Learning
Coach

Coaching Journal
Unit 4

Table of Contents

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.

(Tablet screen content)

9:41 AM   Tue Sep 14

Documents

Coaching Journal Unit 4

4.3

Refine Creative Projects Map

Step 4: Share Your Own Ideas (10 minutes)

The integration ideas from the guides may inspire your group to come up with new suggestions for how drawing, photo, video, or music projects can support specific learning needs. Add any of these ideas or your own new ideas to your map.

When considering integration ideas, you may want to start with a content need or learning goal and see what projects or activities fit — or you might start with a creative project or activity, then brainstorm what content or goals it could support.

Share the integration ideas you have, and explain why you found these ideas useful or interesting. When other group members discuss the ideas they chose, take notes on any ideas you might want to use, revisit, or learn more about.

Notes:

Coaching Journal | Unit 4

19

4.4A

Share Coaching Philosophy Statement

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.
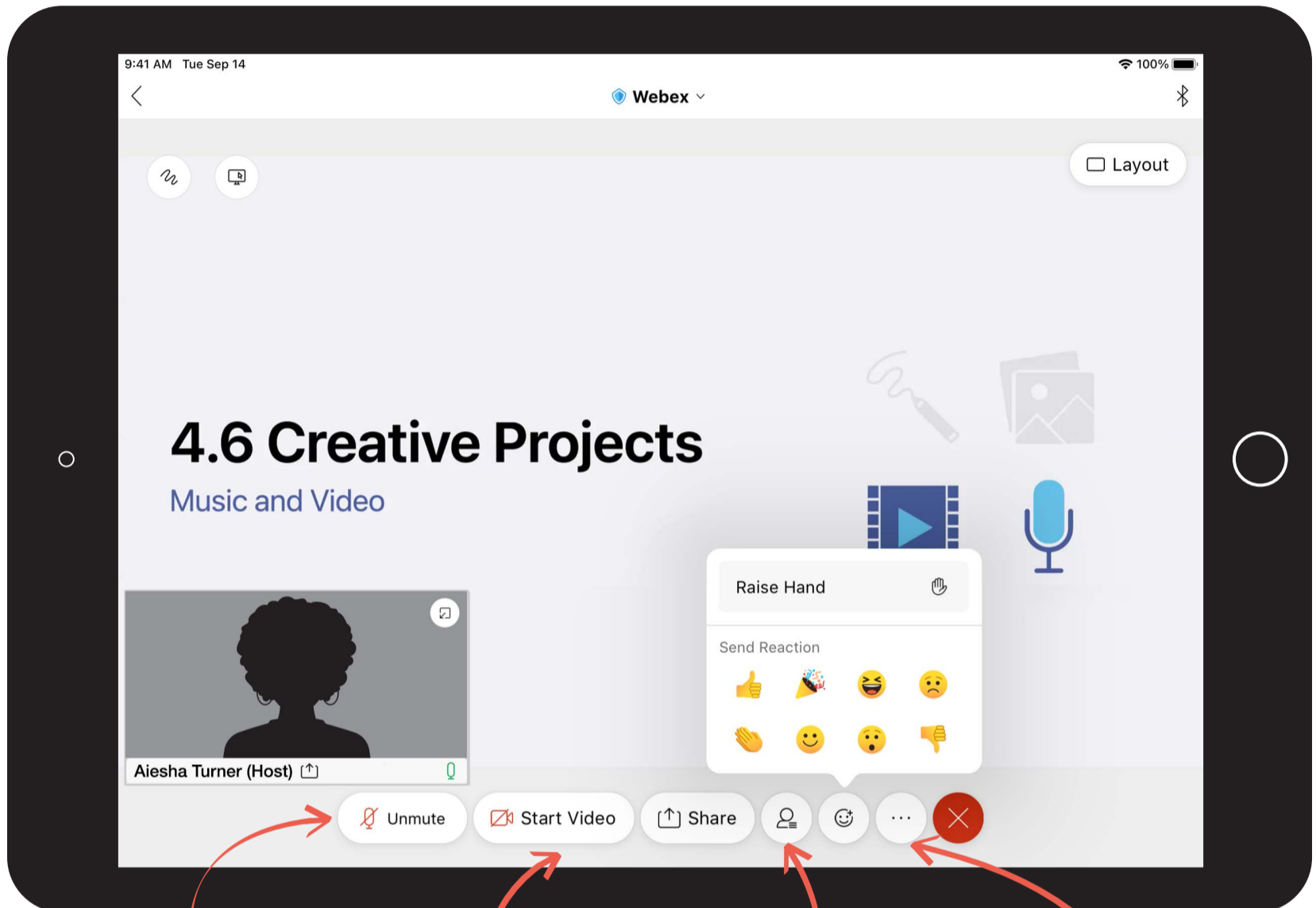

Tips for Webex Technical Issues

- 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

4.6 Creative Projects
Music and Video

Aiesha Turner (Host)

Unmute Start Video Share

Raise Hand

Send Reaction
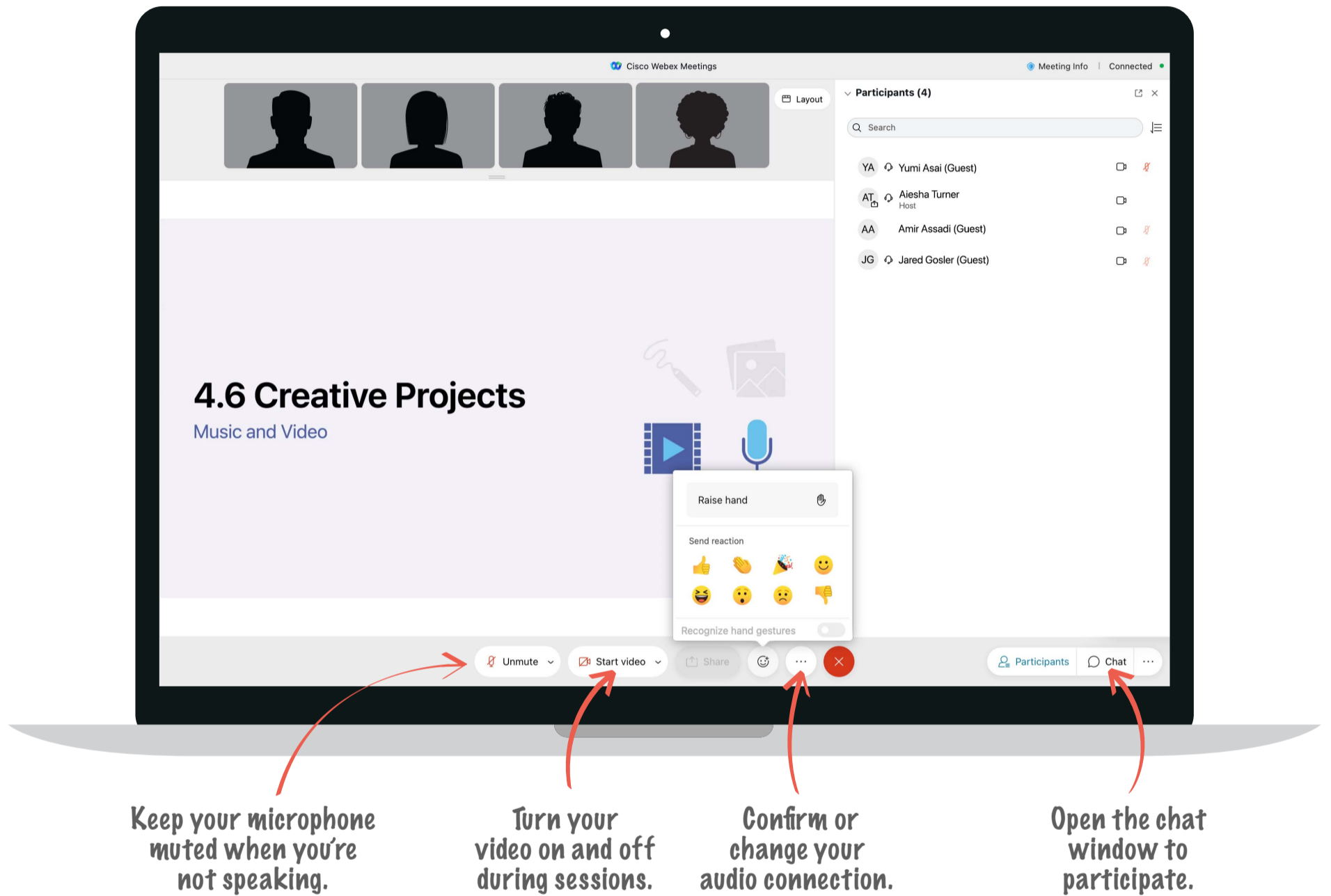
Keep your microphone muted when you're not speaking.

Turn your video on and off during sessions.

Open the chat window to participate.

Confirm or change your audio connection.

Webex Tips

Mac

4.6 Creative Projects
Music and Video

Cisco Webex Meetings

Participants (4)

YA Yumi Asai (Guest)
AT Aiesha Turner
    Host
AA Amir Assadi (Guest)
JG Jared Gosler (Guest)

Raise hand

Send reaction

Recognize hand gestures

Unmute   Start video   Share   Participants   Chat

Keep your microphone muted when you're not speaking.

Turn your video on and off during sessions.

Confirm or change your audio connection.

Open the chat window to participate.

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.

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

5 When you're finished sharing, tap Stop Sharing.

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.

9:41 AM Tue Sep 14

Webex ∨
00:22

Share Content

↑ Share Screen 〉

✓ Optimize for Images

○ Optimize for Video

Tap to see instructions

Recently Shared   Whiteboard   Photos   Files

box
Box

📦 How to Share 3-D Object 〉

To share a file from another app such as email, go to that app and use the "Open in Webex" feature.

cc   🎤 Mute   📷 Start Video   ↑ Share   👥   ☺   …   ✕
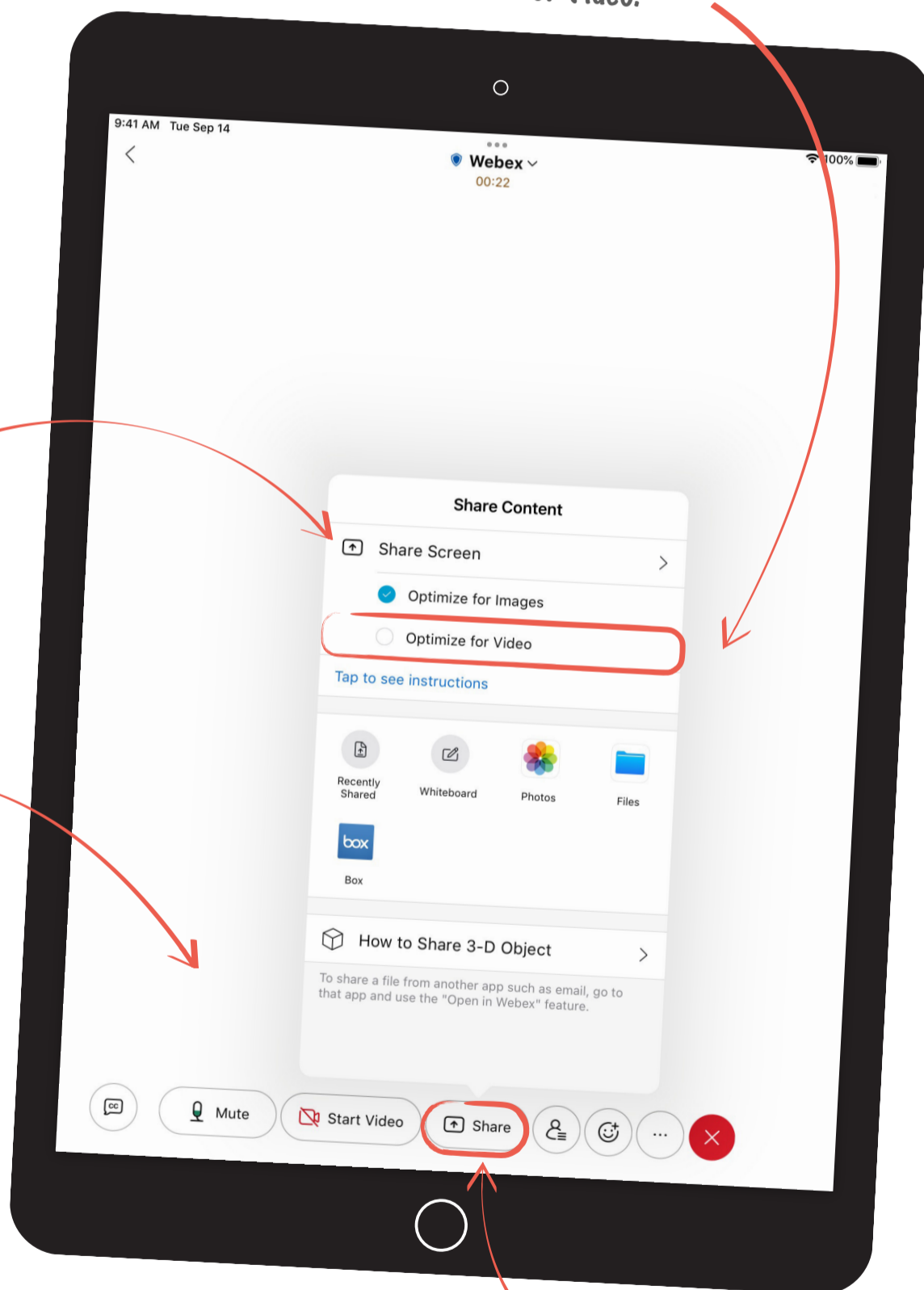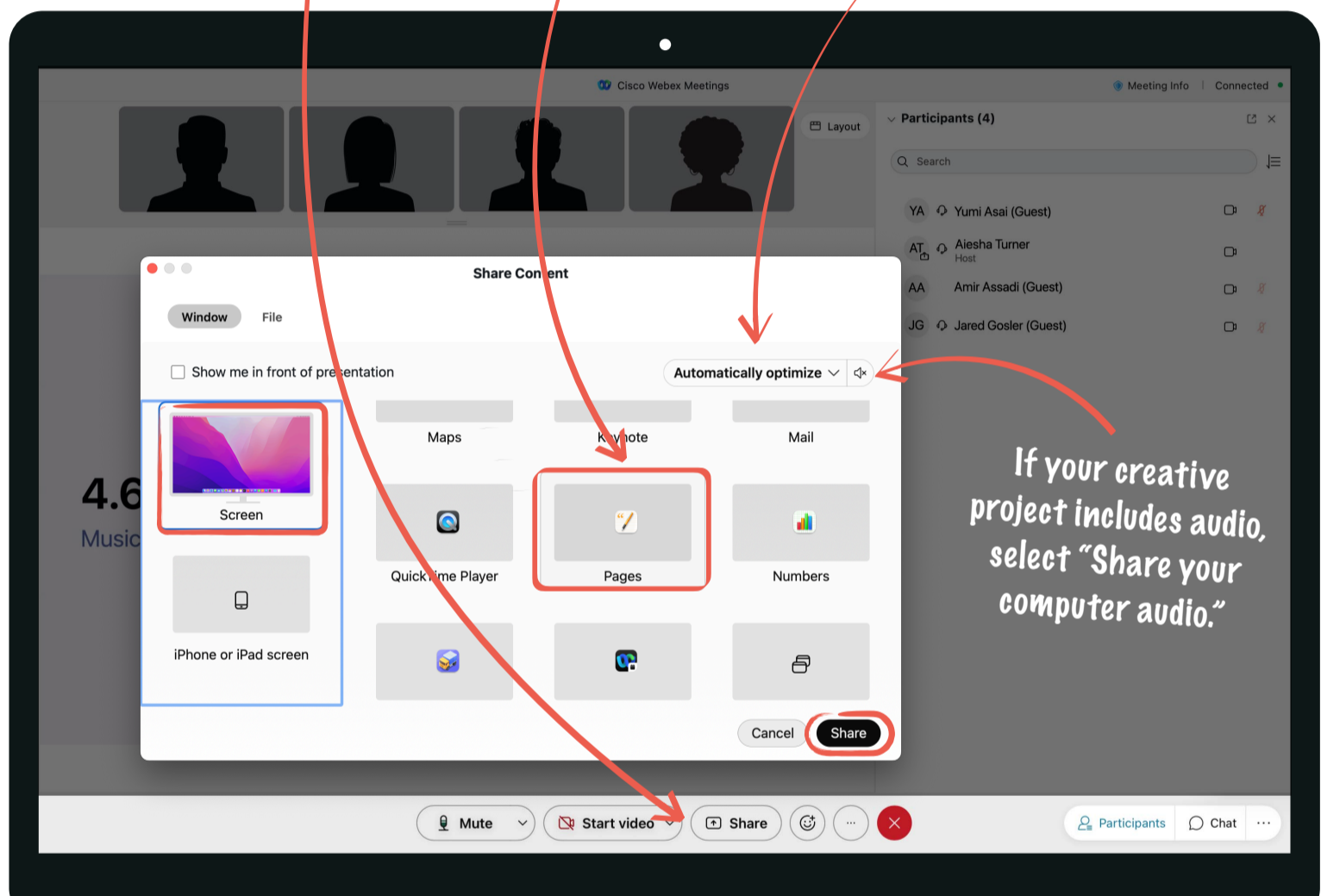
1 Tap Share.

Webex Tips

How to Share Your Creative Project on Mac

From the Webex meeting window, click Share.

Select an app or window to share.

Select "Automatically optimize" from the optimization menu.

If your creative project includes audio, select "Share your computer audio."

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:

John Malloy

Elementary Gifted / Talented Teacher

Introduction

Agenda	
4.1 Welcome Back	**30 minutes**
Introduction	5 minutes
Role-Based Connections	25 minutes
4.2 Reflecting on the Coaching Cycle	**50 minutes**
Coaching Cycle Run-Through: Reflect	35 minutes
Read and Reflect on Coaching Scenario	15 minutes
Share-Out Session	**10 minutes**
Break	10 minutes
4.3 Connecting Creative Projects	**40 minutes**
Refine Creative Projects Map	40 minutes
Share-Out Session	**10 minutes**
Break	30 minutes
4.4 Refine Coaching Philosophy	**60 minutes**
Share Coaching Philosophy Statement	20 minutes
Brainstorm Coaching Philosophy in Action Project Ideas	15 minutes
Discuss Coaching Philosophy in Action Project Ideas	25 minutes
Share-Out Session	**10 minutes**
Break	10 minutes
4.5 Develop a Timeline For Your Coaching Action Plan	**50 minutes**
Brainstorm Timeline	20 minutes
Discuss and Update Timeline	30 minutes
Share-Out Session	**10 minutes**
Break	5 minutes
4.6 Creative Projects: Music and Video	**40 minutes**
Collect Feedback on Music and Video Projects	40 minutes
Share-Out Session	**10 minutes**
Wrap Up and Preview Units 5 and 6	**10 minutes**

Role-Based Connections

Group Activity

In this activity, you'll work with a group of Apple Learning Coach candidates who have a role similar to yours. Use this opportunity to share ideas and learn from your peers. Follow the two steps below to complete this activity. After 20 minutes, you'll automatically return to the main room.

Step 1: Introductions (5 minutes)

Share your name, your location, information about what you do in your role, and something new that you're trying to do in your role. Not sure who should go first? Start with the person who's been in their role the longest.

Step 2: Discussion (15 minutes)

This activity is designed for you to swap and share ideas and learn from your peers.

As a group, discuss the following: What challenges might you face as you coach your fellow educators, and what solutions can you come up with?

Depending on your role, you may want to discuss some or all of the points in the chart on the following page.

Notes:

Lots of great discussion on the differences in all of our districts, Chicago, San Diego, Kodiak, and others.

4.1B

Role-Based Connections

Instructional Coach

- How can you continue to grow the group of teachers you coach and make sure you're providing a meaningful experience to all?

- How will you provide support to teachers you already know and teachers you're working with for the first time?

- What are some ways you'll help teachers meaningfully integrate technology into existing teaching practices?

Digital Learning Specialist

- How do you make sure that you're keeping up to date on educational technology?

- How do you share new information with teachers?

- How do you help teachers build confidence when they're nervous about using technology in their teaching?

Teacher

- How do you balance your coaching duties with your teaching responsibilities?

- What are some unique things you do with technology in your teaching that you'd like to share with others?

- How might you track the impact of using creative technology in your own teaching?

Library Specialist

- How do you balance your other library and media responsibilities with providing teacher support?

- What are some unique things you do with technology in your role that you think could be useful for teachers?

- How can you use technology to help teachers and students take greater advantage of library resources?

School Administrator

- How can you better support the coaches who will be working directly with teachers?

- What opportunities might be built into the school calendar to make coaching available to all teachers?

- How might you encourage teachers to take advantage of coaching opportunities?

District Administrator

- How can you create a culture of coaching and support professional learning at both the school and the district level?

- What opportunities might be shared districtwide to make coaching available to all teachers?

- How might you encourage teachers to take advantage of coaching opportunities?

Other Roles

- What makes your role unique?

- How can you set clear guidelines for your role so that you can feel like you're making progress?

- What skills or resources could you share with teachers that they might not be aware of?

Coaching Cycle Run-Through: Reflect

15

Group Activity

In this activity, you'll work with a group to discuss the Coaching Cycle you observed. Follow the three steps below to complete this activity. After 15 minutes, you'll automatically return to the main room.

Step 1: Introductions (3 minutes)

Share your name, your location, and your school or district — or information about what you do in your school or district. Not sure who should go first? Start with the person who coached the most people during the previous school year.

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

Step 2: Read the Act Step (2 minutes)

Read what happens during the Act step so you have a full picture of what happened during the Coaching Cycle between Coach Tatum and Jan.

Act Step

Coach Tatum meets with Jan before the field trip to demonstrate how to use Apple Pencil and how to set up templates on iPad for the questions and sketches. Coach Tatum also practices using iPad and Apple Pencil with the class the day before they leave on the field trip. On the field trip, Coach Tatum helps monitor the students to address any user issues and minimize disruptions to the lesson. Before the next time the students have class, Coach Tatum follows up with Jan to go over how students can access their work.

Step 3: Discuss the Scenario (10 minutes)

Work with your group to evaluate the scenario and identify what contributed to its outcome. Use the Reflect checklist and prompts on the next page to guide your discussion.

4.2A

Coaching Cycle Run-Through: Reflect

Reflect

Discuss the details of each step of the scenario you observed with your group. Use the checklist to evaluate aspects of coaching in the scenario. Keep in mind that the scenario demonstrated some good coaching practices and some practices you might want to consider changing.

Draw or drag a checkmark to indicate the items you've completed.

	Reflect: Checklist for Coach
	Communication with colleague was effective and supportive
✓	Colleague was comfortable using technology by the end of the Coaching Cycle
✓	Coach and colleague built a trusting relationship
✓	Coach was able to release responsibility to colleague by the end of the Coaching Cycle
✓	Coach and colleague set goals related to technology
✓	Coaching activities were specific to colleague's instructional and learning needs
✓	Coach and colleague reflected on the Coaching Cycle and identified next steps to incorporate creativity and technology in teaching and learning

What contributed to the outcome of the scenario?

The multiple supportive resources that the coach gave.

What went well?

Offering multiple supportive ideas

What could the coach have done differently?

Teacher could speak with other teachers who have done similar activity to get ideas.

Read and Reflect on Coaching Scenario

15

Group Activity

In this activity, you'll work with a group to reflect on a different coaching scenario in which a coach and a teacher have gone through the Inquire, Plan, and Act steps of the Coaching Cycle. Keep in mind that this scenario demonstrates some good coaching practices and some practices you might want to consider changing. After reading through the scenario, you'll reflect on why the scenario resulted in that particular outcome. Follow the two steps below to complete this activity. After 15 minutes, you'll automatically return to the main room.

Step 1: Introductions (3 minutes)

Share your name, your location, and your school or district — or information about what you do in your school or district. Not sure who should go first? Start with the person who woke up earliest this morning.

Step 2: Evaluate the Scenario (12 minutes)

Take about 3 minutes to read the scenario and note details about what the coach does in each step.

Work with your group to evaluate the scenario and identify what contributed to its outcome. Use the Reflect checklist and prompts on the next two pages to guide your discussion.

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

Read and Reflect on Coaching Scenario

Zayn and Coach Quincy: Read

Zayn is very passionate about an art project — creating self-portraits on posterboard — that students have done for many years. Zayn, who's enthusiastic about using technology, approaches Coach Quincy to ask about taking a more creative approach to this project. Zayn explains that in the past, students created their final products using traditional art materials so that others could view the finished portraits in a gallery walk.

Inquire Step

Coach Quincy visits Zayn's classroom a few minutes before class starts to get some basic information about the art project. Coach Quincy wants to use this information to determine if there's a drawing project in the Everyone Can Create project guides that can be easily adapted to Zayn's needs. Coach Quincy asks if the students have used the school's iPad devices before, and Zayn says yes. Coach Quincy double-checks that the project is a self-portrait and asks when it's due. Coach Quincy then leaves because class is starting. Coach Quincy later identifies a drawing project for Zayn to use. Coach Quincy emails Zayn the next day with the project they'll be using.

Plan Step

Coach Quincy meets with Zayn to explain the parts of the drawing project. Zayn is interested in a video project but is nervous because students have never created videos for this class before. Because of this, Coach Quincy tells Zayn to stick with the drawing project. Zayn explains that the students could really benefit from building video skills but agrees to follow Coach Quincy's lead. Coach Quincy schedules time to come to the class and help explain the project. Coach Quincy also reserves a set of iPad and Apple Pencil devices for the class and sets aside time to plan a mini-lesson to teach the students about the project.

Act Step

Coach Quincy comes to the class, bringing a set of school iPad and Apple Pencil devices. Zayn hasn't used Apple Pencil before, but Coach Quincy assures Zayn that it's very easy to use and that students have probably used it before. If needed, Coach Quincy is prepared to show the students what to do. It takes about half the class period to distribute the devices, explain how to use them, and give students the details of the project. Coach Quincy helps Zayn and works with some of the students. The time spent on explanations means Zayn isn't able to complete the lesson on schedule. Zayn and the students continue the project on their own but have less time to create portraits they're satisfied with. Overall, Zayn decides the new project idea was too much of a hassle. Zayn decides to stick with the old poster project but might look through the Everyone Can Create project guides for some ideas to use in the future.

Want to take notes? See pages 33–36.
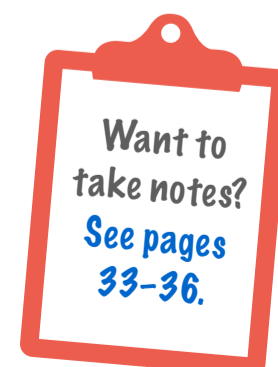
Read and Reflect on Coaching Scenario

Zayn and Coach Quincy: Reflect

Discuss the details of each step of this scenario with your peers. Use the checklist to evaluate aspects of coaching in the scenario with Zayn and Coach Quincy. Consider practices that worked well and practices you might want to change.

Draw or drag a checkmark to indicate the items you've completed.

Reflect: Checklist for Coach	
✔	Communication with colleague was effective and supportive
✔	Colleague was comfortable using technology by the end of the Coaching Cycle
✔	Coach and colleague built a trusting relationship
✔	Coach was able to release responsibility to colleague by the end of the Coaching Cycle
✔	Coach and colleague set goals related to technology
✔	Coaching activities were specific to colleague's instructional and learning needs
✔	Coach and colleague reflected on the Coaching Cycle and identified next steps to incorporate creativity and technology in teaching and learning

What contributed to the outcome of the scenario?

There were no set goals

There was no formal pre-lesson meeting

What went well?

Nothing

No front-loading

No visual work-flow

What could the coach have done differently?

Set goals for the lesson

Have pre and post meeting in addition to co-teaching

...

4.3

Refine Creative Projects Map

⏱ **35**

Group Activity

In this activity, you'll work on the Creative Projects Map in your Unit 3 Coaching Journal. Follow the four steps below and on the next page to complete the activity. After 35 minutes, you'll automatically return to the main room.

Step 1: Introductions (5 minutes)

Take a moment to introduce yourself. Be sure to share a little bit about your school or district and the types of teachers you coach so that everyone has enough information to provide useful feedback. Not sure who should go first? Start with the person who has the most ideas in their Creative Projects Map.

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

Step 2: Discuss Creative Projects Map Formats (5 minutes)

Did anyone in your group change the format of their Creative Projects Map? Discuss how you might reorganize the Creative Projects Map to best fit the needs of your school or district. Jot down any ideas that you hear from your peers that you may want to implement yourself.

Notes:

Step 3: Look for Project Ideas (10 minutes)

Open the Everyone Can Create Teacher Guide (or the Everyone Can Create Teacher Guide for Early Learners if you work with teachers of young children). Look through the integration ideas for at least two types of media (drawing, photo, video, or music). You'll find ideas for five content areas — math, literacy and literature, history and social studies, science, and coding.

Look for project and activity ideas that you might use or adapt when coaching in your school or district. Are there ideas that would work for the teacher scenarios you considered in Coaching Cycle Run-Through: Reflect (4.2A) or Read and Reflect on Coaching Scenario (4.2B)? Add any new ideas you discover to your Creative Projects Map.

Refine Creative Projects Map

Step 4: Share Your Own Ideas (15 minutes)

The integration ideas from the guides may inspire your group to come up with new suggestions for how drawing, photo, video, or music projects can support specific learning needs. Add any of these ideas or your own new ideas to your map.

When considering integration ideas, you may want to start with a content need or learning goal and see what projects or activities fit — or you might start with a creative project or activity, then brainstorm what content or goals it could support.

Share the integration ideas you have, and explain why you found these ideas useful or interesting. When other group members discuss the ideas they chose, take notes on any ideas you might want to use, revisit, or learn more about.

Notes:

Share Coaching Philosophy Statement

15

Group Activity

In this activity, you'll share your Coaching Philosophy Statement with a small group of other 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 (5 minutes)

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

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

Step 2: Share Coaching Philosophy Statement (10 minutes)

• Each person will share their Coaching Philosophy Statement

• Each person will give feedback

• Each person will get feedback about their own statement

• Each person has about 3 minutes to share and discuss their statement

Have someone keep track of time so everyone has equal time to share and receive feedback.

Use the next page to guide the conversation and take notes.

Want to take notes? See pages 33–36.

4.4A
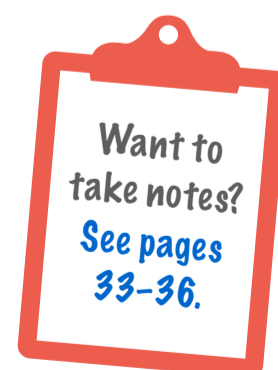
Share Coaching Philosophy Statement

While You're Presenting	While Others Are Presenting
• Share your screen to show your Coaching Philosophy Statement • Read your statement aloud • Discuss how the statement explains your role as an Apple Learning Coach and your values as both a coach and an educator **Consider asking:** • Are my ideas clear? • I wanted to _____, but I wasn't sure how. Do you know how to do this?	• Wait for the person to finish sharing their statement, then ask questions or share comments • Try to provide helpful feedback by noting strong points and making suggestions for potential improvement • Remember that feedback should be actionable, concise, specific, and objective **Consider discussing:** • Something you like or agree with in the statement • Ideas about how to expand or improve the statement

Notes:

Brainstorm Coaching Philosophy in Action Project Ideas

🕐 5

Individual Activity

Your Coaching Philosophy in Action is a creative project that demonstrates your coaching philosophy. You'll complete this project in Unit 5. Consider what kinds of drawing, photo, video, or music projects might work well and how you can use your Coaching Philosophy in Action project to demonstrate your approach to coaching. It may be helpful to jot down responses to one or more of the questions below.

Are there any Everyone Can Create projects you find challenging and want to explore further?

Utilizing KeyNote Moving Graphics using animated drawing

What's an example of how your Coaching Philosophy Statement guides your coaching?

Learning a new skill can be a catalyst to be able to present or communicate differently.

How does technology inform your coaching practice?

It will increase interactivity within communication. Hopefully it will engage the learners in more personal and powerful ways.
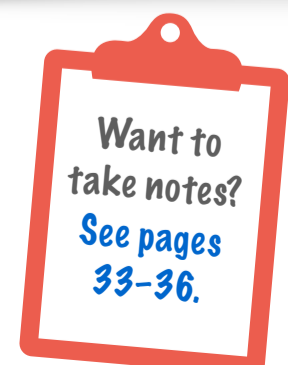
Discuss Coaching Philosophy in Action Project Ideas

In the last unit, you took notes on project ideas for your Coaching Philosophy in Action project. In Unit 5, you'll develop your Coaching Philosophy in Action project to communicate your views and beliefs about coaching.

Group Activity

In this activity, you'll work in a small group to share ideas for your Coaching Philosophy in Action project. Follow the two steps below to complete the activity. After 25 minutes, you'll automatically return to the main room.

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

Step 1: Introductions (5 minutes)

Take a moment to share your name, location, and role. Not sure who should go first? Start with the person who woke up latest.

Step 2: Share Coaching Philosophy in Action Project Ideas (20 minutes)

• Each person will share and explain their Coaching Philosophy in Action project ideas

• Each person will give feedback

• Each person will get feedback about their own ideas

• Each person has about 5 minutes to share and discuss their project ideas

Have someone keep track of time so everyone has equal time to share and receive feedback.

Use the next page to guide the conversation and take notes.

Discuss Coaching Philosophy in Action Project Ideas

While You're Presenting	While Others Are Presenting
• Share the Everyone Can Create projects you find challenging and want to explore further	• Wait for the person to finish sharing their ideas, then ask questions or make comments
• Explain why you're considering these projects	• Try to provide helpful feedback by noting strong points and making suggestions for potential improvement
• Share an example of how your Coaching Philosophy Statement guides your coaching	**Consider discussing:**
• Explain how technology informs your coaching practice	• Something you really like about their ideas
Consider asking:	• Any feedback you have about how to expand or adapt any of their project ideas
• I wanted to _____, but I wasn't sure how. Do you have any ideas?	

Notes:

Very similar interactions with teachers and schools within our group. Coaching philosophies were very similar within our group also, focusing on life-long learners.

Brainstorm Timeline

10

Individual Activity

In this activity, you'll brainstorm a timeline for your Coaching Action Plan. Review the coaching goals, coaching activities, and ideas for measuring success that you brainstormed in Unit 2, Apply 2.6D and discussed in Unit 3, Activity 3.3. Use the questions below to develop ideas for your timeline and action steps. In the next activity, you'll share and discuss the draft of your timeline.

Coaching Timeline

What action steps will you take to meet the timeline you set?

What details should you include about the coaching activities you plan to do?

Does the timeline include details about when to evaluate any evidence for success?

Discuss and Update Timeline

25

Group Activity

In this activity, you'll work with two other Apple Learning Coach candidates to share ideas for your timeline and action steps for your Coaching Action Plan. Follow the two steps below and on the next page to complete the activity. After 25 minutes, you'll automatically return to the main room.

Step 1: Introductions (5 minutes)

Introduce yourselves. In addition to your name, give a little bit of information about your school or district so that everyone has enough information to provide useful feedback. Not sure who should go first? Start with the person whose birthday will come soonest after the workshop.

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

Discuss and Update Timeline

Step 2: Discuss Your Timeline (20 minutes)

Each person will take a turn sharing ideas for their timeline. Each person should spend about 3 minutes presenting their ideas and 3 minutes discussing feedback with the group. After 6 minutes, switch to another person and repeat until all three candidates have had a turn.

Have someone keep track of time so everyone has equal time to share and receive feedback.

While You're Presenting	While Others Are Presenting
As you're sharing with your group, try to answer the following questions:	• Wait for the person to finish sharing their ideas, then ask questions or make comments
• What's a realistic timeline for meeting your Coaching Action Plan goals?	• Try to provide helpful feedback by noting strong points and making suggestions for potential improvement
• What action steps will you take to meet the timeline you set?	• Consider these questions:
• Does the timeline include details about the coaching activities you plan to do?	– Is the timeline feasible or realistic?
• Does the timeline include details about when to evaluate any evidence for success?	– Are there too many activities in a short time period?
	– Does the timeline clearly show how the coach will accomplish goals?
	– Is the timeline flexible enough to make changes if something doesn't go according to plan?

Notes:

Collect Feedback on Music and Video Projects

Group Activity

In this activity, you'll meet with other Apple Learning Coach candidates to share one of the Everyone Can Create projects you completed in Units 1 and 2. Decide which project you want to share: your Coaching Podcast Episode (1.4 Apply) or your Coaching Introduction Video (2.3D 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 the other candidates. Share your name, where you live, and a bit about your school or district. Not sure who should go first? Start with the person who works in the smallest school or district.

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

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 three pages to guide the conversation and take notes.

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

4.6

Collect Feedback on Music and Video Projects

While You're Presenting	While Others Are Presenting
• Share your screen so your peers can see and hear your work • Play your podcast or video **Consider discussing:** • Why you chose to share this project • Ideas about how other teachers could use this project • Any technical or creative challenges you encountered • Any challenges you see in using this project with students	• View and listen to what the person shares • Take notes to use in your discussion • Provide feedback and ask questions **Consider asking:** • What did you enjoy about this project? • Do you have any ideas about how to expand or change the project? • Was creating this project easier or more challenging than you expected? **Consider discussing:** • Strengths you noted in their work • Possible ideas for improvement or ways to adapt the project for specific content areas

Notes:

_____

_____

_____

_____

_____

_____

_____

_____

Collect Feedback on Music and Video Projects

	Coaching Podcast Episode Rubric
✅	Project is a 2-minute podcast episode (a short edited audio story or interview recorded using the Audio Recorder)
✅	Project uses GarageBand
✅	Project does at least one of the following: • Uses vocal effects • Creates music or uses Apple Loops to add sound effects that enrich the story

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

Notes:

	Coaching Introduction Video Rubric
✅	Project is a 2-minute video recording of the coach
✅	Project uses at least one of the following apps: • Clips • iMovie
✅	Project does at least one of the following: • Establishes setting and mood appropriate to content using tools such as expressive music, filters, and/or themes • Enhances the story with visual elements such as photos, Live Titles, text, and/or stickers

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

Notes:

4.6

Collect Feedback on Music and Video Projects

<table>
<tr><td colspan="2">Coaching Podcast Episode Rubric</td></tr>
<tr><td>☑</td><td>Project is a 2-minute podcast episode (a short edited audio story or interview recorded using the Audio Recorder)</td></tr>
<tr><td>☑</td><td>Project uses GarageBand</td></tr>
<tr><td>☑</td><td>Project does at least one of the following:
• Uses vocal effects
• Creates music or uses Apple Loops to add sound effects that enrich the story</td></tr>
</table>

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

Notes:

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<table>
<tr><td colspan="2">Coaching Introduction Video Rubric</td></tr>
<tr><td>☑</td><td>Project is a 2-minute video recording of the coach</td></tr>
<tr><td>☑</td><td>Project uses at least one of the following apps:
• Clips
• iMovie</td></tr>
<tr><td>☑</td><td>Project does at least one of the following:
• Establishes setting and mood appropriate to content using tools such as expressive music, filters, and/or themes
• Enhances the story with visual elements such as photos, Live Titles, text, and/or stickers</td></tr>
</table>

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

Notes:

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4.6

Collect Feedback on Music and Video Projects

Coaching Podcast Episode Rubric
✅ Project is a 2-minute podcast episode (a short edited audio story or interview recorded using the Audio Recorder)
✅ Project uses GarageBand
✅ Project does at least one of the following: • Uses vocal effects • Creates music or uses Apple Loops to add sound effects that enrich the story

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

Notes:

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Coaching Introduction Video Rubric
✅ Project is a 2-minute video recording of the coach
✅ Project uses at least one of the following apps: • Clips • iMovie
✅ Project does at least one of the following: • Establishes setting and mood appropriate to content using tools such as expressive music, filters, and/or themes • Enhances the story with visual elements such as photos, Live Titles, text, and/or stickers

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

Notes:
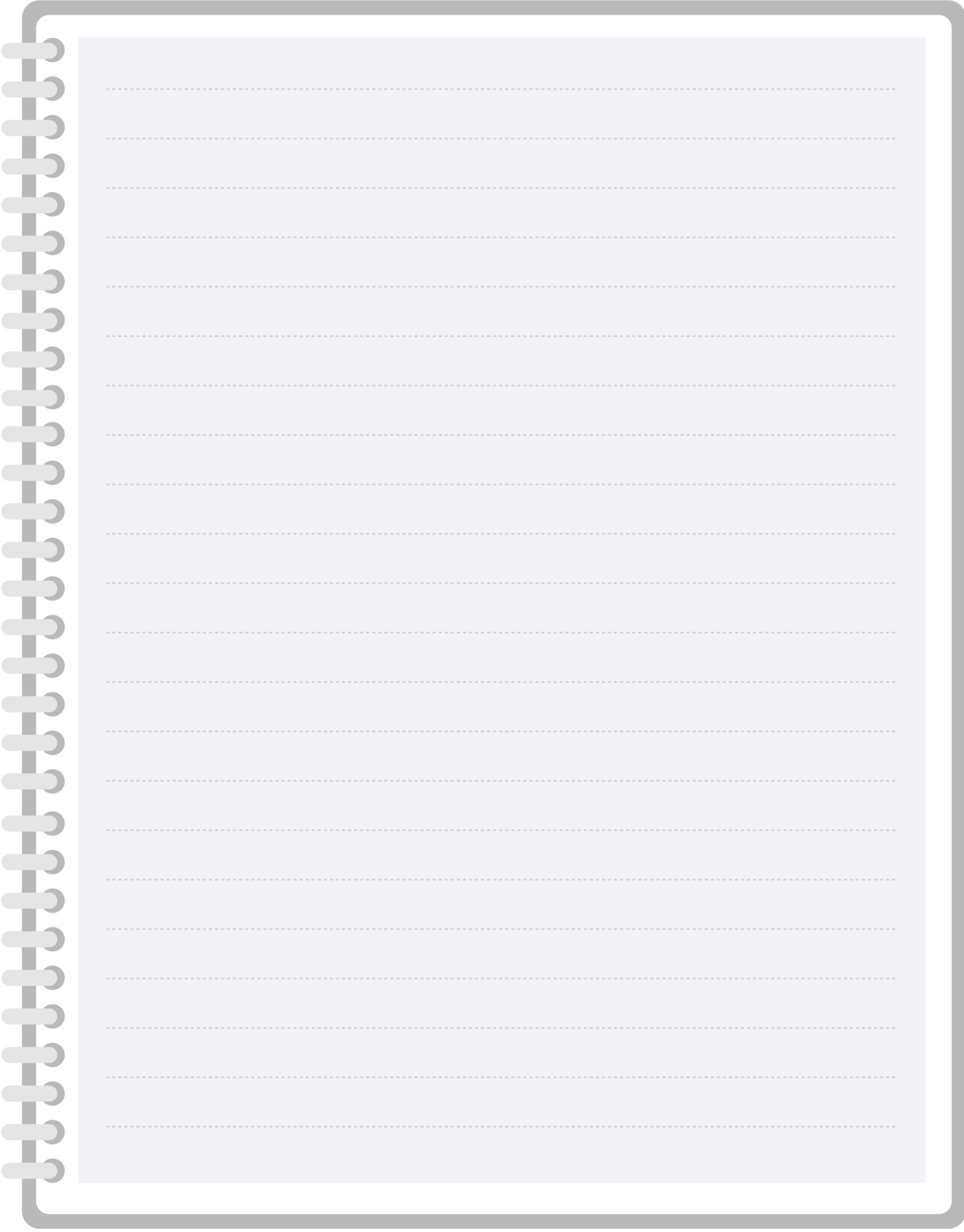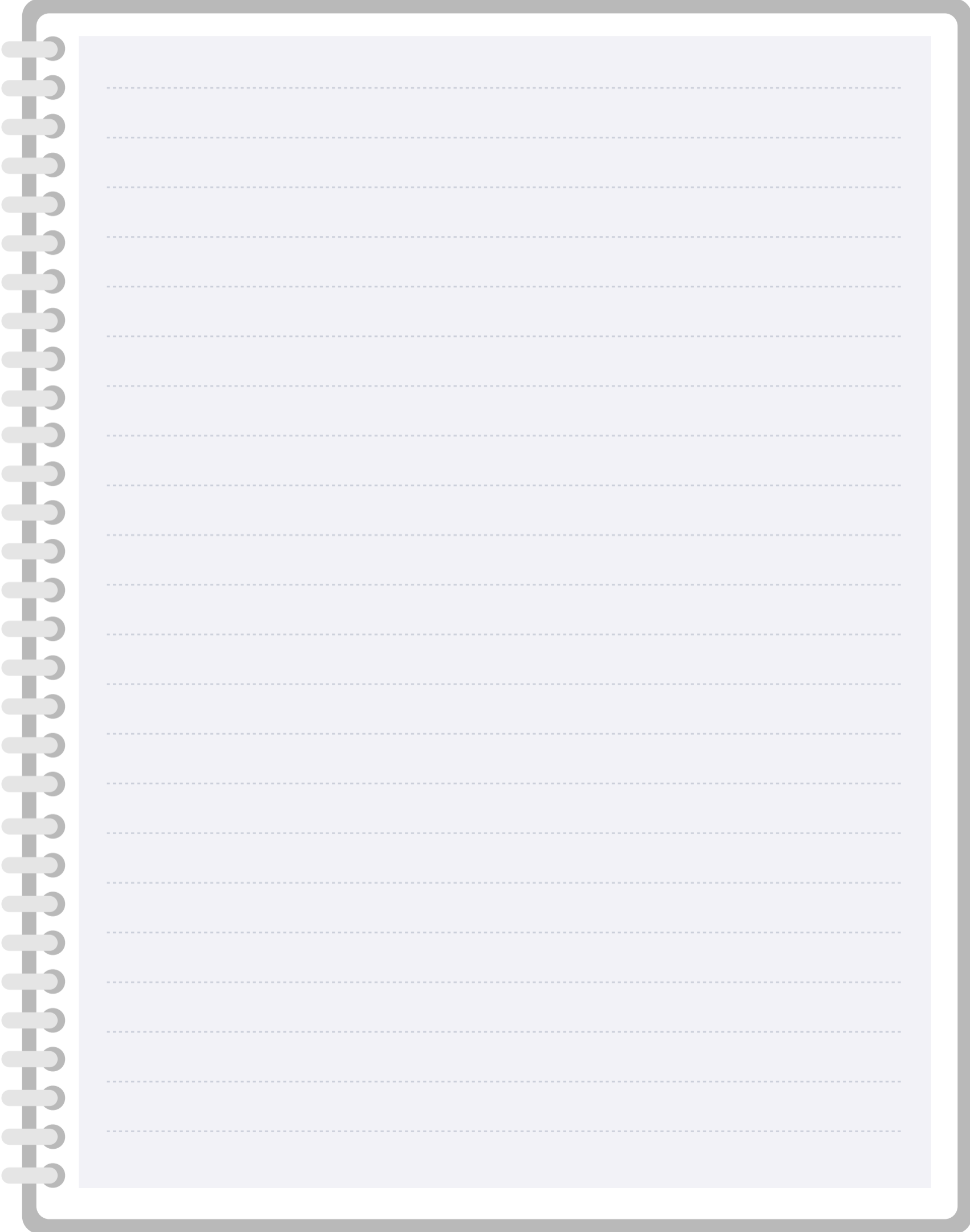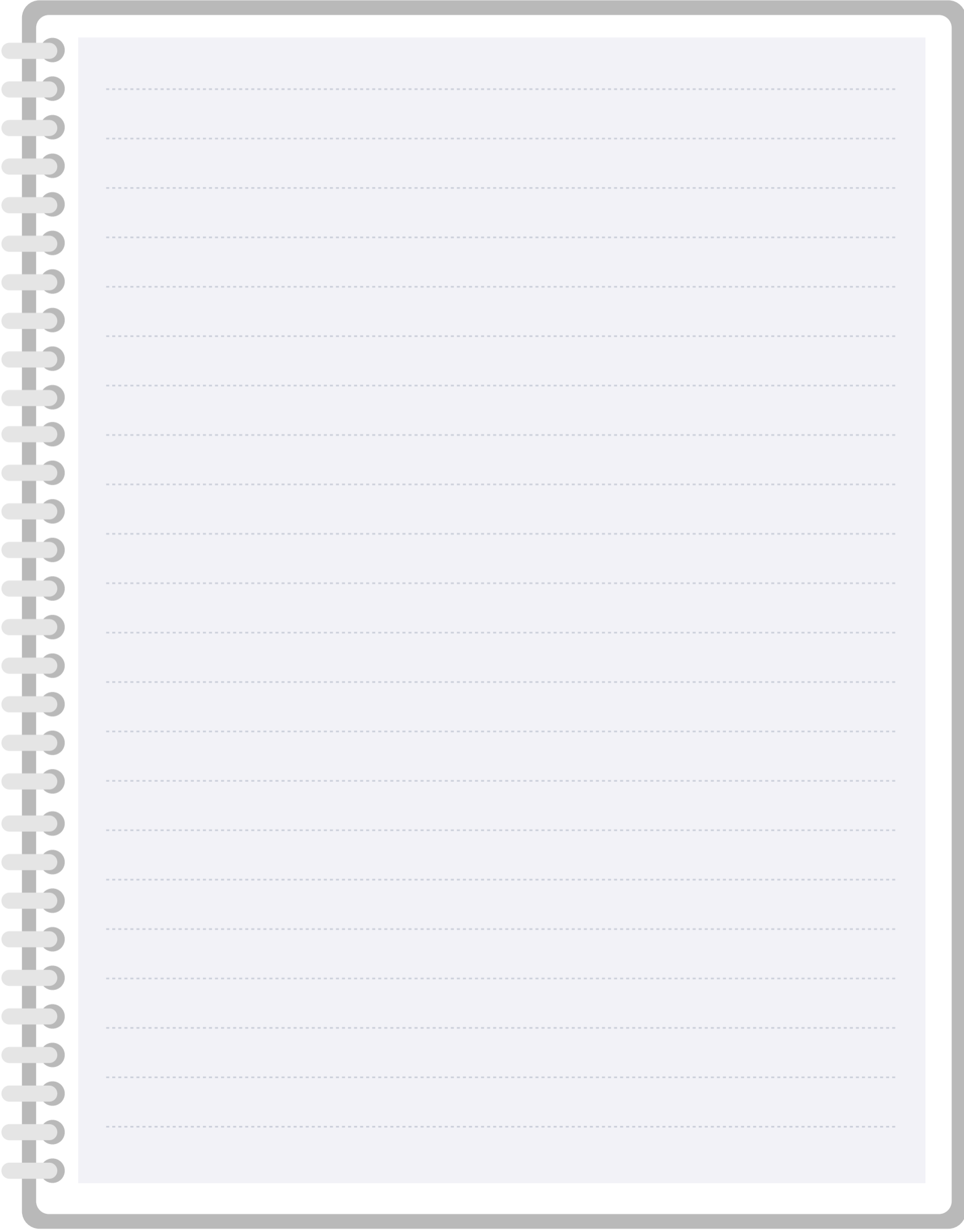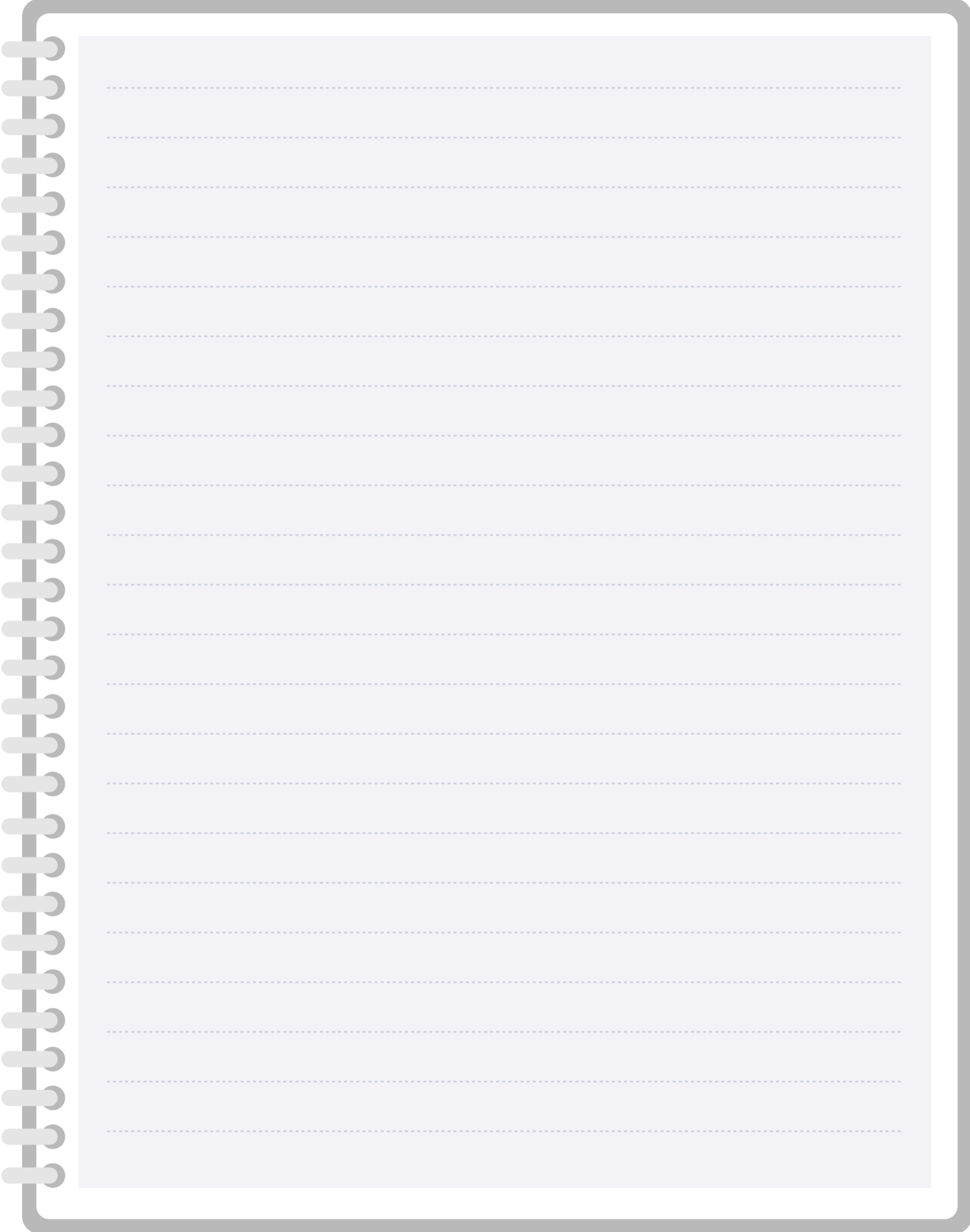
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Track Your Progress

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.