

Coaching Portfolio



Table of Contents

| | |
|---|-----------|
| Welcome | 3 |
| Coach Bio | 4 |
| 6.1 Activate: Highlights of Your Course Experience | 5 |
| 6.1 Apply: Coaching Portfolio Checklist | 7 |
| Coaching Philosophy..... | 8 |
| 6.2 Activate: Developing Your Coaching Philosophy..... | 9 |
| 6.2A Apply: Finalize Your Coaching Philosophy Statement | 10 |
| 6.2B Apply: Finalize Your Coaching Philosophy in Action Project..... | 13 |
| Skills Demonstration | 15 |
| 6.3 Activate: Reassess Your Creative Technology Skills | 16 |
| 6.3A Apply: Finalize Your Coaching Podcast Episode | 25 |
| 6.3B Apply: Finalize Your Professional Learning Collage | 27 |
| 6.3C Apply: Finalize Your Coaching Cycle Infographic | 29 |
| 6.3D Apply: Finalize Your Coaching Introduction Video | 31 |
| 6.3E Apply: Consider Your Areas for Growth: Creative Technology Skills..... | 33 |
| 6.4 Activate: Reassess Your Coaching Skills..... | 35 |
| 6.4A Apply: Finalize Your First Coaching Cycle Canvas..... | 37 |
| 6.4B Apply: Create Your Second Coaching Cycle Canvas..... | 42 |
| 6.4C Apply: Consider Your Areas for Growth: Coaching Skills | 46 |
| Coaching Action Plan | 48 |
| 6.5 Activate: Developing Your Coaching Action Plan | 49 |
| 6.5 Apply: Create Your Coaching Action Plan Canvas | 50 |
| Importing and Exporting Files for Your Coaching Portfolio | 63 |
| Congratulations | 64 |

Welcome

Your Coaching Portfolio is structured in the same way as your Coaching Journals for Units 1–5. You'll use the activities that you completed in your journals from Units 1–5 to create your Coaching Portfolio.

Your Coaching Portfolio is important because:

- It's a summative assessment of what you've learned in the course
- You'll submit it to be considered for Apple Learning Coach certification
- You can share your Coaching Portfolio with colleagues and leadership

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.

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



Get help with Pages.



Coach Bio

Coach Bio: Add a description of what you do, including your focus area and other details. You can also add the following links: social media, blogs, and other work-related



John Malloy

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

Description: I've been teaching upper elementary and early middle school students since 1999. Making learning fun and engaging for my students is my passion. I'm a firm believer in active learning and known for a very lively and interactive classroom. To me, teaching is about presenting concepts, information, and materials to students in ways that they each can make sense of using their own life experience.

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

Highlights of Your Course Experience

As you prepare to put together your Coaching Portfolio, look back at what you've accomplished so far. Add highlights that come to mind as you reflect on your self-paced work and the collaborative workshops.

Apple Learning Coach Course Highlights



Unit 1 Highlights:

Throughout Unit 1 I found myself thinking about professional and personal goals for myself. I remember having to think harder about them rather than just skimming over them at a surface-level.



Unit 2 Highlights:

I enjoyed creating and watching others introduction videos. It was also thought-provoking to think about how I learn from others.



Unit 3 Highlights:

I enjoyed the creative projects mapping unit. This seemed like the first unit that I really got exposed to new ideas and ways to approach coaching.



Unit 4 Highlights:

I approached the refinement-process that their unit offered. I felt like this broke-down scenarios and action project ideas.



Unit 5 Highlights:

I liked the reflective process that Unit 5 focused on. I also appreciated the measurement tools given to measure success with goals.

Highlights of Your Course Experience

What have you found most valuable or enjoyable in your Apple Learning Coach course experience? Why?

I've found the collaboration and sharing of perspectives and ideas to be the most valuable. Even though many of the people that I worked with during this course might not teach the same age or subjects that I do, the thought mapping was very similar when we spoke about coaching peers.

How has the course inspired your plans for your future professional growth?

This course has given me "zoom-out" perspective. By that, I mean that I feel that I have a better idea of the need and detail needed for a successful plan. Even if a first plan is not successful, I now have a reflection tool to utilize to try and go back to the drawing board and go through the planning process again.

How do you think this course will impact student learning in your school or district?

By thinking of this wider-perspective, I feel like I can build a great coaching-resource library that teachers at the multiple schools that I service can utilize.



Coaching Philosophy



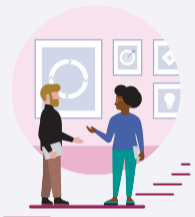
Developing Your Coaching Philosophy

Review the work you did in Units 1–5 to develop and articulate your coaching philosophy. When you finalize your Coaching Philosophy Statement and Coaching Philosophy in Action project, ask yourself if the key ideas from this work are evident in the items you’ll include in your Coaching Portfolio.



Unit 1: Starting Your Coaching Philosophy

- **Your Coaching Motivations and Goals (1.1 Apply).** You shared your motivations and goals for seeking certification as an Apple Learning Coach.
- **Connected, Collaborative, Creative, and Personal Learning (1.2 Explore).** You described how Apple’s four design principles relate to learning in action in your school or district.
- **Coaching Podcast Episode (1.4 Apply).** You considered how to coach colleagues with varied needs, interests, and perspectives.



Unit 2: Connecting Your Coaching Philosophy to the Coaching Cycle

- **Who Are You as a Coach? (2.3 Activate).** You considered your approach to coaching and the strengths and skills that you bring to working with colleagues in a coaching context.
- **Coaching Introduction Video (2.3D Apply).** You created a video introducing yourself as a coach, building on the work you began in Activate 2.3.



Unit 3: Sharing Your Coaching Philosophy

- **Draft Coaching Philosophy Statement (3.5).** You wrote your Coaching Philosophy Statement after practicing the Coaching Cycle with peers.



Unit 4: Refining Your Coaching Philosophy

- **Share Coaching Philosophy Statement (4.4A).** You refined your coaching philosophy based on peer feedback.
- **Brainstorm Coaching Philosophy in Action Project Ideas (4.4B).** You considered the best formats for your Coaching Philosophy in Action project.
- **Discuss Coaching Philosophy in Action Project Ideas (4.4C).** You worked with a small group to share ideas about your Coaching Philosophy in Action project.



Unit 5: Expressing Your Coaching Philosophy

- **Create Your Coaching Philosophy in Action Project (5.1 Apply).** You developed a creative project that communicates your coaching beliefs and practices.

Finalize Your Coaching Philosophy Statement

Review the Coaching Philosophy Statement that you drafted in Unit 3 (3.5) and revised in Unit 4 (4.4A). Use the checklist below to ensure that your work meets all requirements, and make changes if necessary. Draw or drag a checkmark to evaluate your work.

| Coaching Philosophy Statement | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | My statement is two to five sentences |
| <input checked="" type="checkbox"/> | My statement expresses the beliefs that guide my coaching |
| <input checked="" type="checkbox"/> | My statement expresses how I'll use technology to put my beliefs into practice |

Once you've reviewed your Coaching Philosophy Statement using the checklist and you feel it's ready to share, place it in one of the templates on pages 11–12.





MY COACHING PHILOSOPHY

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



My Coaching Philosophy

Finalize Your Coaching Philosophy in Action Project

Revisit the Coaching Philosophy in Action project that you developed in Unit 5 (5.1 Apply). Use the checklist below to ensure that your work meets all requirements, and make changes if necessary. Draw or drag a checkmark to evaluate your work.

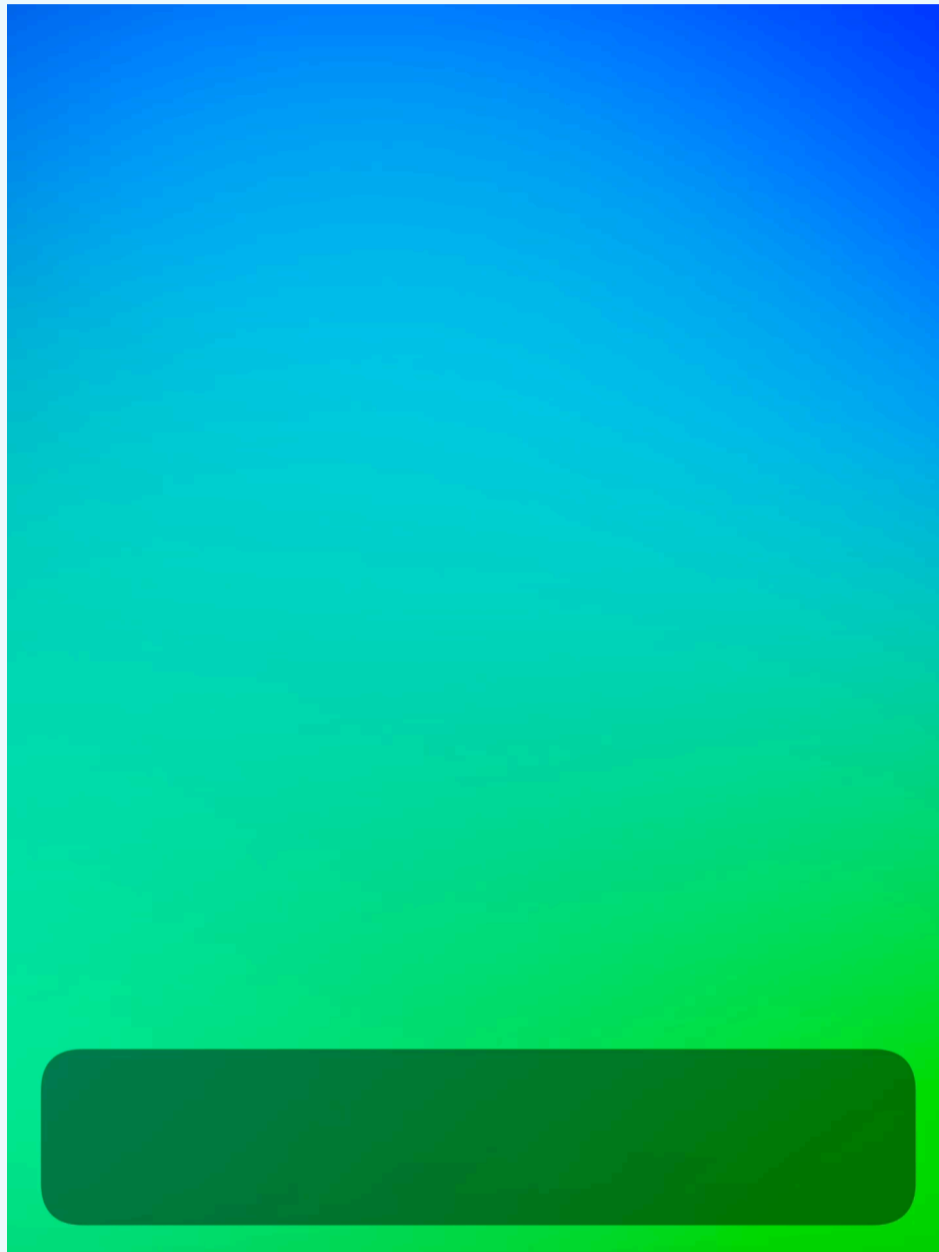
| Coaching Philosophy in Action Project | |
|---------------------------------------|--|
| <input checked="" type="checkbox"/> | My project restates my Coaching Philosophy Statement with text or music (or another kind of audio recording) |
| <input checked="" type="checkbox"/> | My project provides at least one example of how my Coaching Philosophy Statement guides my coaching |
| <input checked="" type="checkbox"/> | My project demonstrates how I'll use technology to put my beliefs about coaching into practice |
| <input checked="" type="checkbox"/> | My project uses at least one of the following: photo, video, drawing, or music (audio) |

Once you've reviewed your Coaching Philosophy in Action project using the checklist and you feel it's ready to share, place it in the template on page 14.

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

Timing and File Size Guidance: For the best experience uploading your Coaching Portfolio, music (audio) and video projects should be 2 minutes or less and 75 MB or less. Photo and drawing projects should be exported as a single file of 10 MB or less that can be reasonably viewed by the Apple team in 2 minutes or less.

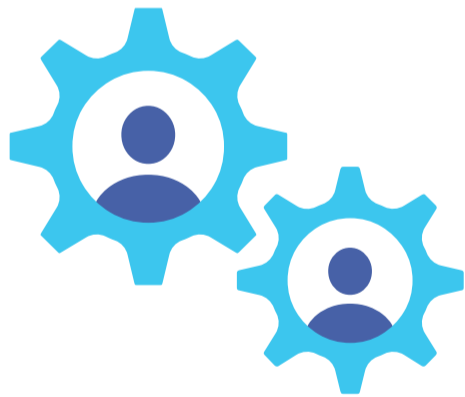
COACHING PHILOSOPHY IN ACTION



Project Description: The above is my Coaching Philosophy in Action. It is a quick introduction for myself, providing some background about my teaching experiences thus far. It also frames the ways I plan to support learners when they want to utilize technology.



Skills Demonstration



Reassess Your Creative Technology Skills


Complete a new self-assessment of your creative technology skills. You assessed your proficiency in these skills in Unit 1 — now you'll revisit the same questions. Take note of where you've gained confidence, and identify areas for growth that you'd like to focus on. 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

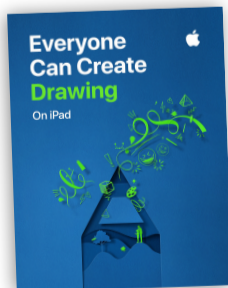
- 1 – I don't know how to do this yet. I'll study the guide.
- 2 – I know how to do this, but a quick review would be helpful.
- 3 – I'm confident doing this on my own.
- 4 – I'm ready to support others in doing this.



|  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 | | | ★ | |

Reassess 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 | | | | ★ |



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.

Reassess 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 | | | |  |



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.

Reassess 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 | | | |  |



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.

Reassess 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 | | | |  |



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.

Reassess 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 aid 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 this on my own.
- 4 – I'm ready to support others in doing this.

Reassess 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 this on my own.
- 4 – I'm ready to support others in doing this.

Reassess 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 this on my own.
- 4 – I'm ready to support others in doing this.

Reassess Your Creative Technology Skills

Areas for Growth

What skill are you most excited about developing next, and why?

App-Smashing in a way that brings the best parts of good apps together to bring student-made creations to life for sharing and communicating to their desired audiences.


How will you get started? If you plan to involve others, how will you do that?

Teacher meetings, individually, grade-level, and hopefully subject-based as well. Also, not just be a 'one and done' collaboration, with monitored reflection meetings and providing support to try and implement a successful coaching relationship.



Finalize Your Coaching Podcast Episode

Review the podcast episode that you created in Unit 1 (1.4 Apply) and revised in Unit 4 (4.6). Use the checklist below to ensure that your work meets all requirements, and make changes if necessary. Draw or drag a checkmark to evaluate your work.

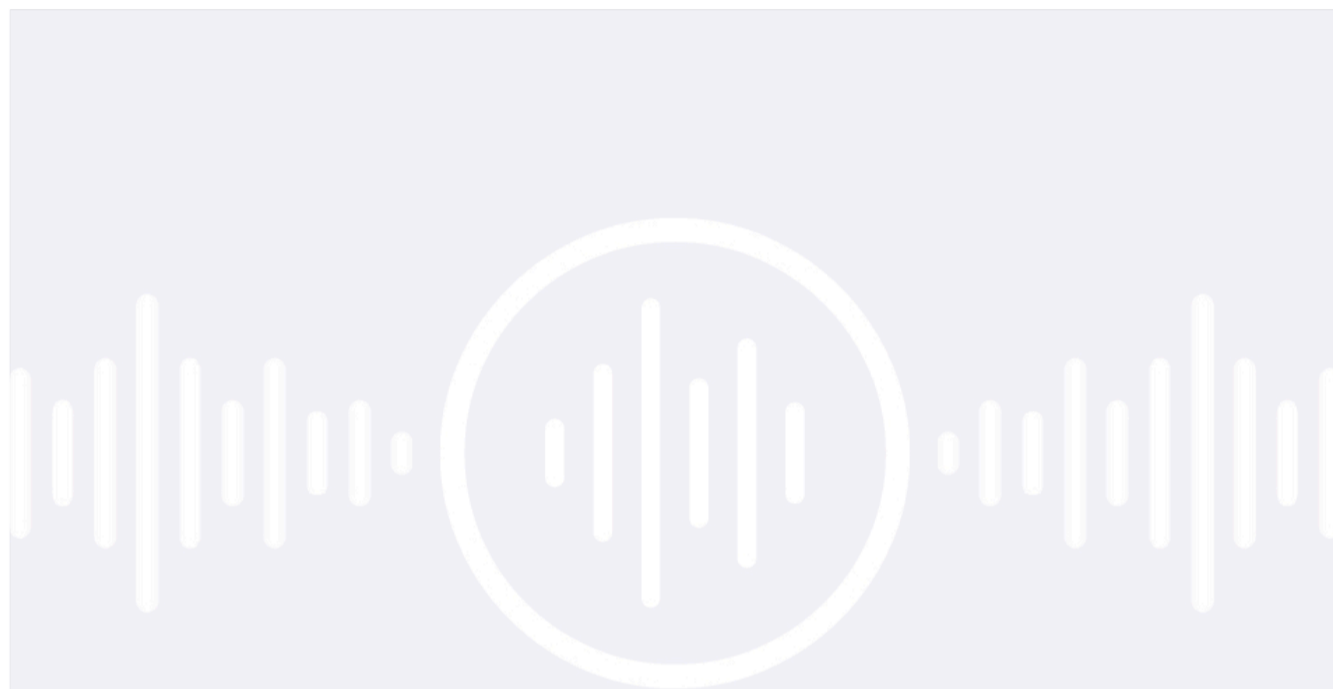
| Coaching Podcast Episode | |
|---|--|
|  | My project is a podcast episode (a short edited audio story or interview recorded using the Audio Recorder) |
| | My project is 2 minutes or less (podcast episodes longer than 2 minutes won't be evaluated) |
| | My project uses GarageBand |
| | My project does at least one of the following: <ul style="list-style-type: none">• Uses vocal effects• Creates music or uses Apple Loops to add sound effects that enrich the story |

Once you've reviewed your Coaching Podcast Episode using the checklist and you feel it's ready to share, place it in the template on page 26.

File Size Guidance: For the best experience uploading your Coaching Portfolio, your final podcast episode should be 10 MB or less.



COACHING PODCAST EPISODE



Add your final podcast episode here.

Project Description: What type of learner are you? Relating similarities to the fish around Kodiak to the learning styles of teachers with technology.
Fish on.

Finalize Your Professional Learning Collage

Review the collage that you drafted in Unit 1 (1.5 Apply) and revised in Unit 3 (3.6). Use the checklist below to ensure that your work meets all requirements, and make changes if necessary. Draw or drag a checkmark to evaluate your work.

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

Once you've reviewed your Professional Learning Collage using the checklist and you feel it's ready to share, place it in the template on page 28.

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

File Size Guidance: For the best experience uploading your Coaching Portfolio, your final collage should be 10 MB or less.



PROFESSIONAL LEARNING COLLAGE



Project Description: Here is Kodiak Island Borough School District in Kodiak, Alaska. It has both city and rural schools. iPad updates, workflows, and collaborations are a 'must', and the battle between Windows and Mac is always in the background.

Finalize Your Coaching Cycle Infographic

Review the infographic that you created in Unit 2 (2.2 Apply) and revised in Unit 3 (3.6). Use the checklist below to ensure that your work meets all requirements, and make changes if necessary. Draw or drag a checkmark to evaluate your work.

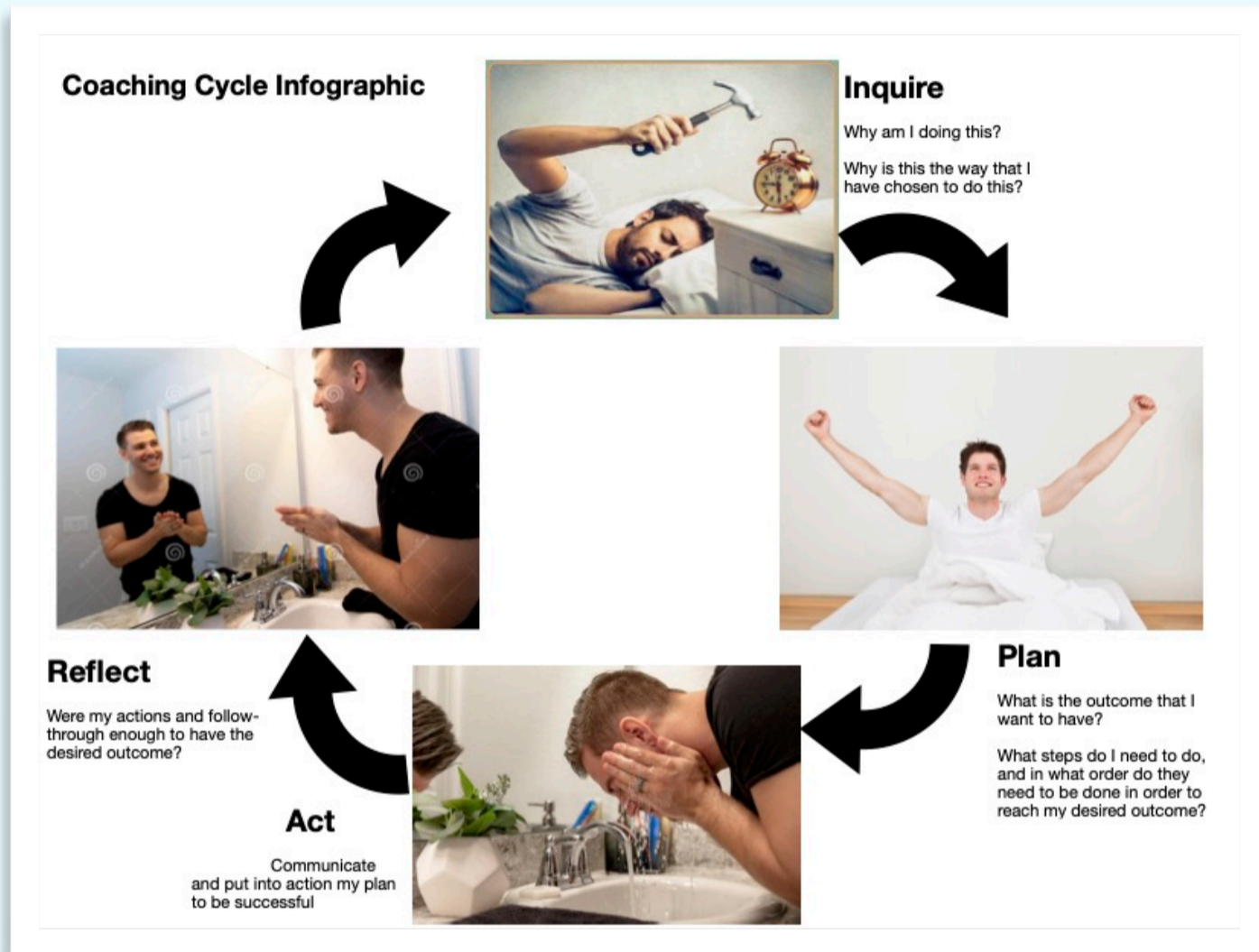
| Coaching Cycle Infographic | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | My project is a one-page infographic (a combination of images, colors, shapes, and limited text that tells a visual story) |
| <input checked="" type="checkbox"/> | My project uses at least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

Once you've reviewed your Coaching Cycle Infographic using the checklist and you feel it's ready to share, place it in the template on page 30.

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

File Size Guidance: For the best experience uploading your Coaching Portfolio, your final infographic should be 10 MB or less.

COACHING CYCLE INFOGRAPHIC



Project Description: Infographic that I made to show the coaching cycle as a series of tasks as related through the process of waking up.

Finalize Your Coaching Introduction Video

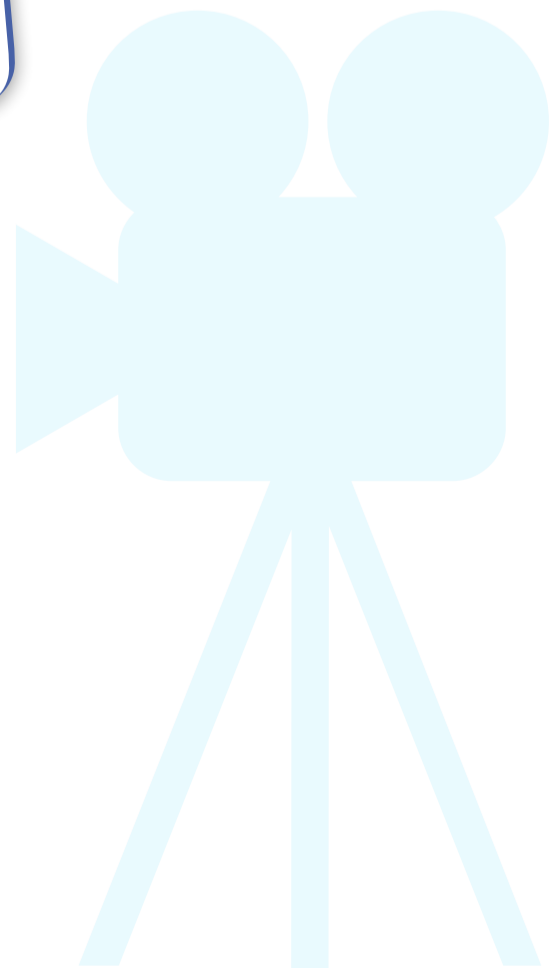
Review the introduction video that you created in Unit 2 (2.3D Apply) and revised in Unit 4 (4.6). Use the checklist below to ensure that your work meets all requirements, and make changes if necessary. Draw or drag a checkmark to evaluate your work.

| Coaching Introduction Video | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | My project is a video recording of myself |
| <input checked="" type="checkbox"/> | My project is 2 minutes or less (videos longer than 2 minutes won't be evaluated) |
| <input checked="" type="checkbox"/> | My project uses at least one of the following apps: <ul style="list-style-type: none"> • Clips • iMovie |
| <input checked="" type="checkbox"/> | My project does at least one of the following: <ul style="list-style-type: none"> • Establishes setting and mood appropriate to the 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 |

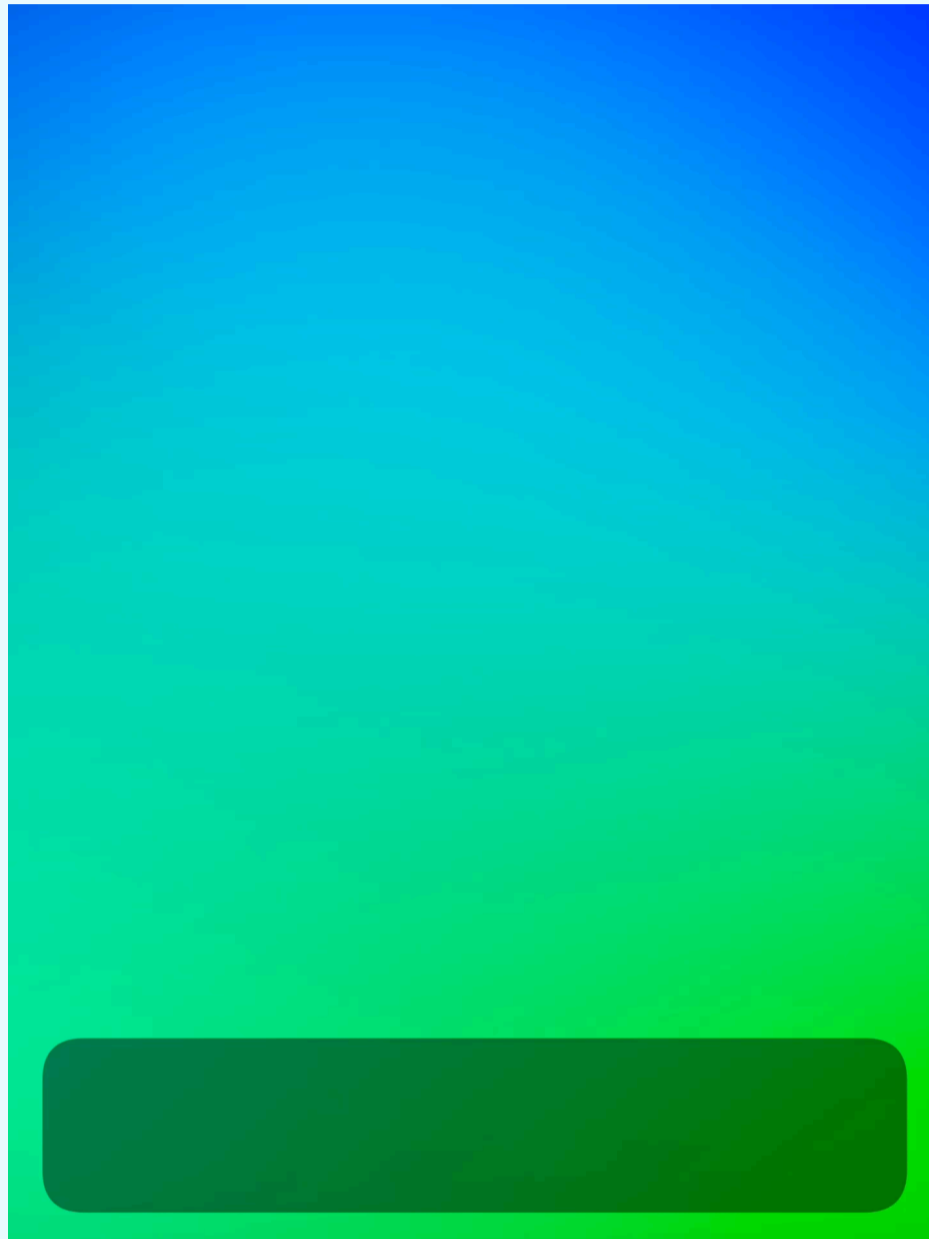
Once you've reviewed your Coaching Introduction Video using the checklist and you feel it's ready to share, place it in the template on page 32.

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

File Size Guidance:
For the best experience uploading your Coaching Portfolio, your final video should be 75 MB or less.



COACHING INSTRUCTION VIDEO



Project Description: Coaching instruction introduction video about myself.

Consider Your Areas for Growth: Creative Technology Skills

Use the following template to identify at least three creative technology skills that you'd like to improve. As a starting point, refer to the self-assessment that you completed in 6.3 Activate.

For each skill you identify as an area for growth, provide the following:

- Your assessment of your current level of

Use this scale to assess your proficiency:
1 – I need to significantly develop my ability to do this in my coaching

| Areas for Growth: Creative Technology Skills | | | | |
|--|--|--|---|--|
| Skill | Assessment | Reason | Path | Evidence |
| What skill would you like to build? | What's your current level of proficiency with this skill? | Why do you want to build this skill? How will it benefit your school or district? | How will you build this skill? What's your timeline? | How will you know you've built this skill? How can you assess its effectiveness? |
| Skill 1: I would like to be able to better utilize Pages to produce high-quality eTextbooks | I'm at a 3 proficiency level with using Pages, but feel that I could better plan and utilize media features. | Increasing my proficiency at making eTextbooks will encourage teachers to use the 1;1 platform of our school district for efficiently. | Exposure to high-quality eBooks and eTextbooks. Increasing my planning timeline to better organize the chapters and content. A timeline of several months per book. | Teachers will utilize the eTextbook. Students will refer to it as an information resource. I would get feedback from both teachers and students to modify it for increased efficiency and usefulness. |
| Skill 2: Use Numbers to produce graphs | I am at a strong 2 with Numbers in general | Students and teachers better understand ideas with graphs. I could better communicate ideas with these. | I need to use measurable data to build these. I would use a timeline of several weeks to build this skill. | There would be an increase in the use of graphs in my presentations and instruction. Audience feedback would provide insight to the success of the graphs. |
| Skill 3: Use GarageBand to lead student creativity projects | I am at a 3 with GarageBand. | I see so many possibilities with GarageBand to unlock student and teacher creativity. | Using GarageBand to make instructions for projects. This would take several weeks. | Students would use the recordings as needed to finish products. |
| Comments and Notes: | | | | |

Consider Your Areas for Growth: Creative Technology Skills

Once you've completed the template above, use the table below to ensure your work meets all requirements, and make changes if necessary. Draw or drag a checkmark to evaluate your work.

| Areas for Growth: Creative Technology Skills | | | | |
|--|---|--|---|--|
| Skill What skill would you like to build? | Assessment I've considered my previous coaching experiences and what I've learned in the course. | Reason I've explained how this skill will help my school or district. | Path I've outlined clear steps with a reasonable timeline for how I'll build this skill. | Evidence I've identified how I'll assess my growth in this skill. |
| Skill 1: <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Skill 2: <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Skill 3: <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Comments and Notes: | | | | |

Continue revising the table on the previous page with your areas for growth until you feel that it's ready to share with others.

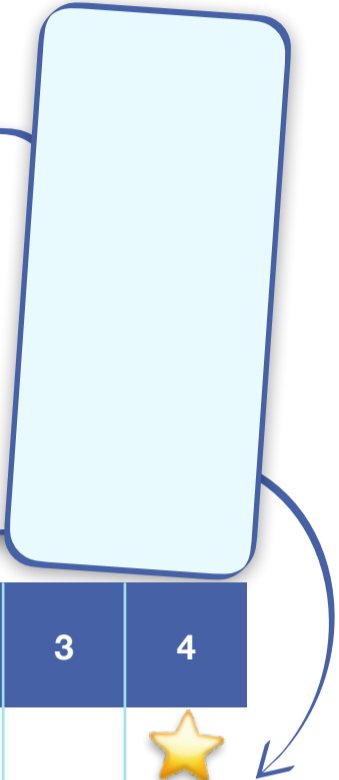


Reassess Your Coaching Skills

Complete a new self-assessment of your coaching skills. You learned about these skills and assessed your own proficiency in Unit 2 — now you'll revisit the same questions. Take note of where you've gained confidence and what areas for growth you now want to focus on. 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 I need to develop this skill further in my coaching
- 3 – I'm generally strong in this area, but I want to use this skill more in my coaching
- 4 – I'm confident about applying this skill consistently in my coaching



| Interpersonal Skill | What It Looks 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 | | | | ★ |

Reassess Your Coaching Skills

Areas for Growth

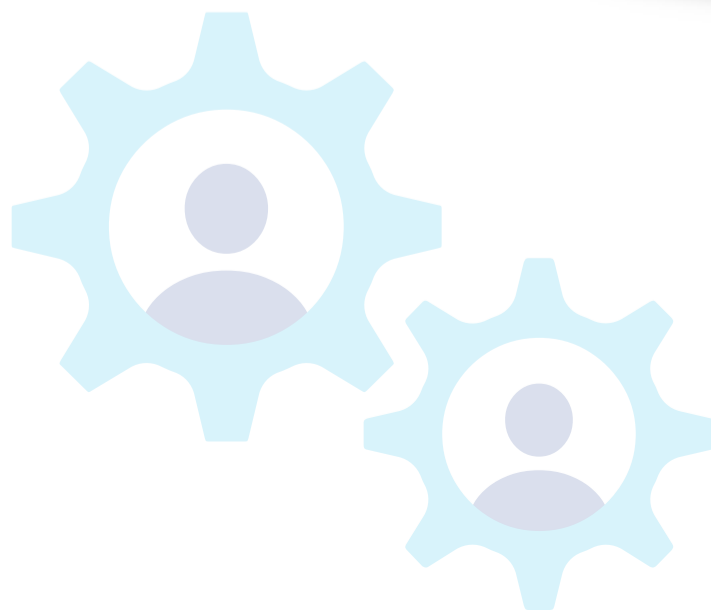
To continue building your coaching skills, identify one or more interpersonal skills that you want to improve. Pick skills you find challenging, and make it a priority to develop them. After you've finalized two Coaching Cycle Canvases, you'll have a chance to create a plan for improvement and identify additional coaching skills you'd like to develop.

One or more interpersonal skills I want to improve are:

Active Listening; Recaps and Validation; Rephrasing learners' responses to verify that they understand.

How can you make sure that you're prioritizing skills that are harder for you as well as the easier ones?

Allowing myself more reflection and closing time at the end of a presentation or lesson to make sure that my audience feels heard and that their questions have been sufficiently flushed-out with ideas and responses.



Finalize Your First Coaching Cycle Canvas

To finalize your first Coaching Cycle Canvas, you'll build on work you started in Unit 3.

Begin by reviewing the Coaching Cycle Canvas that you created with a peer in 3.4 in your Unit 3 Coaching Journal. You already filled out the Inquire, Plan, and Act steps. Now it's time to fill in the Reflect step.

Step 1: Revisit Your Work in Unit 3

Review the scenarios you explored in Coaching Cycle Run-Through: Inquire, Plan, and Act (3.4). Choose one scenario, and copy the Inquire, Plan, and Act steps from that Coaching Cycle Canvas into the Coaching Cycle Canvas on the following pages.

Step 2: Finish the Coaching Cycle Canvas

Now, imagine how the rest of the cycle played out in this scenario. Using the details of the scenario you chose from 3.4, fill in the Reflect step to complete the Coaching Cycle Canvas.

Reflect

- Include a reflection from the teacher addressing at least one thing that went well and one area for growth
- Include at least one coach reflection
- Provide additional information in the Coaching Notes section



Finalize Your First Coaching Cycle Canvas

Here's an example of what a completed Coaching Cycle Canvas might look like:

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 that use 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: October 7 **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. & 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

Reflect

Date of Reflection: November 4
Reflection Topic: Student familiarity with technology

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?

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 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



Finalize Your First Coaching Cycle Canvas

Coaching Cycle Canvas

Coach: John Malloy Teacher: Melissa G.

Inquire

Teacher's Goals

Students will be able to make an atom using Motion Graphic -
Using KeyNote to Create an Animated Drawing - allows students to really explore the app. Shows

Progress Measurement

This project and learning will be graded by completion of the motion graphic and daily progress with the work-flow steps that are set-up by the teacher and coach.

Technology Skills and Attitudes

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

Coaching Notes

Recommend good practices with updating iPads software.

Plan

Date of Plan: Winter Semester, approximately 3 weeks **Expected Completion Date:** December

Coaching Activities

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

Coaching Notes


Finalize Your First Coaching Cycle Canvas

| Coaching Cycle Canvas | | Coach: | Teacher: | | | | | | | | |
|---|--|-------------------|--------------|---------------------------|---------------------------------|--------------------|--|---|--|--|--|
| Act | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>Coaching Activity</th> <th>Observations</th> </tr> </thead> <tbody> <tr> <td>Student-generated Product</td> <td>High quality Possible Rubric</td> </tr> <tr> <td>Teacher Engagement</td> <td>Active listening to students Check-in with Catch if a question arises that they don't know.</td> </tr> <tr> <td>Check-in with teacher for desired product accuracy.</td> <td>Reference a teacher-made rubric or the standards of the project that the teacher has communicated to students.</td> </tr> </tbody> </table> | | Coaching Activity | Observations | Student-generated Product | High quality Possible Rubric | Teacher Engagement | Active listening to students Check-in with Catch if a question arises that they don't know. | Check-in with teacher for desired product accuracy. | Reference a teacher-made rubric or the standards of the project that the teacher has communicated to students. | | |
| Coaching Activity | Observations | | | | | | | | | | |
| Student-generated Product | High quality Possible Rubric | | | | | | | | | | |
| Teacher Engagement | Active listening to students Check-in with Catch if a question arises that they don't know. | | | | | | | | | | |
| Check-in with teacher for desired product accuracy. | Reference a teacher-made rubric or the standards of the project that the teacher has communicated to students. | | | | | | | | | | |
| Coaching Notes | | | | | | | | | | | |
| Teacher should provide subject material to build tech activity around | | | | | | | | | | | |
| Reflect | | | | | | | | | | | |
| Date of Reflection: Week before December holiday, after cell project is completed | | | | | | | | | | | |
| Reflection Topic: Was this activity a good way to communicate the anatomy and work-function of parts of a cell? | | | | | | | | | | | |
| Teacher Reflections | | | | | | | | | | | |
| Students seemed genuinely involved with active learning through the process of making their motion graphic of an atom. Some groups had issues getting started, but once they understood the assignment they did great. | | | | | | | | | | | |
| Coach Reflections | | | | | | | | | | | |
| Next time, clearer directions in the beginning would be a great front-loading activity. I would also like to create a better sharing activity to celebrate the learning that took place. | | | | | | | | | | | |
| Coaching Notes | | | | | | | | | | | |
| Use GarageBand to record step-by-step instructions. Invite local biologists to be the audience for student presentations. | | | | | | | | | | | |

Finalize Your First Coaching Cycle Canvas

Step 3: Finalize Your Work

Once you've completed your Coaching Cycle Canvas, use the checklist below to assess your work, and make changes if necessary. Draw or drag a checkmark to evaluate your work.

| Coaching Cycle Canvas | |
|---|--|
|  | Inquire |
| | <input checked="" type="checkbox"/> The teacher's goals are appropriate for student needs |
| | <input checked="" type="checkbox"/> The strategies for measuring progress include collecting both qualitative and quantitative data |
| | <input checked="" type="checkbox"/> The goals for the project are appropriate for the teacher's level of comfort with technology |
| | Plan |
| | <input checked="" type="checkbox"/> The planned activities are appropriate for the teacher's goals |
| | <input checked="" type="checkbox"/> The teacher's role and my role, as the coach, in the planned activities are clear |
| | <input checked="" type="checkbox"/> The time frame for the planned activities is reasonable and provides enough time to make changes to the plan if needed |
| | Act |
| | <input checked="" type="checkbox"/> Follow-up for planned activities is clearly defined and appropriate to the activity |
| | <input checked="" type="checkbox"/> Coaching notes add details about anything important that happened during the Act step |
| | Reflect |
| | <input checked="" type="checkbox"/> The teacher identifies at least one thing they did well and one area for growth |
| | <input checked="" type="checkbox"/> The teacher's area for growth is related to the goals and activities from the Coaching Cycle |
| | <input checked="" type="checkbox"/> I identify an appropriate area where I, as the coach, can continue supporting the teacher |

Continue revising your first Coaching Cycle Canvas until you feel that it's ready to share with others.

Create Your Second Coaching Cycle Canvas

You'll base your second Coaching Cycle Canvas on a scenario of your own choosing. Create a plan for a teacher or scenario you plan to or will likely work with. You can use the teachers and scenarios you worked with in Units 3 and 4 for inspiration.

Step 1: Describe the Scenario

Briefly describe the scenario below.

Teacher Perspective

Several teachers at a specific grade-level who are new to the school district and to teaching who are technical savvy but are not skilled with incorporating applications into curriculum content.

You are working on Sea Otters rolls in the food chain around the local community.

After a school field trip to the local science discovery lab, teachers want to bring the lessons back to the classroom, to go over key concepts.

Coach Perspective

Principal asked coach to work with the grade-level team to develop a way to highlight key concepts of the field trip back to classroom to focus on science ideas that are part of the curriculum.

Teachers have basic knowledge of iPad applications but not comfortable to build a grade-wide resource for all the students at that level for other teachers to use.

Coach's Task

Work with all teachers at that school and/or district-wide to develop a technology resource tool that can be used to either front-load students' knowledge about the topic of sea otters or be used as a closing activity for the field trip and science alb experience.



Create Your Second Coaching Cycle Canvas

Step 2: Finish the Coaching Cycle Canvas

Fill in the Coaching Cycle Canvas below and on the next page with the Inquire, Plan, Act, and Reflect steps.

Tip: You may want to refer back to the sample of a completed Coaching Cycle Canvas on page 38.

Coaching Cycle Canvas

Coach:

Teacher:

Inquire

Teacher's Goals

Students will know that sea otters are a keystone species in Kodiak Islands food web. Teachers will help plan, build, and share an eBook relating to sea otters as a keystone species.

Progress Measurement

Students will be assessed by their participation in in-class readings and lab completions at the science lab in the trip. Classroom discussions will also play a part in assessment.

Technology Skills and Attitudes

Planning with teachers will take the most time for this project. Topics of chapters, content they want within each chapter, and interaction with the eBook are all considerations that stakeholders need to give input on.

Coaching Notes

Plan

Date of Plan: Spring Semester **Expected Completion Date:** May 7th

Coaching Activities

| What | Coach's Task | Teacher's Task | When and Where |
|------------------------|--|---|---|
| Familiarize Pages Tabs | Walk through teachers with the eBook building tabs | Build a basic eBook during the walk-through | Small group setting during after school PD session. |
| How to share documents | Highlight the several ways that doc.s can be shared through Pages. | Turn and save their eBook into a ePub document to share with others | At the end of the PD session. |

Coaching Notes

Create Your Second Coaching Cycle Canvas

Coaching Cycle Canvas

Coach: John Malloy

Teacher: Grade 4 Teachers

Act

| Coaching Activity | Observations |
|---|---|
| Small group after school PD meetings with teachers at each school to introduce iPad application of Pages. Also MacBook version. | Create basic step-by-step flow for the Pages tutorial to specifically make an eBook. What media resources should be collected to have ready to be used? |
| After building a basic eBook, teachers learn how to turn document into an ePub and share it with others. | Once teachers have built their resource library of content that they want in the sea otter eBook, we need effective ways to give information to students. |
| Check-in with teachers to introduce downloading and using the eBook with their | Needed multiple qr codes that would take students to webpage where the downloadable |

Coaching Notes

Reflect

Date of Reflection: First week of May, after lab visit

Reflection Topic: What would happen if sea otters ate all the sea urchins around Kodiak?

Teacher Reflections

The eBook added a great tool for students to read or interact with when in-class hands-on activities were completed. It also served as a great resources for students to search for deeper-thinking answers to questions.

Coach Reflections

The eBook will be a work-in-progress to better accommodate student and teacher needs year-by-year. Ideas for other eBook topics were also a useful way of keeping the momentum of the technology tool with teachers.

Coaching Notes

Create Your Second Coaching Cycle Canvas

Step 3: Finalize Your Work

Once you've completed your Coaching Cycle Canvas, use the checklist below to assess your work, and make changes if necessary. Draw or drag a checkmark to evaluate your work.

| Coaching Cycle Canvas | |
|-------------------------------------|--|
| Inquire | |
| <input checked="" type="checkbox"/> | The teacher's goals are appropriate for student needs |
| <input checked="" type="checkbox"/> | The strategies for measuring progress include collecting both qualitative and quantitative data |
| <input checked="" type="checkbox"/> | The goals for the project are appropriate for the teacher's level of comfort with technology |
| Plan | |
| <input checked="" type="checkbox"/> | The planned activities are appropriate for the teacher's goals |
| <input checked="" type="checkbox"/> | The teacher's role and my role, as the coach, in the planned activities are clear |
| <input checked="" type="checkbox"/> | The time frame for the planned activities is reasonable and provides enough time to make changes to the plan if needed |
| Act | |
| <input checked="" type="checkbox"/> | Follow-up for planned activities is clearly defined and appropriate to the activity |
| <input checked="" type="checkbox"/> | Coaching notes add details about anything important that happened during the Act step |
| Reflect | |
| <input checked="" type="checkbox"/> | The teacher identifies at least one thing they did well and one area for growth |
| <input checked="" type="checkbox"/> | The teacher's area for growth is related to the goals and activities from the Coaching Cycle |
| <input checked="" type="checkbox"/> | I identify an appropriate area where I, as the coach, can continue supporting the teacher |

Continue revising your second Coaching Cycle Canvas until you feel that it's ready to share with others.

Consider Your Areas for Growth: Coaching Skills

Use the following template to identify at least three coaching skills you'd like to improve. As a starting point, refer to the self-assessment that you completed in 6.4 Activate. Then identify the three skills you'd like to build.

For each skill you identify, note the following:

- Your current level of proficiency
- Why you've chosen to focus on building the skill
- How and when you'll work on increasing your confidence or proficiency
- How you'll measure whether you've built the skill

Use this scale to assess your proficiency:

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

Areas for Growth: Coaching Skills

| Skill | Assessment | Reason | Path | Evidence |
|---|---|--|--|---|
| What skill would you like to build? | What's your current level of proficiency with this skill? | Why do you want to build this skill? How will it benefit your school or district? | How will you build this skill? What's your timeline? | How will you know you've built this skill? How can you assess its effectiveness? |
| Skill 1: Nonverbal Communication Body Language and Movement | 3 | I would like to develop more of an 'open' body language when I am addressing teachers and students to promote more conversation. | Work on body movement when addressing an audience. Try and do this daily, with each presentation opportunity. | Provide more opportunities for body movement with me, but also my audience. More breaks. More small group movement. |
| Skill 2: Active Listening Recaps and Validation | 3 | This encourages audience members to retain attention, and provides opportunities to interact with peers. | Provide sharing opportunities within presentation. Countdown clock within presentation. Try and do this daily, with each presentation opportunity. | Encourage more small group conversation and sharing. |
| Skill 3: Active Listening Inviting learners to speak, and refer to their previous comments | 3 | I want my audience to be reassured that I am hearing what they are saying and addressing their questions. | Answering questions my referencing their concern within my answer. | At the end of the PD or coaching sessions, I would ask the audience for a question and answer session to make sure I'm addressing all their comments. |

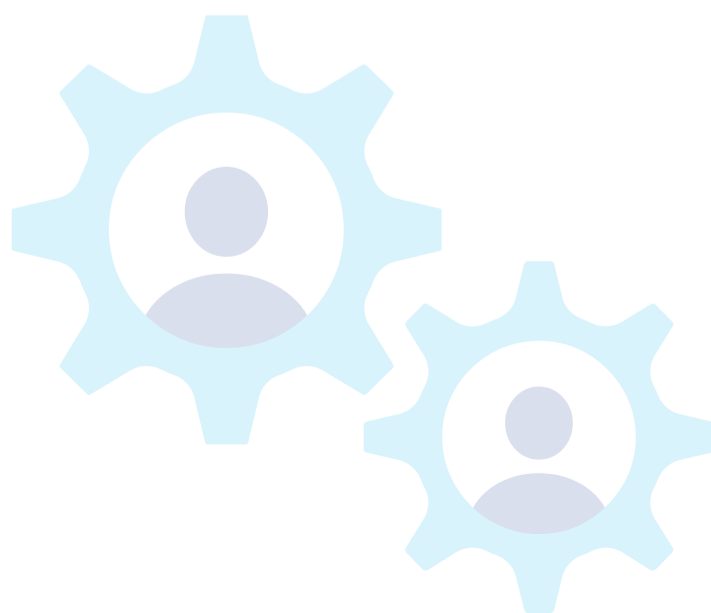
Coaching Portfolio
Comments and Notes:

Consider Your Areas for Growth: Coaching Skills

Once you've completed the template above, use the table below to assess your work, and make changes if necessary. Draw or drag a checkmark to evaluate your work.

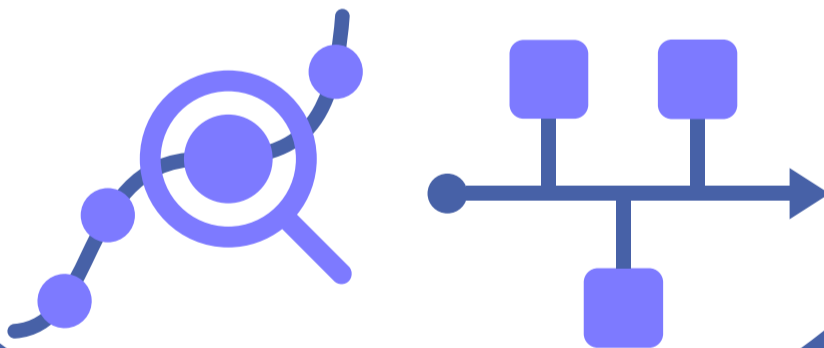
| Areas for Growth: Coaching Skills | | | | |
|--|---|--|---|--|
| Skill What skill would you like to build? | Assessment I've considered my previous coaching experiences and what I've learned in the course. | Reason I've explained how this skill will help my school or district. | Path I've outlined clear steps with a reasonable timeline for how I'll build this skill. | Evidence I've identified how I'll assess my growth in this skill. |
| Skill 1: <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Skill 2: <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Skill 3: <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Comments and Notes: | | | | |

Continue revising the table on the previous page with your areas for growth until you feel that it's ready to share with others.





Coaching Action Plan



Developing Your Coaching Action Plan

Review the work you've already done on each component of your Coaching Action Plan, and think about how you'd summarize the key ideas at a high level.

| Coaching Action Plan Components |
|---|
| <p>Coaching Goals (5.3 Apply)</p> |
| <p>Key Ideas:</p> <p>Make sure that there is a clear goal of improving academic performance. There is some flexibility with the types of devices that teachers are willing to provide support on. I would have probably listed the specific devices or resources that I would cover and the grades or subjects that they pertained to.</p> |
| <p>Coaching Activities (5.4 Apply)</p> |
| <p>Key Ideas:</p> <p>Co-teaching - Being a active coach to support teachers trying something new with technology should provide confidence to the teacher that I will back them up when needed.</p> <p>Co-Planning - Face-to-face interactions to give realistic, step-by-step workflows for the teacher will help with successful implementation.</p> <p>Mini-workshops - Front-loading ideas in areas of interest for staff would be a great way to be present and available to staff that might not normally seek me out.</p> <p>Technology Playgrounds - Who doesn't like some free time with technology? Staff might have heard about something techie-related and this work help me know what their interests are.</p> |
| <p>Evidence of Success (5.5 Apply)</p> |
| <p>Key Ideas:</p> <p>Teachers will inquire about past projects that they have heard about, seen, or were a part of in the past. Teachers will take projects and make them their-own.</p> |
| <p>Timeline (5.6 Apply)</p> |
| <p>Key Ideas:</p> <p>Involve the building admin and bring them into the process so they have a sense of the planning and work-flow needed to make their teachers successful.</p> |

Create Your Coaching Action Plan Canvas

You evaluated sample planners in your Unit 5 Coaching Journal. Now you'll create your own planners to complete your Coaching Action Plan. You'll use these planners to build a Coaching Action Plan Canvas at the end of this activity.

Step 1: Finalize Your Coaching Goals

Review the draft goals in your Coaching Action Plan Tracker, and implement any revisions you noted in 5.3 Apply. Complete the planners on this page and the next, then use the checklist on page 52 to evaluate your work.

| 1 Coaching Goal Planner | |
|---|--|
| Draft Goal | Alignment |
| Increase student engagement and ownership with their academic pursuits. | The school district that I work in would like to see teachers be able to utilize technology, specifically iPads that students have, to empower learning and raise test scores. |
| Purpose | |
| Build confidence within the teaching community in my district so teachers will be supported with learning and expanding the ways to utilize our 1:1 iPads. | |
| Parameters | |
| Setting aside time in a rotating schedule to set-up technology learning opportunities for individual schools. Help Desk sessions via the school district's video conferencing applications. Whole group PD session opportunities during inservice days. Co-teaching and co-planning support prior to lessons. | |
| Priorities | |
| While this goal is very important to the school board and building administration, it will take time to build trust with the staffs in various buildings and trust needs to be built over time. | |
| Revised Goal | |
| Sharing successful ways that other teachers have integrated technology into lessons and what defined those activities as successful to help build future lessons with current teachers. | |



Create Your Coaching Action Plan Canvas

2 Coaching Goal Planner

Draft Goal

Build staff confidence and exposure to technology that will extend learning opportunities for their learners.

Alignment

Empowers teachers to take advantage of the local experts in the fields of study that they are instructing upon in their classrooms.

Purpose

I want to help teachers utilize technology tools to connect students to community members that will share information and show learners that what they are learning in school has real-world applications for future employment.

Parameters

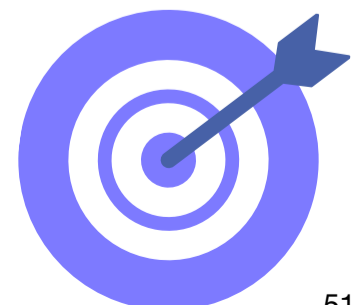
I will plan mini-lessons for teachers that I will incorporate several local experts in our community with, covering a variety of topics. At the end of the lessons, more exploring as to how we could cater to specific subject areas.

Priorities

This is a medium priority. It would initially be important for the teacher to get familiar with the app or tools that are needed to connect parties. What questions need to be asked and answered? What context should the discussion be framed? Many questions that should be talked out before the connection occurs.

Revised Goal

Over the first several professional development days of the school year, build learning opportunities for staff to get familiar with connective application that they can access to communicate with experts in fields of study.



Create Your Coaching Action Plan Canvas

Step 2: Evaluate Your Coaching Goals

Use the checklist below to assess your work, and make changes if necessary. Draw or drag a checkmark to evaluate your work.

| Coaching Goals | |
|-------------------------------------|---|
| Coaching Goal Planner 1 | |
| <input checked="" type="checkbox"/> | Purpose: I clearly explain what I want to achieve and why |
| <input checked="" type="checkbox"/> | Parameters: I take into account the needs of my school or district to make my goal concrete and actionable |
| <input checked="" type="checkbox"/> | Priorities: I describe my priorities for this goal, its importance relative to other goals, or both |
| Coaching Goal Planner 2 | |
| <input checked="" type="checkbox"/> | Purpose: I clearly explain what I want to achieve and why |
| <input checked="" type="checkbox"/> | Parameters: I take into account the needs of my school or district to make my goal concrete and actionable |
| <input checked="" type="checkbox"/> | Priorities: I describe my priorities for this goal, its importance relative to other goals, or both |

Continue revising your Coaching Goal Planners until you feel that they're ready to share with others.



Create Your Coaching Action Plan Canvas

Step 3: Finalize Your Coaching Activities

Review the draft coaching activities in your Coaching Action Plan Tracker, and implement any revisions you noted in 5.4 Apply. Complete the planners below, then use the checklist on page 54 to evaluate your work.



1 Coaching Activity Planner

Activity

Co-Planning - Face-to-face interactions to give realistic, step-by-step workflows for the teacher will help with successful implementation.

Goal

Provide face-to-face interactions to give realistic, step-by-step workflows for teacher swill help with successful implementation.

Audience

Staff in one-to-one settings or potentially in grade-level or subject-level small groups.

Reason for This Activity

Transparency with what is being taught.

Common language with instruction,

Peer support with learning, and different perspectives on instructions.

2 Coaching Activity Planner

Activity

Mini-workshops

Goal

Front-loading ideas in areas of interest for staff would be a great way to be present and available to staff that might not normally seek me out.

Audience

Staff of elementary buildings that I work with.

Reason for This Activity

Getting an audience who feels that they are ready or willing to try something new or that they may have heard about. Exposure to possible instructional options.

Create Your Coaching Action Plan Canvas

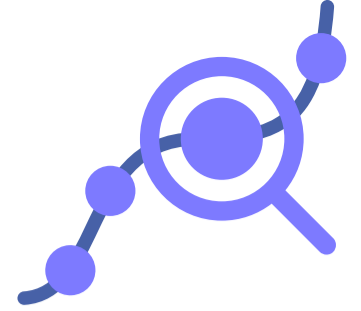
Step 4: Evaluate Your Coaching Activities

Use the checklist below to assess your work, and make changes if necessary. Draw or drag a checkmark to evaluate your work.

| Coaching Activities | |
|-------------------------------------|--|
| Coaching Activity Planner 1 | |
| <input checked="" type="checkbox"/> | Goal: The activity is matched to an appropriate coaching goal |
| <input checked="" type="checkbox"/> | Audience: The activity is appropriate for the audience |
| <input checked="" type="checkbox"/> | Reason for This Activity: The activity has a reason that aligns with the vision and values of my school or district |
| Coaching Activity Planner 2 | |
| <input checked="" type="checkbox"/> | Goal: The activity is matched to an appropriate coaching goal |
| <input checked="" type="checkbox"/> | Audience: The activity is appropriate for the audience |
| <input checked="" type="checkbox"/> | Reason for This Activity: The activity has a reason that aligns with the vision and values of my school or district |

Continue revising your Coaching Activity Planners until you feel that they're ready to share with others.





Create Your Coaching Action Plan Canvas

Step 5: Finalize Your Evidence of Success

Review the draft evidence of success in your Coaching Action Plan Tracker, and implement any revisions you noted in 5.5 Apply. Complete the planners below, then use the checklist on page 56 to evaluate your work.

1 Evidence of Success Planner

Goal

Increase student engagement and ownership with their academic pursuits.

Data to Collect

Twice a week progress check-in with students to see how project progression is happening.
Possible cross-application activities with other class projects.

How I'll Share This Data

Post-lessons meeting with teacher or teachers if this is a subject specific coaching opportunity.

2 Evidence of Success Planner

Goal

Build staff confidence and exposure to technology that will extend learning opportunities for their learners.

Data to Collect

Number of teachers who utilized community experts.
Number of times certain local experts were contacted by teachers.

How I'll Share This Data

Staff meeting and building PD time will be an appropriate time to highlight the data.

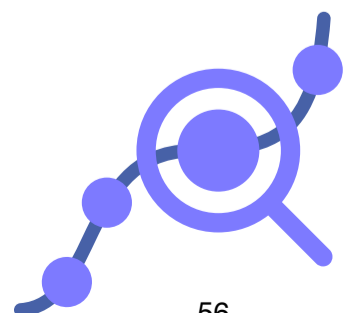
Create Your Coaching Action Plan Canvas

Step 6: Evaluate Your Evidence of Success

Use the checklist below to assess your work, and make changes if necessary. Draw or drag a checkmark to evaluate your work.

| Evidence of Success | |
|--------------------------------------|--|
| Evidence of Success Planner 1 | |
| <input checked="" type="checkbox"/> | Goal: My evidence of success is appropriate for my coaching goal |
| <input checked="" type="checkbox"/> | Data to Collect: My evidence of success includes both quantitative and qualitative data |
| <input checked="" type="checkbox"/> | How I'll Share This Data: I have a clear, actionable plan for how I'll share my evidence of success with others |
| Evidence of Success Planner 2 | |
| <input checked="" type="checkbox"/> | Goal: My evidence of success is appropriate for my coaching goal |
| <input checked="" type="checkbox"/> | Data to Collect: My evidence of success includes both quantitative and qualitative data |
| <input checked="" type="checkbox"/> | How I'll Share This Data: I have a clear, actionable plan for how I'll share my evidence of success with others |

Continue revising your Evidence of Success Planners until you feel that they're ready to share with others.



Create Your Coaching Action Plan Canvas

Step 7: Finalize Your Timeline

Review the draft timeline in your Coaching Action Plan Tracker, and implement any revisions you noted in 5.6 Apply. Complete the planners on this page and the next, then use the checklist on page 59 to evaluate your work.

1

Coaching Activity: Familiarize staff with the possibilities of Pages to create documents and more. Build staff confidence and exposure to technology that will extend learning opportunities for their learners.

Dates, Times, and Locations: August 14-18 at New Teacher Inservice and then again during

Task 1:

Plan basic walk-through of Installing Pages on iPads with teachers. Highlight the options within documents and eBooks for themselves or students.

Have key points and cheatsheets ready for new teachers by August 14.

Task 3:

Offer some rubrics used by other teachers to offer their students for productions of finished pieces. Use time to customize or build individual rubrics within small groups.

Task 2:

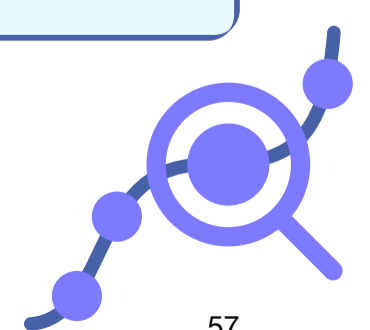
Teachers brainstorm content areas that they teach and offer input for projects that they currently do or want to do that would benefit from Pages.

Have some example ePubs ready for teachers to download and look at.

Task 4:

Prepare sample book for students to see in their class that will highlight rubric features that individual teachers want their students to see and discuss.

Closing activity that teachers can have on the last day of PD.



Create Your Coaching Action Plan Canvas

2

Coaching Activity: Increase student engagement and ownership with their academic pursuits using multimedia.

Dates, Times, and Locations: Biweekly in-class meetings/observations of multimedia.

Task 1: During the first several weeks of the school year, I will schedule in-person meetings or classroom observations.

Pre-lesson meeting with teacher required.

Task 3:

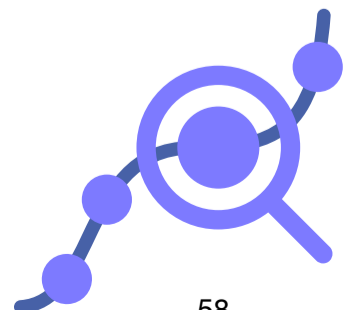
Create a feedback reflection form for both teacher and possibly student for before and after the lesson.

Task 2:

What goals does the teacher want to focus on with multimedia for their students? Create a goal sheet and desired time to help support them.

Task 4:

Make sure student's iPads are updated (that they know how to check and update themselves) and that their microphones and cameras are operational.



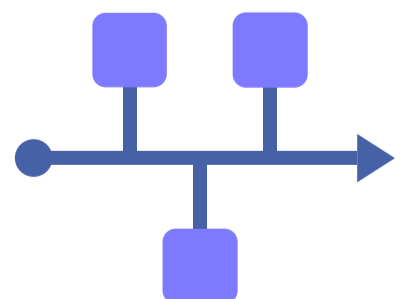
Create Your Coaching Action Plan Canvas

Step 8: Evaluate Your Timeline

Use the checklist below to assess your work, and make changes if necessary. Draw or drag a checkmark to evaluate your work.

| Timeline | |
|-------------------------------------|--|
| Timeline Planner 1 | |
| <input checked="" type="checkbox"/> | I've identified dates, times, and locations for my planned coaching activity |
| <input checked="" type="checkbox"/> | I have at least three clear tasks with deadlines to support the activity |
| <input checked="" type="checkbox"/> | For each task, I've set aside time to do the work needed |
| Timeline Planner 2 | |
| <input checked="" type="checkbox"/> | I've identified dates, times, and locations for my planned coaching activity |
| <input checked="" type="checkbox"/> | I have at least three clear tasks with deadlines to support the activity |
| <input checked="" type="checkbox"/> | For each task, I've set aside time to do the work needed |

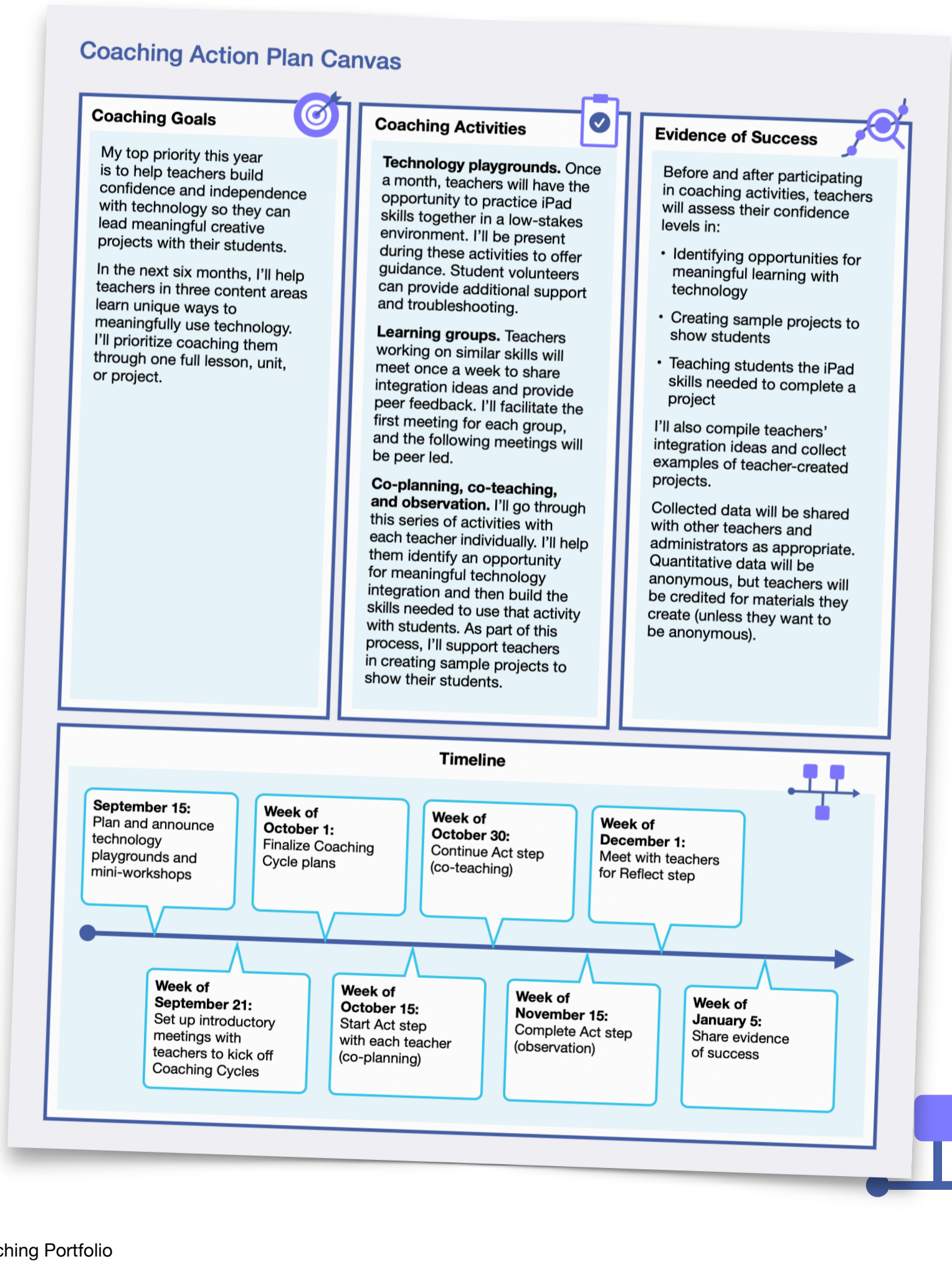
Continue revising your Timeline Planners until you feel that they're ready to share with others.



Create Your Coaching Action Plan Canvas

Step 9: Draft Your Coaching Action Plan Canvas

Use the information from the planners you finalized in the previous steps to create your Coaching Action Plan Canvas on the next page. The canvas should provide a clear overview of your plan for meaningful coaching in your school or district.



Create Your Coaching Action Plan Canvas

Coaching Goals

Build staff confidence and exposure to technology that will extend learning opportunities for their learners.

Increase student engagement and ownership with their academic pursuits.

Coaching Activities

Co-Planning - Face-to-face interactions to give realistic, step-by-step workflows for the teacher will help with successful implementation.

Mini-workshops for front-loading ideas in areas of interest for staff would be a great way to be present and available to staff that might not normally seek me out.

Evidence of Success

Twice a week progress check-in with students to see how project progression is happening. Possible cross-application activities with other class projects. Post-lessons meeting with teacher or teachers if this is a subject specific coaching opportunity.

Collect data on the number of teachers who utilized community experts, as well as the number of times certain local experts were contacted by teachers. Staff meeting and building PD time will be an appropriate time to highlight the data.

Timeline

Plan basic walk-through of Installing Pages on iPads with teachers. Highlight the options within documents and eBooks for themselves or students.

Teachers brainstorm content areas that they teach and offer input for projects that they currently do or want to do that would benefit from Pages.

Offer some rubrics used by other teachers to offer their students for productions of finished pieces. Use time to customize or build individual rubrics within small groups.

Prepare sample book for students to see in their class that will highlight rubric features that individual teachers want their students to see and discuss.

During the first several weeks of the school year, I will schedule in-person meetings or classroom observations.

What goals does the teacher want to focus on with multimedia for their students? Create a goal sheet and desired time to help support them.

Create a feedback reflection form for both teacher and possibly student for before and after the lesson.

Make sure student's iPads are updated (that they know how to check and update themselves) and that their microphones and cameras are operational.

Create Your Coaching Action Plan Canvas

Step 10: Evaluate and Finalize Your Coaching Action Plan Canvas

Use the checklist below to assess your work, and make changes if necessary. Draw or drag a checkmark to evaluate your work.

| Coaching Action Plan Canvas | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | I've included at least two coaching goals for my school or district |
| <input checked="" type="checkbox"/> | I've included at least two coaching activities to support my coaching goals |
| <input checked="" type="checkbox"/> | I've included a clear overview of my evidence of success and how I plan to collect and share it |
| <input checked="" type="checkbox"/> | I've included timelines with action steps that will help me achieve my goals |
| <input checked="" type="checkbox"/> | There's enough information on the canvas that it will make sense to someone who hasn't seen the individual templates |

Continue revising your Coaching Action Plan Canvas until you feel that it's ready to share with others.



Importing and Exporting Files for Your Coaching Portfolio

Some of the activities in your Coaching Portfolio require you to import and export 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:

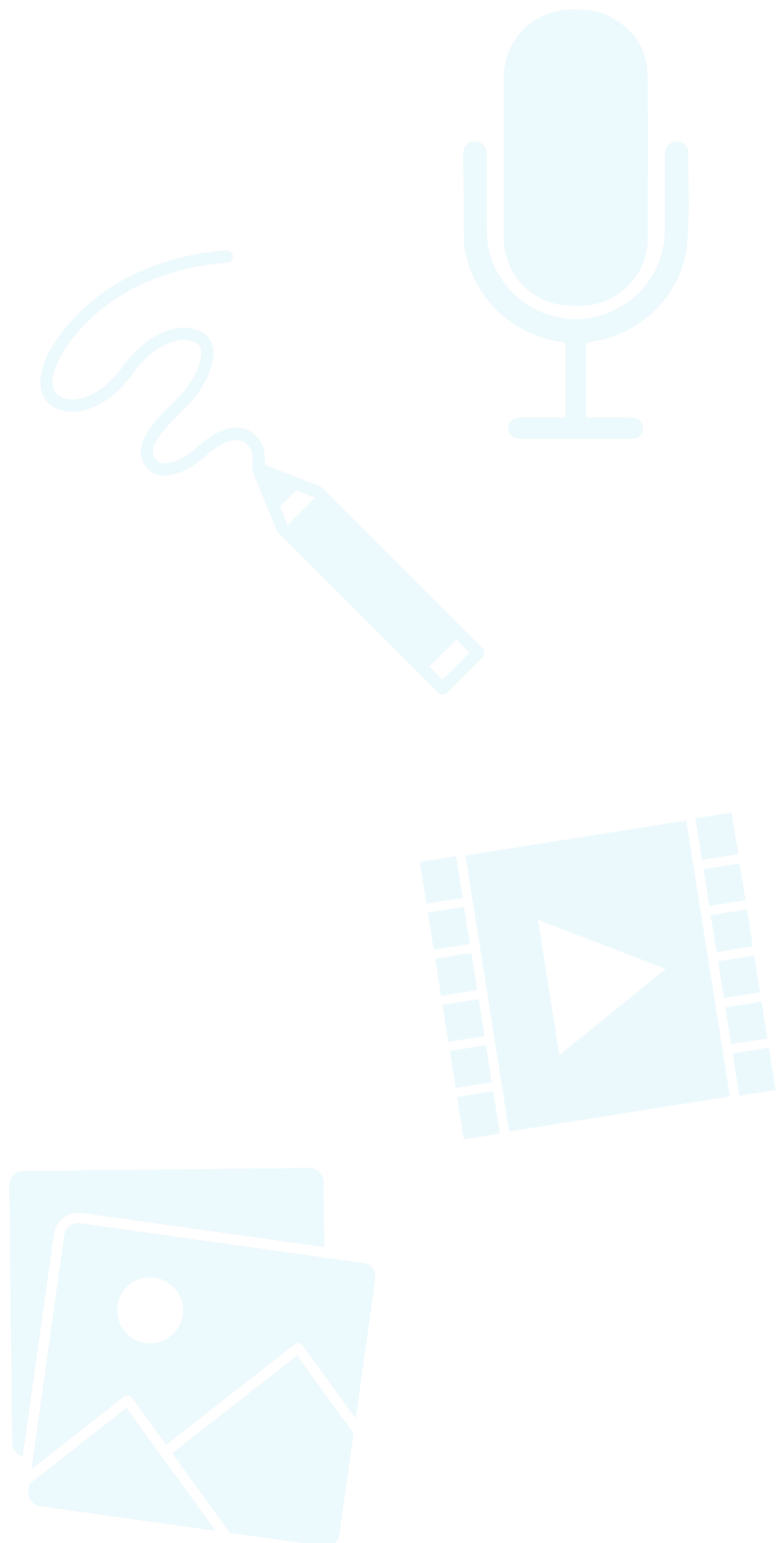
- [Export from GarageBand on iPad](#)
- [Export from GarageBand on Mac](#)

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](#)



Congratulations!

You've completed your Coaching Portfolio. Please submit your completed Coaching Portfolio by your cohort's deadline to be considered for certification as an Apple Learning Coach.



Preparing Your Coaching Portfolio File

When you're ready to submit your Coaching Portfolio, save it as a Pages file and make sure the file size is 999 MB or less. Before uploading your portfolio, ensure that you have a strong, reliable internet connection.

