

Instructional Technology Coaching Action Plan Template

Your Name

Sandra D'Angelo

PERSONAL COACHING STATEMENT

BASED ON WHAT I BELIEVE...

My current VISION of an instructional technology coach isan individual who builds a relationship of trust with a teacher to improve teaching and learning, provide feedback, offer new ideas and new strategies, and use probing questions to find solutions to a problem while integrating technology into their daily lessons.

My STRENGTHS as an instructional technology coach arehaving the ability to develop positive relationships with teachers through respect and trust.

UNIT REFLECTION BRAINSTORM

CDL MOOC-ED Unit	COACHING ACTIVITY	ACTION STEPS <i>What might you DO/PREPARE for this coaching activity?</i>	RESOURCES <i>List ideas, concepts and/or tools you have explored for this coaching activity from your weekly learning.</i>	MONITOR EFFECTIVENESS <i>What evidence might you consider to evaluate progress for this coaching activity?</i>
Unit One	"OUTLINE how you will engage in	Show the video of Instructional Coaching.	Instructional Coaching – helping	To converse and follow up with colleagues to monitor

Coaching Stewarding the Future in Digital Learning & Teaching	effective communication and collaboration with those you coach"	Have my colleagues reflect, ask questions, answer questions. Have colleagues read "The secret to great coaching" article. I would develop questions and or a prompt for them to reflect upon the role of a coach, the issues they face, how to develop probing questions, and how to collaborate and develop the relationships with teachers.	teachers become better educators (video). The secret to great coaching (article) by Les Foltos Utilize the Transformational Coaching Rubric	progress in probing question development and development and implementation of lessons with coach and teacher – and also time to reflect on progress thus far. Reflect using the transformational coaching rubric – converse with coach and teacher to reflect on progression of lessons and responsibilities of each individual.

Unit 1 Reflection | What's one goal you would like to set for yourself the next time you coach (communicate and/or collaborate) with a colleague?

My goal is to spend more time with the teacher to develop those probing questions and discuss them with him/her to promote learning and to ensure engagement of student learning.

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		<i>What might you DO/PREPARE for this coaching activity?</i>	<i>List ideas, concepts and/or tools you have explored for this coaching activity from your weekly learning.</i>	<i>What evidence might you consider to evaluate progress for this coaching activity?</i>

2 A 4Cs Perspective on Personal Learning Networks	<p>IDENTIFY how you might promote the implementation of digital age skills in your school?</p> <p>REFLECT on how you will DEVELOP strategies to employ to extend your PLN as well as the PLNs of your colleagues.</p>	<p>Discussion and Introduction to the 4 C's. (Critical Thinking, Communication, Collaboration, Creativity) – brainstorm how we use these skills in the classroom.</p> <p>Discussion on how to use the 4Cs to Build Professional Capacity in PD in our school and district.</p>	<p>Show the video entitled: Introduction to the 4 C's. (Critical Thinking, Communication, Collaboration, Creativity).</p> <p>Read the article entitled: Becoming a 21st Century School or District: Use the 4Cs to Build Professional Capacity (Step 4 of 7).</p> <p>Introduce PowToon to colleagues.</p>	<p>Have teachers make their own 4C's Coaching Service Announcement using PowToon. Have teachers share their video with the group.</p>

Unit 2 Reflection | In what way(s) did you grow in your relationships and PLNs this week? Incorporate the 4Cs?

It has become clearer to me how our PLN's /PLC's need to encompass the 4C's. As we met in our PLC groups this week at my school, I noticed the communication and overlap of discussion among our groups as well as collaboration among group members. It requires creativity from the whole faculty within our groups to build a strong foundation to support and meet our goals among the PLC's.

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3 Exploring Frameworks Guiding Educators to Enhance and Transform Digital Learning and Teaching	<p>How will TPACK /SAMR shape the kinds of questions you ask those you coach? or co-plan?</p> <p>What methods will you use to gather this information?</p> <p>What strategies might you use during coaching to help grow other’s TPACK?</p>	<p>Further research the SAMR model. Reflect and evaluate a lesson of my own and how it represents one of the four components of the SAMR model to share with colleagues. Also model how a lesson can be changed to meet the categorizes of the SAMR model.</p>	<p>Use the video, Introduction to the SAMR Model (https://www.commonsensemedia.org/videos/introduction-to-the-samr-model).</p> <p>Use the Lino.it activity and the creative commons site to find a logo.</p>	<p>Sharing of colleagues of their lessons and how they are align with the SAMR model.</p> <p>Sharing of colleagues of their Lino.it sticky board and logo that they chose.</p>

Unit 3 Reflection | What did you learn about yourself as you explored the TPACK and SAMR models?

I learned that the importance of reflection and adaptation of the SAMR model to my own teaching practices and lesson planning. This model will help me prioritize concepts and help me to identify which pechnological skills are most practical for the distribution of the material to my students.

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4 Coaching Digital Learning Assessments	What strategies, frameworks, or rubrics will you use as guidance in selecting digital tools/resources to use in your work?	Allow colleagues to view a list of tools and “play” with them. Choose one that they would like to use to support student learning. Use a rubric or checklist to evaluate tool. Begin to develop a lesson incorporating the tool.	Rubrics, rubrics, and more rubrics! 1. Assessment and Rubric (Kathy Schrock’s rubrics) http://www.schrockguide.net/assessment-and-rubrics.html 2. Ways to Evaluate Educational Apps http://learninginhand.com/blog/ways-to-evaluate-educational-apps.html 3. Growing the List: 50 digital educational	Colleagues share the lesson they created using one of the tools (Pear Deck, etc)– show how they used it, reflect on student outcomes and achievement, report out on positives and negatives of the use of the tool- reflect on how to better improve future lessons using the same tool or a different tool.

			<p>tools tools and apps for FA success</p> <p>https://www.nwea.org/blog/2015/growing-list-50-digital-education-tools-apps-formative-assessment-success/</p> <p><u>TOOLS:</u></p> <ol style="list-style-type: none"> 1. <u>Edpuzzle</u> 2. <u>Educreations</u> 3. <u>Kahoot</u> 4. <u>Pear Deck</u> 5. <u>Nearpod</u> 	
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Unit 4 | Deep Reflection | What insights have you gained upon completing the [Transformational Coaching Rubric](#)?

After completing the Transformation Coaching Rubric my eyes opened very wide after reflecting on each element. I did not realize there were so many elements, key components, and important responsibilities to uphold this role. It has not discouraged my but rather motivated me. Although I am in the beginning stage of the elements, I feel as though this is a learning process for me and it will allow me to grow as a professional. I will have the opportunity to set goals for myself and meet those goals alongside of my colleagues.

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<p>5 Digital Citizenship Cultivating a Safe and Responsible Digital Culture</p>	<p>BRAINSTORM how you might prepare to coach others to model expected Digital Citizenship elements/concepts: what areas of Digital Citizenship do you feel you should address first? What are your high priority areas?</p>	<p>Reflect on current Digital Citizenship Program in my school/district. Then develop a Digital Citizenship Program and Curriculum for the district and or school.</p> <p>Discuss and reflect upon current methodologies of incorporating technology and the incorporation of digital literacy in the classroom.</p> <p>Discuss development of Digital Literacy Curriculum.</p> <p>Table the discussion or idea of offering and providing professional development on Digital Citizenship for our</p>	<p>Video: The Importance of Teaching Digital Citizenship - Common Sense Media</p> <p>Article: What Digital Literacy Looks Like in the Classroom. http://www.edweek.org/tm/articles/2014/10/29/ctq_crowley_digital_literacy.html</p> <p>Video: Safe Online Talk https://www.youtube.com/watch?v=17QRIC_HnU94</p> <p>Article: Technology, Coaching, and Community : Power Partners for Improved</p>	<p>Reflection from discussions among teachers, staff, principals, and administration to follow through with the development of professional development for teachers on the following:</p> <ol style="list-style-type: none"> 1. Digital Citizenship 2. Digital Literacy 3. Digital Literacy Curriculum <p>Determine what workshops will be offered, when they will be offered, survey the staff to see what their needs are about the ideas above and survey the staff to see what they know or do not know about the above ideas – develop workshops based on the knowledge and needs of the teachers.</p>

		<p>students and Digital Literacy.</p> <p>Propose and develop professional Development on how to teach our students to be “Super Digital Citizens.”</p>	<p>Professional Development in Primary and Secondary Education Source: ISTE http://www.instructionalcoach.org/images/downloads/ISTE_Whitepaper_June_Final_Edits.pdf</p> <p>Video: Super Digital Citizens https://www.teachingchannel.org/videos/teaching-digital-citizenship</p> <p>Video: Teaching Channel Presents Digital Literacy in the Classroom Author: Teaching Channel https://www.teachingchannel.org/videos/tch-presents-digital-literacy</p>	
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Unit 5 Deep Reflection | What was the most challenging part of coaching Digital Citizenship for you?

The most challenging part of coaching Digital Citizenship for me was determining where I should begin. One of the most important takeaways I found in a resource was the designing and developing of digital age learning experiences and assessments. My

district is strongly encouraging us to jump on board to Google Classroom by using a Chrome Book. This digital tool, Google Classroom, is changing and shaping a new digital age of the dissemination of information to our students. As an educator, it is my responsibility that my students, when they are in my presence working on Google Classroom and the resources I have provided to them, are being respectful of themselves and others, protect their private information, avoid cyberbullying, and are being safe and appropriate when they are online. Technology and digital literacy go hand in hand. Educators need to understand and be comfortable with their role in teaching and using technology in their classroom. We must be digitally literate – “Digitally literate people are those who “can use technology strategically to find and evaluate information, connect and collaborate with others, produce and share original content, and use the Internet and technology tools to achieve many academic, professional, and personal goals.” (Crowley) We have to become familiar and comfortable with 21st century learning and teaching, including those technological tools.

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6 Accelerating Innovation Studio	Consider the notes you have taken in Units 1-5. Prioritize your goals for instruction and practice. How do you plan to share your learning	Offer a workshop to my colleagues to share these resources to encourage them to integrate technology.	Use the article entitled, “Future Ready Schools: Empowering Educators through Professional Learning toolkit” http://tech.ed.gov/future-ready/professional-learning/	Reflection and follow up with colleagues and educators during PD workshops and or by observing lessons within the classroom.

	with others?		Use the article entitled, "The Technology Integration Matrix" and use the interactive matrix associated with this article. http://fcit.usf.edu/matrix/matrix.php	
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Unit 6 Deep Reflection | How do you plan to share what you have learned in this course, and what you have synthesized above with those you work with, with those you support?

I plan to share what I have learned in this course with my colleagues by offering an after school workshop for colleagues to become more familiar of the steps that need to be taken to become or work with an effective instructional technology coach. I also plan on sharing this knowledge with my team of teachers during common planning time. Also, sharing within my academic department in my school. I have increased the use of technology in my classroom this year, however, there is always room for improvement and I can certainly find ways to change and integrate technology within my lessons.

PERSONAL Coaching Statement REVISITED | How has your personal coaching vision evolved from your initial thoughts in Week/Unit One?

I truly believe that I hold the confidence in being a coach and teaching educators how to integrate more technology within their lessons. I have an excellent rapport with my colleagues and intend to follow through with points I had made in Unit 5 Deep Reflection to help my school to become familiar and comfortable with 21st century learning and teaching by using technology.

PLANNING WITH THE END IN MIND | NEXT STEPS
HABITS OF MIND

Based on your reflection and notes above, consider these HABITS OF MIND and your plan of action.

AREA OF FOCUS	QUESTIONS TO CONSIDER	PLAN OF ACTION	OBSERVABLE/ MEASURABLE RESULTS
<p>BUILDING YOUR CULTURE THOUGHT FRAMEWORKS</p>	<p>What models for digital learning and teaching do you endorse, model and share with your stakeholders?</p> <p>What are the two to three biggest changes in our society in the past 25 to 30 years? How will this impact your students?</p> <p>What are two or three skills your students need in order to address these changes in society?</p> <p>Looking at the skills you listed in answering the previous questions, how intentional is your school in helping your students, you your teachers for that matter, develop these skills?</p> <p>How do you talk directly to your staff? your students? parents? to discover their expectations for digital learning and teaching?</p>	<p>Utilize and introduce the SAMR Model and the 4C's to colleagues in my district. Continue to use the Flipped Classroom Model.</p> <p>Inform and protect my students – teach Digital Citizenship. Learn how to research valid and appropriate information – card catalogs no longer exist – it is all online. Survey students to see what they know about Digital Citizenship.</p> <p>Offer PD, articles, resources to colleagues, meet personally with team, department, or individually.</p>	<p>Looking at how the technology tools and models had been incorporated into a lesson.</p> <p>Assess student research methods.</p> <p>Collect and analyze data from student survey on Digital Citizenship.</p> <p>Reflect on lessons and further increase knowledge on technology.</p>
<p>HIGHLIGHT YOUR SUPPORT FOR DIGITAL LEARNING AND THE 4Cs MODEL WHAT YOU EXPECT</p>	<p>How will you demonstrate your support for 21st century education?</p> <p>How will you go as far as to “showcase” your commitment”? and Communicate your expectations?</p> <p>What technology are you modeling or using/or want to model in staff meetings or instructional walkthroughs, etc?</p> <p>How will you sustain your communication of your commitment and expectations?</p> <p>What are BIG and SMALL ways you can communicate and model in a given week? A month?</p>	<p>I plan to continue “Flipping” my classroom. Evaluate and assess student progress and success by using this integration of technology.</p> <p>Incorporate more lessons and assignments using Google Classroom.</p>	<p>Continue to monitor student progress in technology and work completion using the Flipped Classroom Model.</p> <p>Monitor students’ successes with GAoogle Classroom lessons.</p>

<p>CULTURE OF LEARNING & TEACHING CONNECT CONTENT PD TO TECHNOLOGY</p>	<p>Having professional development just on technology tools does not make sense... it is not about the technology, it's about learning....</p> <p>How will you think about accountability to measure more of the "things that matter" to your stakeholders in this initiative?</p> <p>How have you communicated directly to your staff about their Professional Development needs?</p> <p>What standards are most important to your staff?</p> <p>How do you make PD opportunities relevant and timely? Is your PD formal or informal, face-to-face or virtual?</p> <p>What strategies do you have for connecting Content PD with the 4Cs, with TPACK, with SAMR?</p>	<p>It is about how to integrate the use of technology to better support the education's needs of the students. You need to set learning objectives first then decide how you will go about teaching the concepts with technology intertwined.</p> <p>Assess students – collect data to monitor student growth and achievement – formative assessments used frequently to provide you the teacher feedback and monitor student understanding.</p> <p>I have communicated directly to my staff about their PD needs by email, surveys, through department meetings, and through workshops.</p> <p>PD opportunities must be well put together supported by research and ideas. It can't be too long, must be interactive, and show teachers what they can use and how they can use it immediately within their classroom – have positive take always – hands on activities and always offer CANDY!!!</p> <p>I would like to attempt to connect the SAMR model or the 4C's within a PD workshop that can be offered to colleagues after school.</p>	<p>Analyze data collected – look at formative assessment data.</p>
<p>KEEP YOUR CULTURE THRIVING </p>	<p>How can you spread the word about successes and innovation within your school? (Think small and BIG)</p> <p>What means of letting the community know the successes happening at your school?</p>	<p>I can spread the word through PD workshops, at department meetings, through communication with my principal and curriculum director, through articles or literature, and my personal experiences.</p>	<p>Use resources I obtained in this class. SHARE them with everybody!</p> <p>Showcase student work and achievement using the time in parent teacher conferences.</p>

<p>CELEBRATE & ELEVATE</p>	<p>How will you celebrate failure? YES, failure is a good thing, celebrate it? FAIL = First Attempt In Learning; Fail Forward!!</p> <p>How will you celebrate and elevate teachers with gifted and talented students?</p> <p>How will you celebrate and elevate and students in remediation classes?</p> <p>How will you place the spotlight on student innovation?</p> <p>How will you know what to celebrate and elevate?</p>	<p>Failure is an option and I have failed many times before – you just get back up and try, try, again!!! It is a good thing!!!! You learn from it!!!</p> <p>Differentiate lessons to challenge those students who are gifted or accelerated.</p> <p>Differentiate and make modifications for students who lack ability, skills, to meet their needs, but still hold high expectations.</p> <p>Share student work at PD sessions or with colleagues so that student successes are being shared throughout your building or district.</p> <p>Celebrate student achievement and student successes. Evaluate how the students were able to learn and show growth.</p>	<p>Showcase and hang up student work so that it is shared with other students in other classes.</p>
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Share your plan with others by posting in in the CDL MOOC-Ed course. Feel free to review other’s plans and give feedback. Your collaboration can only lead to stronger ideas, implementation and useful assessment.

Certificates of Completion for Continuing Education Units (CEUs)

A certificate of completion for 20 hours of professional development will be provided on request to participants who: (1) verify that they spent at least 20 hours participating in the course, (2) participated in the discussions and entered at least six postings, (3) submitted at least three artifacts of participation (any activities in Units 1-5), and (4) submitted an Instructional Technology Coaching Action Plan. You can submit the certificate to your local agency with a request for CEUs. Granting of CEUs will be subject to the policies and procedures of your state and local agency.