Coaching Journal
Unit 1

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.

Coach Bio

John Malloy

Elementary Gifted & Talented Teacher for the Kodiak Island Borough School District in Kodiak, Alaska

Hello from beautiful Kodiak, Alaska. As one of only two Gifted and Talented teachers in KIBSD, I wear many "hats". My job is to identify students through testing and teacher/parent advocation who might qualify for additional instruction to support their learning potential. I administer these students the CogAT test to filter who qualifies for the GT Program. Communication with parents about the testing results also falls under my job description. Once a student makes it into the GT Program the student, their parents, and I set-up a Student Learning Plan for them, with goals that we talk about. I also travel to all the elementary schools in town and instruct GT students twice a week.

Links: http://malloyclass.weebly.com/

Note: You'll complete a page like this again in Unit 6, when you submit your Coaching Portfolio.

Getting Started Checklist

As you continue your journey to becoming an Apple Learning Coach, you'll need to complete the following tasks to ensure that you're ready.

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

Are you ready for the Apple Learning Coach course?	
✅	You've earned your Apple Teacher recognition
✅	You've been accepted into the Apple Learning Coach program
✅	You've read the Apple Learning Coach Overview Page
You have the latest version of these apps installed on your device(s):	
	Pages
	Numbers
	Keynote
	iMovie
	Clips
	Photos
	GarageBand
	Tayasui Sketches School
	Apple Books
You've downloaded these Everyone Can Create project guides:	
	Photo
	Drawing
	Video
	Music
	Teacher Guide
	Teacher Guide for Early Learners (if you'll work with early learning teachers)

Your Coaching Motivations and Goals

To start developing your coaching philosophy, share your motivations and goals for becoming an Apple Learning Coach. Record a video using the Clips or Camera app to explain your thoughts about coaching and what you want to accomplish.

Use this page to plan what you might include in your video.

With high teacher turnover as a common reality, being able to clearly and effectively coach staff and students with appropriate ways to utilize Apple products is an important feature of a successful school district.

I would hope that after these coaching classes, I will have gained a knowledge skillset for not only knowing the capabilities of apple application, but also coaching skills and resources to better support my colleagues.

It may be helpful to consider:

- What are your personal goals for becoming an Apple Learning Coach? How can this program help you support the goals of your school or district?

- How do you feel about the role of technology and creativity in teaching and learning?

- How will you support teachers?

Tip: For help with importing and exporting your project, see the instructions at the end of this journal.

Want to take notes?
See pages 27–30.

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

Your Coaching Motivations and Goals
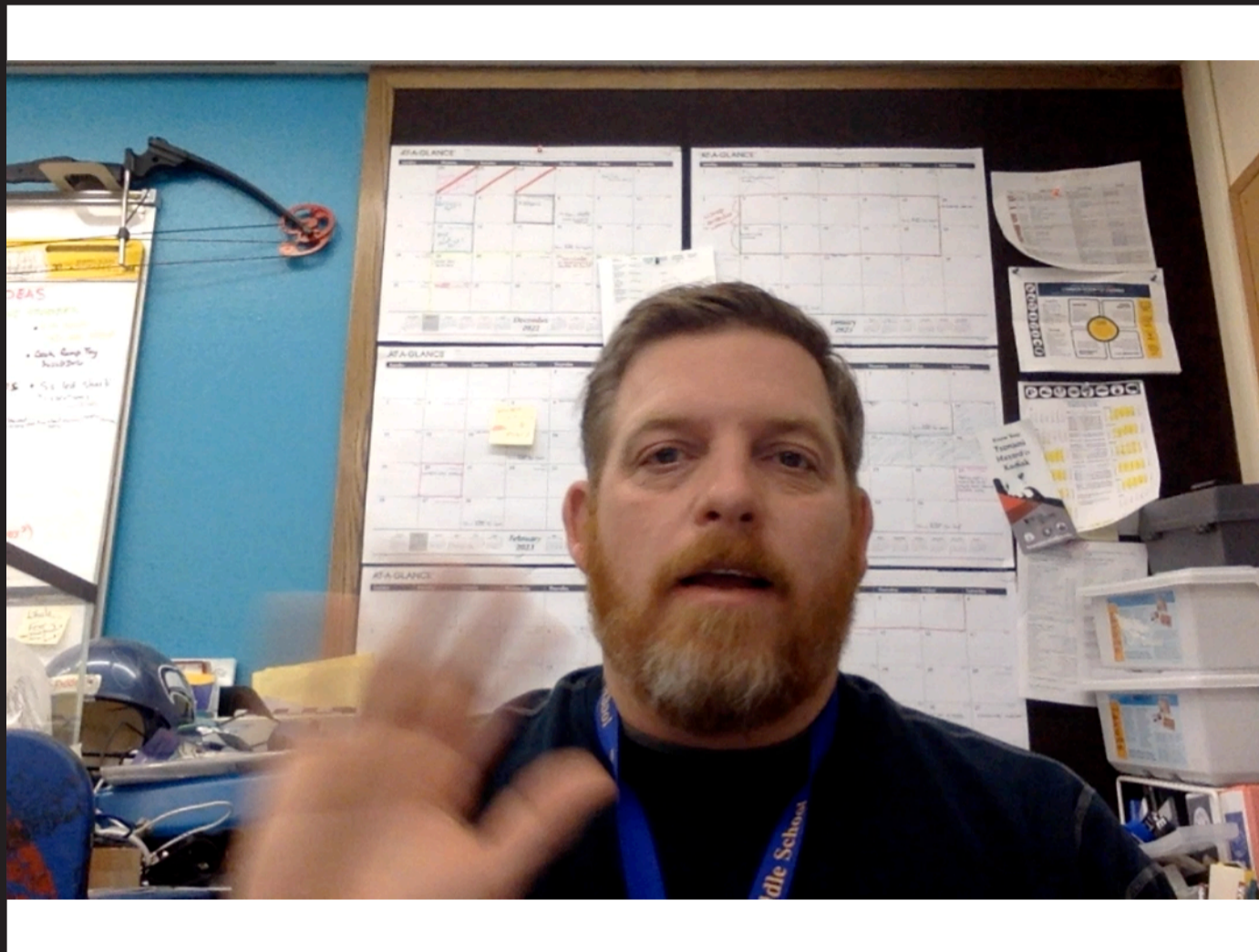
Tips:

- For instructions on how to create a Clips video, see the Everyone Can Create Video project guide or this lesson in the Apple Education Community

- iPad is the best tool for working on Everyone Can Create projects — but if you're using a Mac, you can create your video in Photo Booth or iMovie

- For the best experience uploading your Coaching Journal, your final video should be 75 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.

Connected, Collaborative, Creative, and Personal Learning

In this activity, you'll describe how Apple's four design principles relate to learning in action in your school or district.

Connected	Collaborative
Connected learning is more than basic access to the internet and devices. Technology used at its full potential can provide students with quality content, new ways to access it, and tools to make it relevant to their world. Technology enables students to connect to and interact with content in ways that aren't otherwise possible.	Collaborative learning extends beyond shared online documents and video conferencing. Technology can also enhance the ways people create and work together for a shared purpose — giving individuals more opportunities to form relationships and contribute their unique talents to meaningful work.

How do you see **connected** learning in action in your school or district? How would you like your work as a coach to support this learning design principle?

How do you see **collaborative** learning in action in your school or district? How would you like your work as a coach to support this learning design principle?

I would like to support the idea of keeping our community "connected" by coaching staff about how our school district has set-up our network of servers. Teachers should have a strong-enough understanding of how to easily connect themselves to the district's safe, filtered wifi and be able to explain how to connect to it to their students. Understanding the built-in safety features as well and the school district's self-imposed filters and why they are important is a necessary understanding to the new generation of digital natives.

Covid brought with it a need for better collaboration. My school district used a combination of web-based applications and school district "in house" applications to accommodate teachers and learners. I would like to work with teachers to make these means of communicating with their students and fellow teachers more efficient by utilizing them more often and sharing the features embedded within them better to maximize the capabilities within each of the district-approved applications.

Connected, Collaborative, Creative, and Personal Learning

Creative

Creative learning doesn't need to be confined to art or multimedia projects. Technology can be integral to creativity across all subjects, serving as an extension of how learners explore the world, solve tough problems, and create. The best technology enables learners to develop original ideas, build critical-thinking skills, and discover their potential — and all of those things are part of how we define creativity at Apple.

How do you see **creative** learning in action in your school or district? How would you like your work as a coach to support this learning design principle?

I help lead the creative charge by breaking down iPad applications such as iMovie, iPhoto, CLIPS, and GarageBand to my Gifted and Talented elementary students. We even submit some of the projects to a technology contest called the iDidaContest here in Alaska. This year's submission can be seen at the following link: http://malloyclass.weebly.com/ididacontest-gt-2022-2023.html

I would like to see more teachers utilize these creative tools to have students share what they have learned after units have been taught. Giving students time to synthesize the learning knowledge and have them build a project around those themes is an aspect of learning that seems to be missing.

Personal

Personal learning with technology goes beyond adaptive software. At its full potential, technology empowers all students to take ownership of how they learn and how they demonstrate that learning. Students can use assistive technologies to move at their own pace and build a personal learning path.

How do you see **personal** learning in action in your school or district? How would you like your work as a coach to support this learning design principle?

Some teachers are having students keep journals with Pages. I love this idea. What a great keepsake for parents but also have a digital diary of sorts that can "live" on well beyond a paper copy.

Coaching teachers to design digital file systems for future unit supplements and resources would be a fantastic way to promote personal learning within their teaching fields that could also apply to interests outside of their professional lives.

Values, Vision, and Your Coaching

Explain the values and vision that guide your school or district, and share how they might inform your coaching.

Add your school or district's core values or mission statement.
If your school or district doesn't have a mission statement, use this space to consider implicit ways that your community communicates its values.

Kodiak Island Borough School District: Engaged in Learning, Prepared for Life

The Kodiak Island Borough School District, in close cooperation with our diverse island community, exists to provide an educational program of the highest standard that empowers all students to achieve personal and academic

What elements of the mission or values do you agree or disagree with? Why?

I love living on an island in Alaska. We draw strength from eachother's area of expertise. I know that I can always find a local expert or resources that will enhance whatever unit I am teaching.

What elements would you add?

I would like to add a line in the statement about valuing the trades. We are so reliant on our welders, fishermen, mechanics, electricians, and plumbers that it would be great to recognize them.

What do you think is most important? Why?

While we are an Alaskan island, I think we need to stress that we offer a world-class education. People should feel proud about their community teachers and know they the graduates are prepared for whatever course they should choose to follow.

Are there defining moments or leaders that help tell the story of the values at the heart of your school or district? Describe them below.

To recognize and celebrate several students who have special needs in our school community, several staff and parents partnered with the Special olympics organization and offer a community mile walk around our track to celebrate these students. It also acts as a fund raiser for the local special olympics athletes so they can travel to the mainland and compete.

What actions and decisions shape your view of these values?

I was born and raised in Kodiak, AK. I chose to come back here, after graduating in Oregon, to keep the great traditions of learning that I had growing up here. I have utilized technology within my class, school, and district to better prepare my students and teachers for the jobs that will await them when they graduate.

Evaluate Your Creative Technology Skills

Use the tables on the following pages to rate your creative technology skills. For each task in the tables, draw a checkmark or drag a star to indicate your skill level.
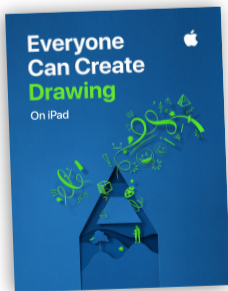
Rating Scale

1 – I don't know how to do this yet. I'll study the guide.
2 – I know how to do this, but a quick review would be helpful.
3 – I'm confident doing this on my own.
4 – I'm ready to support others in doing this.

✏️ Drawing Tasks	1	2	3	4
Creating a sketchnote to tell a story or summarize ideas	⭐			
Using onscreen drawing tools such as pens, brushes, and markers to draw freehand on iPad				⭐
Adding shading to show shadows and depth			⭐	
Using Markup in Photos to identify perspective				⭐
Drawing on iPad by tracing over a digital photo		⭐		
Using color, typography, hand lettering, and images		⭐		
Creating an infographic with visuals to simplify and represent data	⭐			
Exporting a drawing as an image with a transparent background				

Evaluate Your Creative Technology Skills

✏️ Drawing Tasks	1	2	3	4
Creating a sketchnote to tell a story or summarize ideas		⭐		
Using onscreen drawing tools such as pens, brushes, and markers to draw freehand on iPad				⭐
Adding shading to show shadows and depth		⭐		
Using Markup in Photos to identify perspective				⭐
Drawing on iPad by tracing over a digital photo		⭐		
Using color, typography, hand lettering, and images		⭐		
Creating an infographic with visuals to simplify and represent data			⭐	
Exporting a drawing as an image with a transparent background				⭐

Everyone Can Create Drawing On iPad

Rating Scale

1 – I don't know how to do this yet. I'll study the guide.
2 – I know how to do this, but a quick review would be helpful.
3 – I'm confident doing this on my own.
4 – I'm ready to support others in doing this.

Evaluate Your Creative Technology Skills

Photo Tasks	1	2	3	4
Taking a well-composed photo with sharp focus and good lighting			⭐	
Cropping a photo to improve its composition				⭐
Editing a photo in the Photos app to improve the exposure, color, and detail				⭐
Using Markup to add drawing, text, or captions to photos				⭐
Taking a panoramic photo				⭐
Taking a Live Photo to capture motion and turning it into a video by adding the Loop, Bounce, or Long Exposure effects			⭐	
Capturing an action photo using Burst mode				⭐
Organizing photos in albums in the Photos app				⭐
Creating a photo slideshow with music and titles				⭐

Everyone Can Create Photo On iPad

Rating Scale

1 – I don't know how to do this yet. I'll study the guide.

2 – I know how to do this, but a quick review would be helpful.

3 – I'm confident doing this on my own.

4 – I'm ready to support others in doing this.

Evaluate Your Creative Technology Skills

▶ Video Tasks	1	2	3	4
Recording video with the Clips app				⭐
Editing by trimming or adding effects in Clips				⭐
Following the basic rules of shot composition using shot sizes, angles, and the rule of thirds			⭐	
Recording a time-lapse video				⭐
Creating a storyboard in Keynote			⭐	
Making a trailer in iMovie				⭐
Assembling and editing clips in iMovie				⭐
Adding titles and transitions in iMovie				⭐
Applying split-screen or picture-in-picture effects in iMovie				⭐
Editing and mixing audio tracks, sound effects, and background music in iMovie				⭐
Using Pages as a teleprompter			⭐	
Conducting and recording an onscreen interview		⭐		

Everyone
Can Create
Video
On iPad

Rating Scale

1 – I don't know how to do this yet. I'll study the guide.

2 – I know how to do this, but a quick review would be helpful.

3 – I'm confident doing this on my own.

4 – I'm ready to support others in doing this.

Evaluate Your Creative Technology Skills

🎤 Music Tasks	1	2	3	4
Recording your voice in GarageBand and applying voice effects			⭐	
Editing recordings by splitting, trimming, or looping audio regions			⭐	
Creating a drumbeat with Drummer			⭐	
Building a drumbeat with the Beat Sequencer			⭐	
Using Apple Loops to build a drumbeat		⭐		
Recording a chord progression with chord strips		⭐		
Remixing a song in Live Loops		⭐		
Mixing volumes in a project that has multiple tracks			⭐	
Using Automation to adjust track volume over time		⭐		

Everyone Can Create Music On iPad

Rating Scale

1 – I don't know how to do this yet. I'll study the guide.
2 – I know how to do this, but a quick review would be helpful.
3 – I'm confident doing this on my own.
4 – I'm ready to support others in doing this.

Evaluate Your Creative Technology Skills

Pages Tasks	1	2	3	4
Keeping text formatting consistent throughout your document using paragraph styles				⭐
Supporting written information with images and tables				⭐
Using drawing tools to add understanding of concepts through simple sketching			⭐	
Recording audio that adds meaning to the text or images on a page				⭐
Editing images using masking and Instant Alpha			⭐	
Presenting data with tables and charts		⭐		
Creating custom visualizations using shapes			⭐	

Rating Scale

1 – I don't know how to do this yet. I'll study the guide.
2 – I know how to do this, but a quick review would be helpful.
3 – I'm confident doing on my own.
4 – I'm ready to support others in doing this.

Evaluate Your Creative Technology Skills

📊 Numbers Tasks	1	2	3	4
Using multiple sheets and tables to organize data by topic			⭐	
Formatting columns using a variety of data types, such as currency, percentage, and fractions		⭐		
Simplifying data entry using cell controls, such as checkboxes, sliders, and steppers		⭐		
Performing data calculations using formulas and functions	⭐			
Visualizing data using charts			⭐	
Using drawing tools to enhance understanding of data		⭐		
Recording audio to provide support for text meaning or vocabulary			⭐	

Rating Scale

1 – I don't know how to do this yet. I'll study the guide.
2 – I know how to do this, but a quick review would be helpful.
3 – I'm confident doing on my own.
4 – I'm ready to support others in doing this.

Evaluate Your Creative Technology Skills

Keynote Tasks	1	2	3	4
Selecting a theme that matches the tone and style of your content				⭐
Using a variety of slide layouts (based on master slides) to create a visually interesting presentation				⭐
Expressing ideas with photos and shapes rather than words				⭐
Organizing larger amounts of information with tables			⭐	
Creating charts with handwritten annotations to highlight conclusions		⭐		
Making purposeful use of slide transitions and build effects				⭐
Using Magic Move to animate an idea or a process				⭐

Rating Scale

1 – I don't know how to do this yet. I'll study the guide.
2 – I know how to do this, but a quick review would be helpful.
3 – I'm confident doing on my own.
4 – I'm ready to support others in doing this.

Evaluate Your Creative Technology Skills

Consider your level of experience with the Everyone Can Create project guides, Pages, Numbers, and Keynote. Review the iPad and Mac Foundations page in the Apple Education Community for inspiration on where you can improve. Are you familiar enough with Apple tools to use them yourself and support others in using them?

Based on your self-evaluation, list some goals in the table.

Creative Technology Skills to Improve	Goals for Future Growth
Example: Using Magic Move in Keynote	By December, I'll learn to use Magic Move in Keynote so that I can support teachers (and their students!) in creating presentations that are more engaging.
KeyNote Tools and Applications	Build a GT Year in Review Slideshow utilizing Magic Move and some other KeyNote features.
Using the Apple Loops feature in GarageBand	Create a short song that utilized Apple Loops
Better Understand how to Graph in Numbers	Be able to easily turn data into easily understandable graphs in Numbers

Personalize Coaching for Different Teachers

Reflect on an experience you've had coaching or being coached by someone. Consider what was helpful and what could have been done differently. Do you think your attitude about coaching or about the subject matter impacted your experience in any way?

To practice your skills and prepare for this lesson's Apply activity, use GarageBand on iPad or Mac to create an audio file sharing your thoughts.

Add your audio recording here.

Tips: For help with importing and exporting your project, see the instructions at the end of this journal. Your final file should be 10 MB or less.

Note: If you haven't given or received coaching, share your experiences receiving mentoring, suggestions, or feedback from a colleague or supervisor.

Want to take notes? See pages 27–30.

Coaching Podcast Episode

How do you feel about the three teacher personas? Do any of them resonate with you?

Create a short podcast episode in which you reflect on your own reaction to the three personas and consider how understanding these three viewpoints can guide your approach to coaching. You should explain how the personas can help you understand teachers' attitudes toward technology. You should also share the ways your coaching can support teachers' professional growth.

Review the three personas, then use the questions on the next page to help build your response.

The Adventurer

Energized by the thrill of the unknown and the idea of blazing new trails

Adventurers are willing to take risks to get where they want to go. They embrace the idea of trying new foods and immersing themselves in new cultures, and they don't mind feeling like a fish out of water. They'd rather explore a city by getting lost in a labyrinth of side streets than by following turn-by-turn GPS directions. Yes, sometimes that leads to the occasional dead end or bad meal, but that's OK — it's all part of the adventure.

The Tourist

An avid traveler ready to see the sights, guidebook firmly in hand

Tourists love to explore and gather new experiences, but each leg of the journey is carefully planned and mapped out. They'll try a new restaurant, but only after reading the reviews and checking out the menu in advance. They're disinclined to blaze new trails, but they'll boldly go where someone else has gone before — even if that takes them out of their comfort zone. They're willing to take the less traveled path as long as someone else is guiding them. They love getting out but hate getting lost. Sure, this traveler's tendency to play it safe means they occasionally miss out on some hidden gems, but taking the well-planned journey is still deeply satisfying.

The Staycationer

Loves the tried and true

Why risk a bad meal at the new fusion bistro in the city when you can get your favorite entrée at the diner down the block? For Staycationers, travel doesn't mean straying far from home and launching into new and untried experiences — it's about relishing the familiar and reliable. They thrive on the comfort of knowing the terrain. They'll admit that there may be some new and exciting places to go out there, but they aren't convinced it's worth the hassle and stress of getting there and finding a place to park. Staying close to home means they know the ins and outs of their neighborhood like nobody else, making them local experts with plenty of insider knowledge to share.

Coaching Podcast Episode

As you're planning your podcast episode, it may be helpful to consider the questions below. Jot down your answers to one or more of the questions to prepare for your podcast.

Can you think of a situation from your life where one of the personas could help illustrate someone's feelings about technology?

As a default, I've found that most teachers that ask for help are older and identify most with the 'staycationer'. Moving these teachers from the workflows and applications that they were trained on when they began teaching or used over the course of their careers is challenging.

How might these personas help you support the professional growth of a diverse array of colleagues? How will your coaching take into account the needs, interests, and perceptions of different teachers?

Keeping this idea of empathy for the 'staycationers' is critical. Baby-stepping workflows and giving these teachers handouts or visual aids to help with establishing proper procedures when using new tools is critical for successful support.

Is there an attitude toward technology in teaching that isn't represented by one of the three personas?

The ;Do-it-Yourselfer'. Teachers who found various ways to do tasks using applications that are round-about ways or redundant ways to do the same thing as shortcuts.

Coaching Podcast Episode

Capture your thoughts on how you'll approach coaching different teachers in a short (2 minutes or less) podcast episode. Record and edit it in GarageBand, using the podcast project in the Everyone Can Create Music project guide for inspiration. You'll share this project with other Apple Learning Coach candidates during the virtual workshops.

Add your podcast episode here.
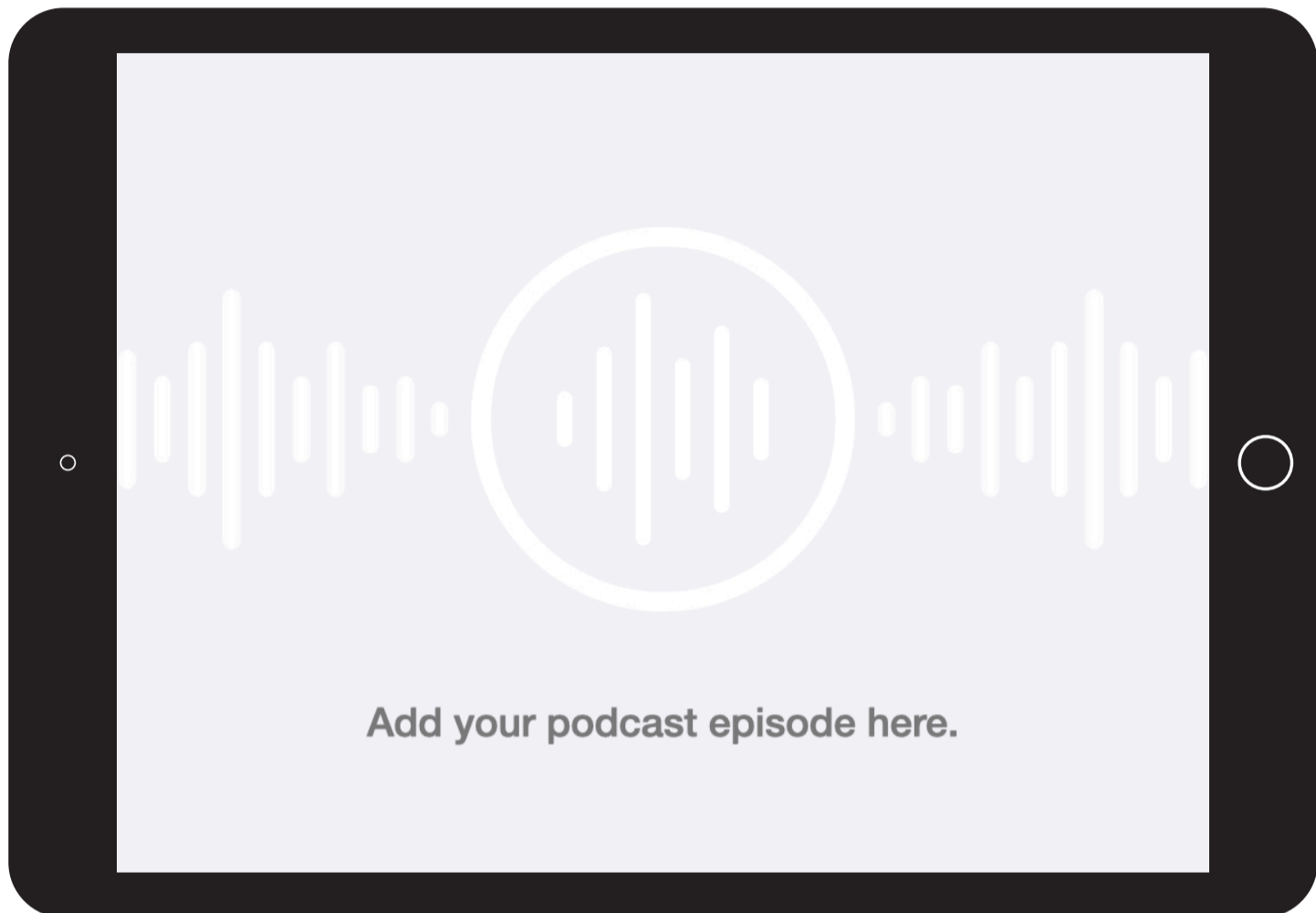
Project Criteria

Your podcast episode (an audio story or interview) should be created using GarageBand and should demonstrate your abilities in at least one of the following tasks:

• Using vocal effects

• Creating music or using Apple Loops to add sound effects that enrich the story

Your podcast episode 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 find instructions for GarageBand on Mac here

• For the best experience uploading your Coaching Journal, your podcast episode should be 10 MB or less

• For help with importing and exporting your project, see the instructions at the end of this journal

Approaches to Professional Learning

Reflect on a professional learning experience you've had that has impacted how you work. (This could be a professional learning experience that you've observed or facilitated.)

What did you learn? How did you integrate it into your work?

I attended a Gifted and Talented Conference that had a wide spectrum of presenters. I took away a lot of great ideas for teaching content. The most useful resources were ones that I could quickly link to via hyperlink or YouTube.

Why do you think this approach to professional learning was effective?

The links provided me with the full context of the content and not just a small portion of the learning. Having the full context of how and why this tool worked so well when teaching was helpful.

Professional Learning Collage

You'll create a personalized photo collage (photos, text, and other graphic elements combined into a single image to tell a story) that explores what professional learning looks like in your school or district. Use this page to plan and prepare for your collage. It may be helpful to jot down responses to one or two of the questions below.

What do you see as the goals that drive the professional learning opportunities in your school or district?

Increase successful instruction to students.

Do current professional learning opportunities focus on technology and creativity?

Sadly, I will say that as a district, teachers are 'treading water' when it comes to technology integration.

Is coaching currently part of professional learning in your community? If so, what does it look like?

Each building has an instructional coach, however I see them being pulled out of their normal responsibilities and put into instructional support roles.

Is there a system for sharing resources or a platform that could be used to do so?

After having several of our school district's sites redone, or moved and all files, links, and resources removed, I have chosen to use Weebly to make my own stand-alone site to house my files and content.

Professional Learning Collage

Create a one-page collage that describes the current approach to professional learning in your school or district. Your collage can include a photo you take of your school — or schools in your district — and anything else you think relates to professional learning. You'll share this project with other Apple Learning Coach candidates during the virtual workshops.

Project Criteria

Your photo collage should be created using Keynote or Pages and should demonstrate your abilities in at least one of the following tasks:

- Masking photos and applying borders or reflections to create 3D visual effects

- Using drawing tools to add text and/or doodles to photographs

- Editing photographs by removing the background or cropping out parts of the photograph

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

Tips:

- Use the personalized collage project in the Everyone Can Create Photo project guide for inspiration

- iPad is the best tool to use for Everyone Can Create projects — but if you're working on a Mac, use Keynote to create your collage (for instructions on how to use Keynote for Mac, click here)

- For the best experience uploading your Coaching Journal, your final collage should be 10 MB or less

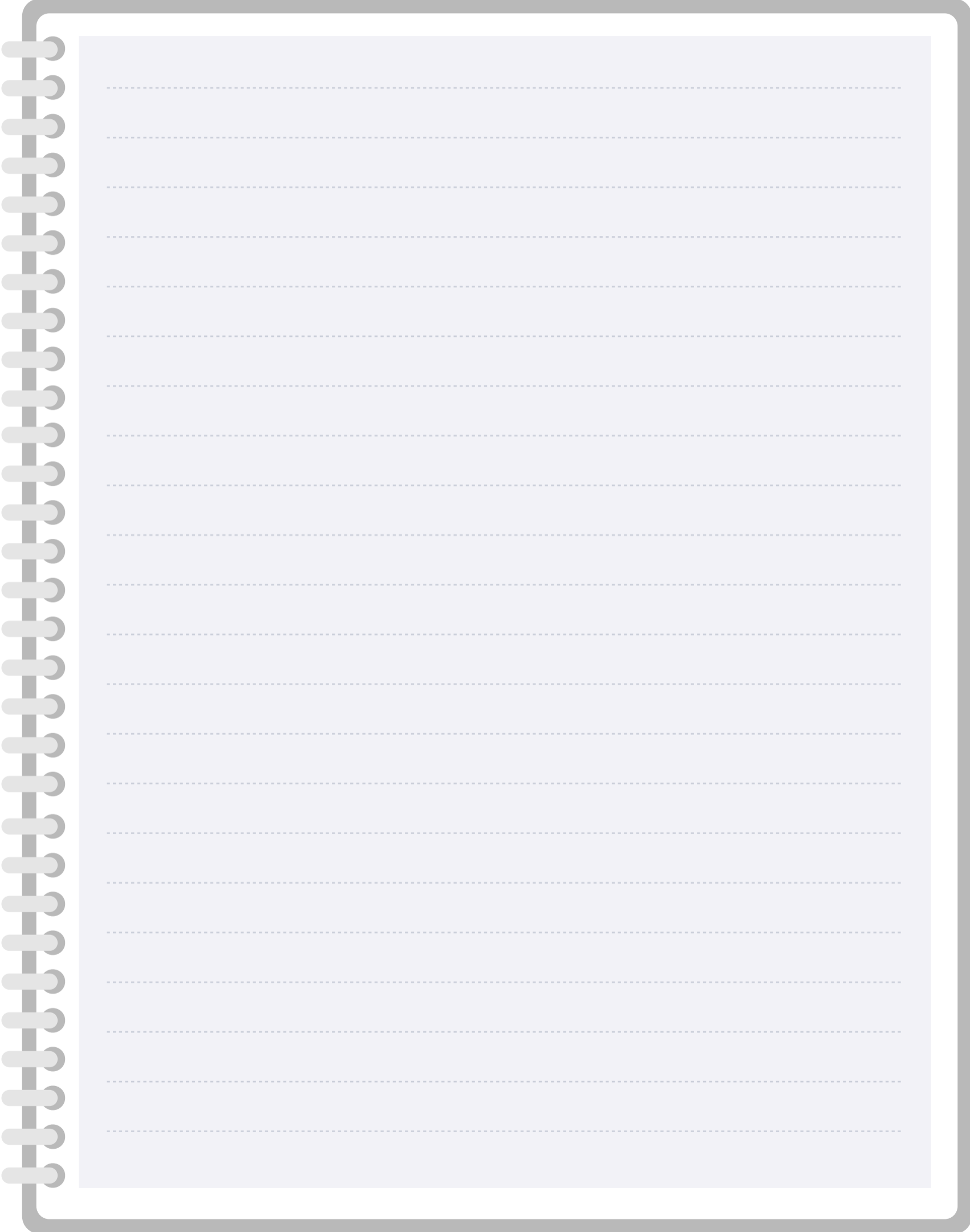- For help with importing and exporting your project, see the instructions at the end of this journal
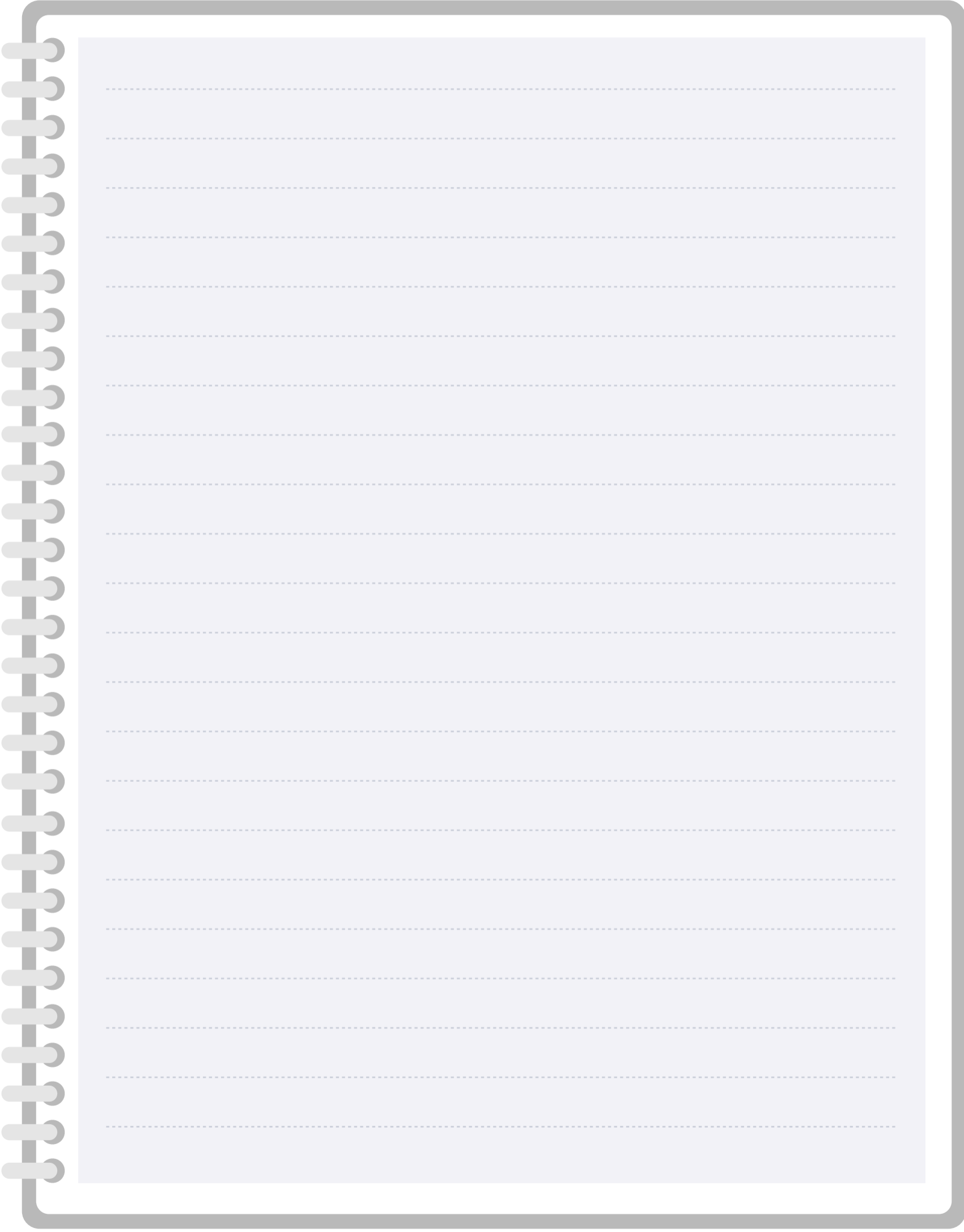
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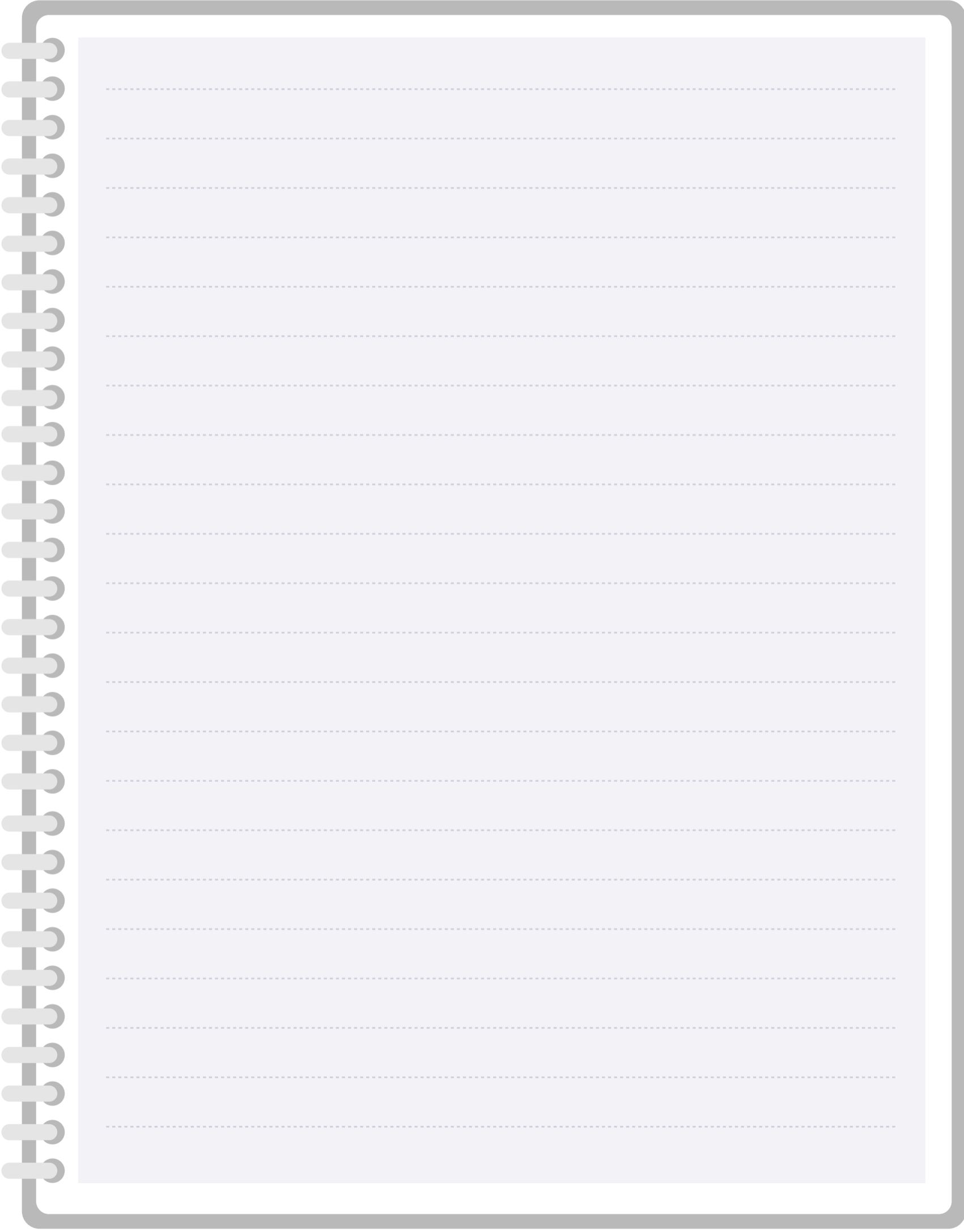
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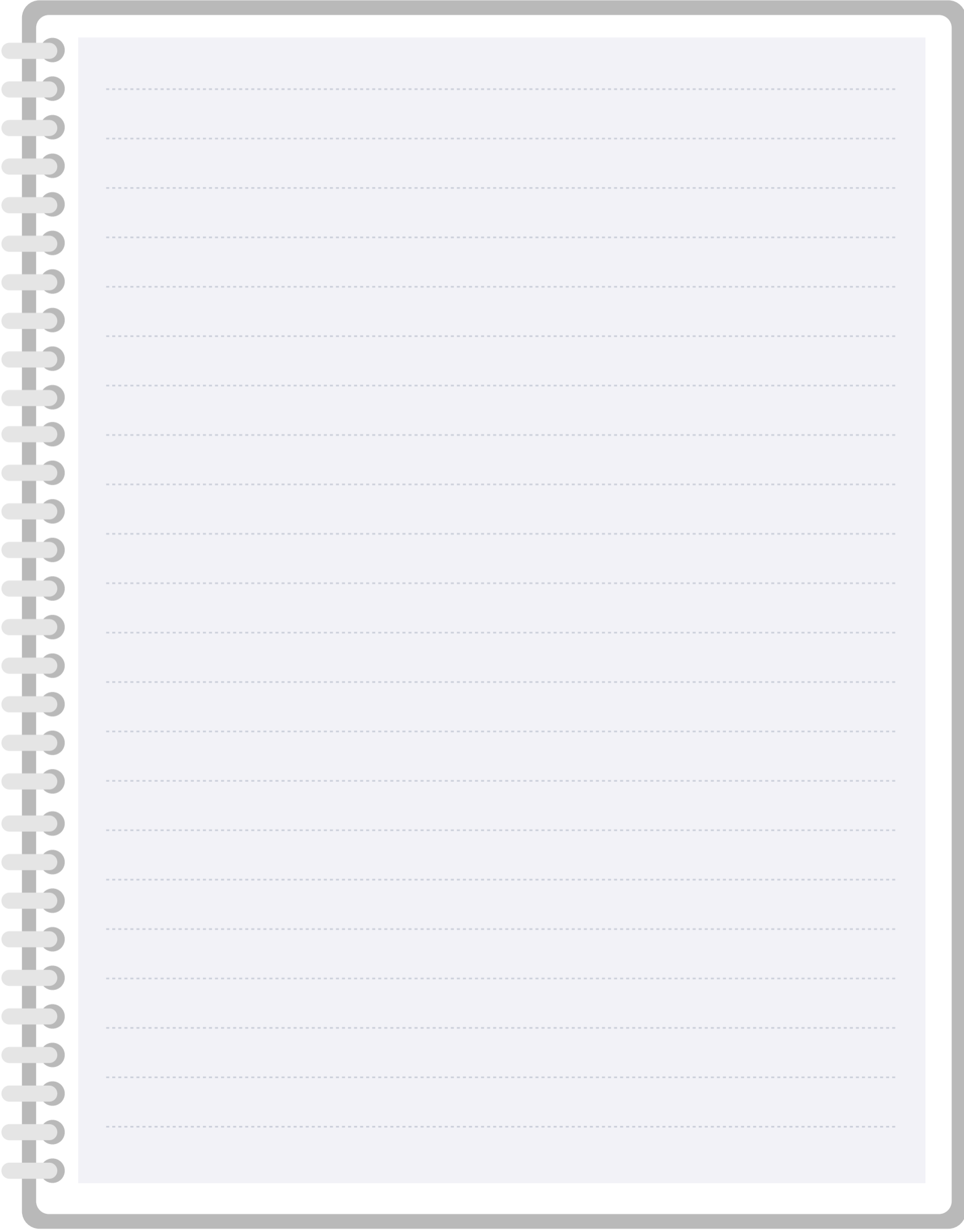
Notes

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.