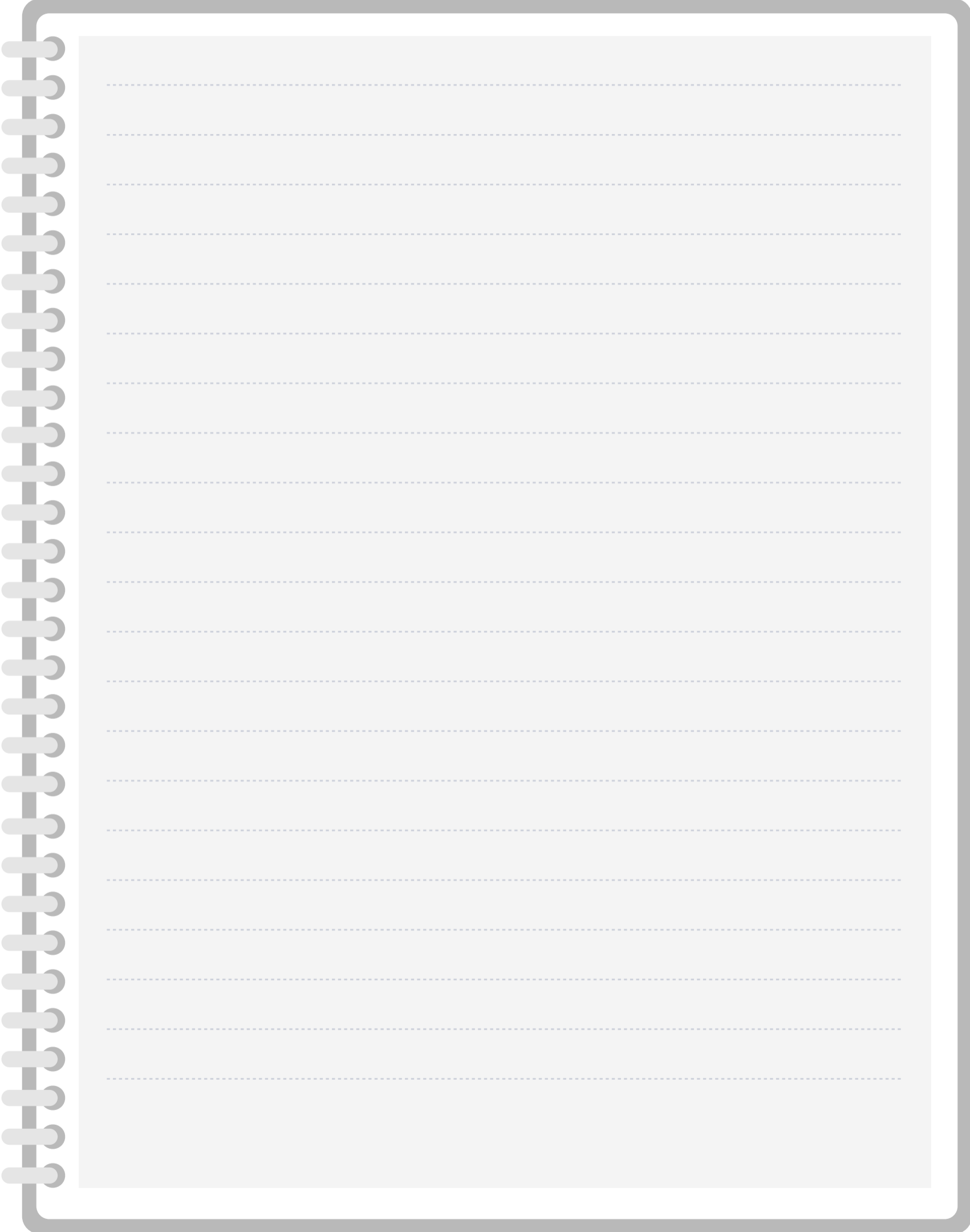
Coaching Activities

What	Coach's Task	Teacher's Task	When and Where
Mini-workshops	Provide guidance of lessons and troubleshooting ideas.	Learn and Practice	Weeks prior to the lesson
Model Lesson	Teach teacher what the students will experience	Active participant	Weeks prior to the lesson
Co-Teaching	Support Teacher as Needed	Teach	Day of Lesson
Observation	Feedback and Observe	Teach	Day of Lesson and notes to go over a day after the lesson.

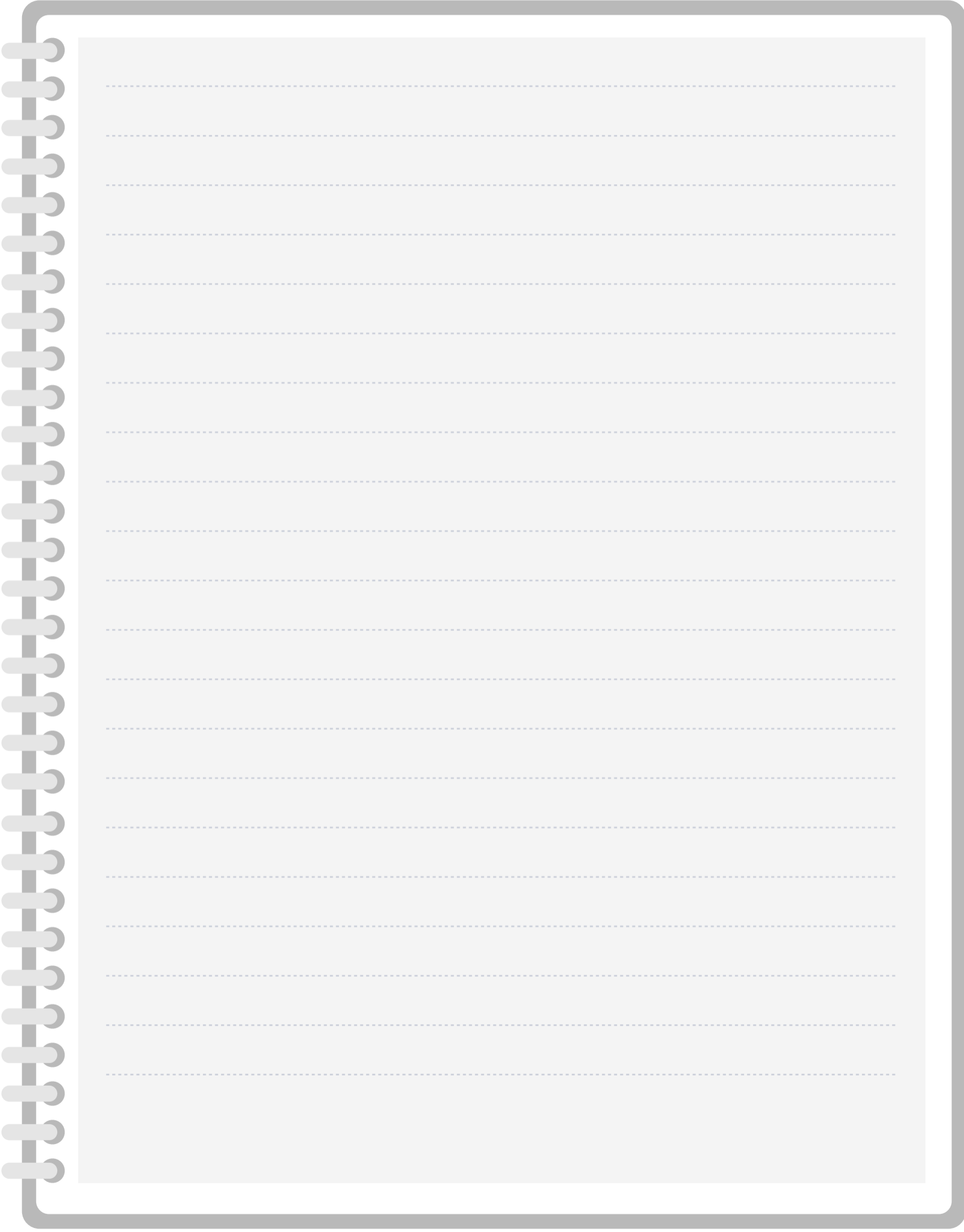
Coaching Notes

Post observation meeting and reflection required.

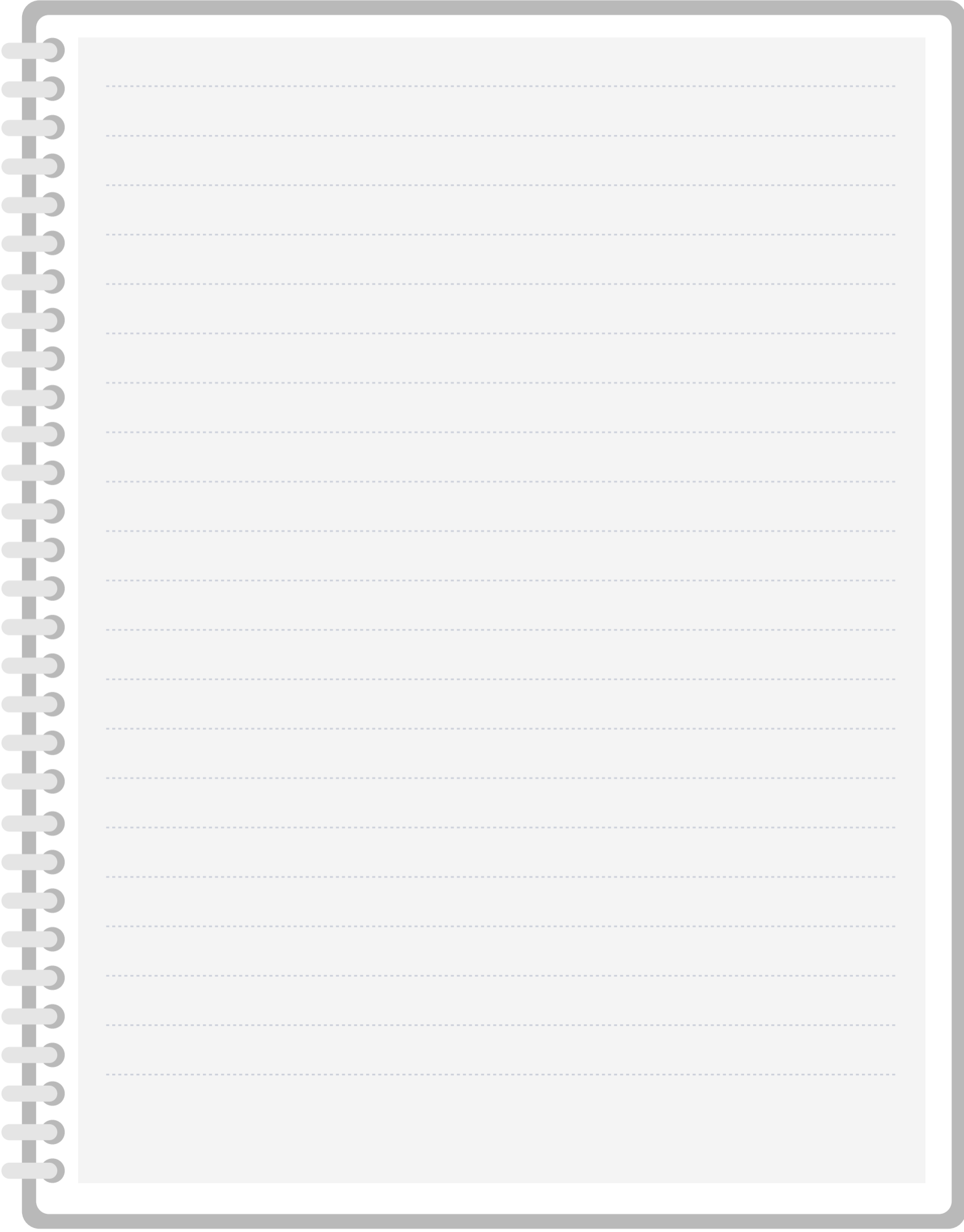
Notes



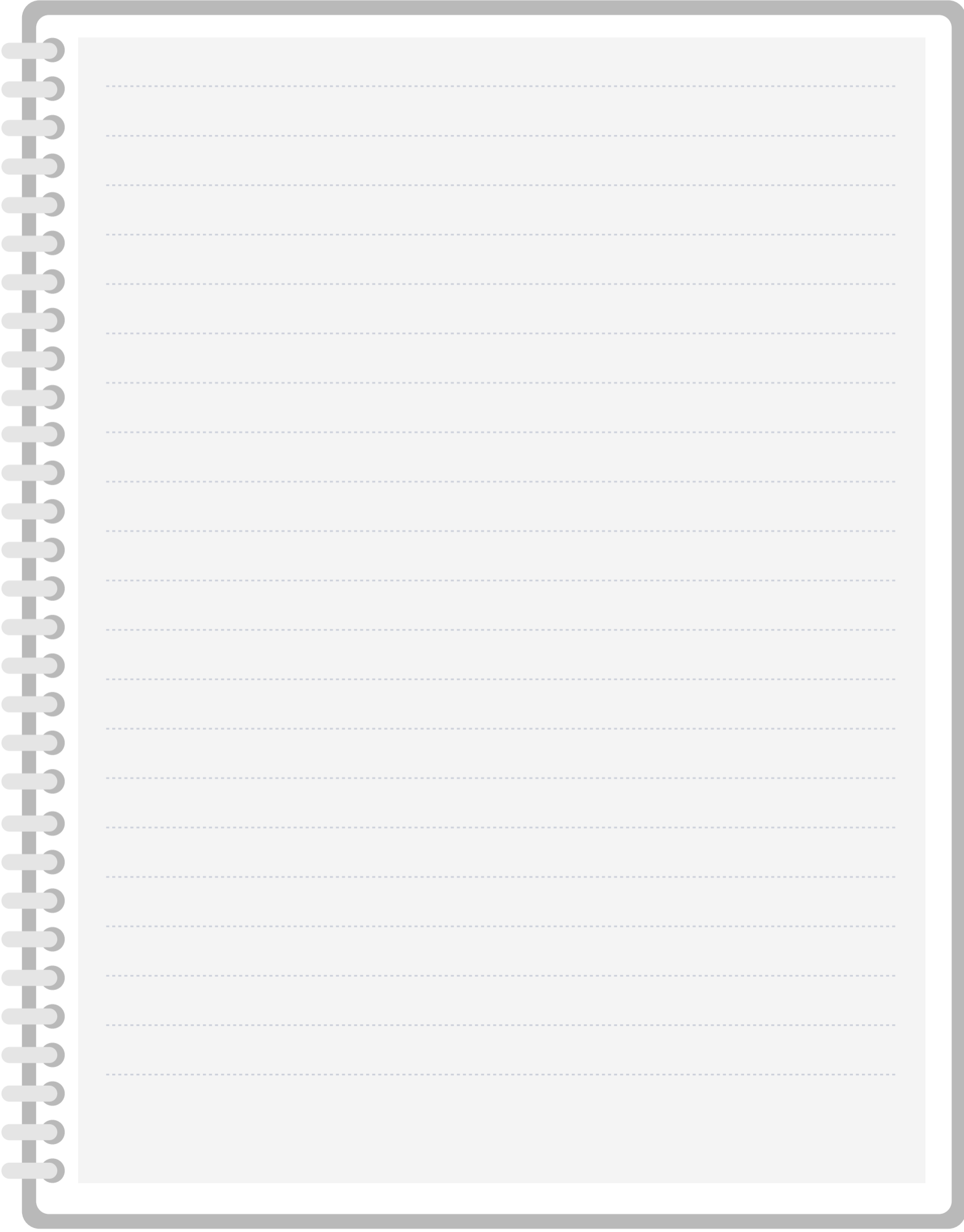
Notes



Notes



Notes



Importing and Exporting Files for Your Coaching Journal

Some of the activities in your Coaching Journal require you to export and import files from other apps. If you need help, refer to the instructions below. User guides for all apps are available on Apple Books.

Importing Files

Music, Audio, and Video Projects

- [Import to Pages on iPad](#)
- [Import to Pages on Mac](#)

Drawing and Photo Projects

- [Import to Pages on iPad](#)
- [Import to Pages on Mac](#)

Exporting Files

Music and Audio Projects

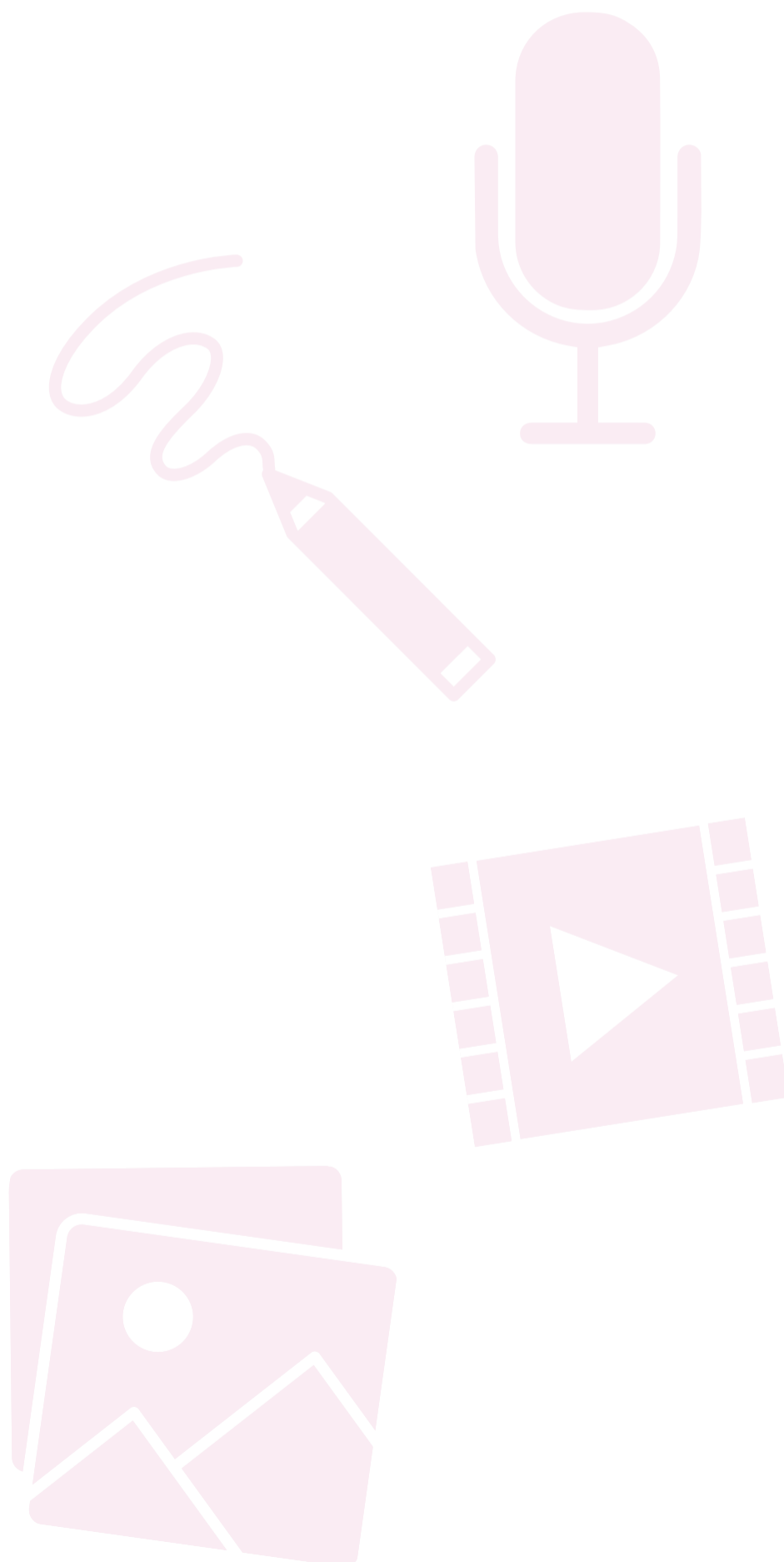
- [Export from GarageBand on iPad](#)
- [Export from GarageBand on Mac](#)

Video Projects

- [Export from Clips on iPad](#)
- [Export from iMovie on iPad](#)
- [Export from iMovie on Mac](#)

Drawing and Photo Projects

- [Export from Keynote on iPad](#)
- [Export from Keynote on Mac](#)



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 strong, reliable internet connection.

