Toolbox



Chapter 6: Start a Learning Renovation

Instructional Coaching Plan Template

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| Instructional Coach: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School/Team(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Blueprint for Deeper Learning** | **Coaching Goals****(What we want teachers to design collaboratively as learning architects)** | **Resources and** **Materials** |
| **Pre-design** | * Prior to beginning the design process, select the Blueprint version that works for each content area/team.
* Set aside time for design work and benchmarks for completion.
 | * Blueprint versions
* Meeting schedule
 |
| **My Coaching Plan:** | **Benchmark Date(s)** |
| **Professional Learning Needed to Support Design:** |
| **Foundation for learning (learning goals)** | * Facilitate **standard analysis** for each course
* Identify **focus standards** using life, school, test criteria
* Distinguish the **skills and concepts** in Focus Standards
* Determine the level of **thinking** (cognitive process - Bloom’s) and **working** (cognitive demand (DOK)
* Write **learning goals** and **success criteria** in student-friendly language
* Create a **teaching and learning map** to organize standards by concept/topic
 | * Course standards
* Hess Cognitive Rigor Matrix
* Blueprint template
* Teaching and learning map template
 |
| **My Coaching Plan:** | **Benchmark Date(s)** |
| **Professional Learning Needed to Support Design:** |

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| **Blueprint for Deeper Learning** | **Coaching Goals****(What we want teachers to design collaboratively as learning architects)** | **Resources and Materials** |
| **Frame the problem****(problem and tasks)** | * Review the **focus standards** to address in the blueprint.
* Design a **real-world problem or challenge** by considering the context, the role you want the students to play, the authentic audience, and the final product or performance.
* Consider the **learning progression** that would lead to successful completion of the final product.
* Determine the **tasks**, based on the learning goals, that would define the direct instruction, guided practice, and independent practice for students.
 | * Blueprint in progress
* Teaching and learning map
* Blueprint exemplars
* (AODL online)
 |
| **My Coaching Plan:**  | **Benchmark Date(s)** |
| **Professional Learning Needed to Support Design:** |
| **Construction of knowledge (instruction)**  | * Determine the **driving question** for each task.
* Create an engaging **task opening** to hook the students and set a context for each task.
* Consider the intended outcome in terms of the **Rigor/Relevance Framework®**.
* Design a learning progression that includes opportunities to **show them**, **guide them**, **let them** and ask them to **show what you know**.
* Indicate which **instructional strategies** would enhance both the teaching and learning process.
 | * Blueprint in progress
* Blueprint exemplars (AODL online)
* Instructional strategies (AODL Toolbox online
* Digital tools (AODL Toolbox online)
 |



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| **Blueprint for Deeper Learning** | **Coaching Goals****(What we want teachers to design collaboratively as learning architects)** | **Resources and Materials** |
| **Construction of knowledge (instruction)** *(Cont.)* | * Create a strong **task closing** that reiterates learning and previews next steps.
* Document the **instructional resources** (print and digital) needed for both you and your students.
* Identify **learner considerations** in terms of collaboration/grouping; organization/time management; and presentation/product alternatives.
 |  |
| **My Coaching Plan:**  | **Benchmark Date(s)** |
| **Professional Learning Needed to Support Design:**  |
| **Inspection of results (assessment)** | * Review the Task and create **student directions** that are clear and focused.
* Determine the **success criteria** for proficiency based on the task and the aligned Focus Standards.
* Involve students in the **formative assessment process** through self- and peer-assessment.
* Ask the three **feedback questions** of students on a regular basis to foster a learning partnership.
* Model how to provide **feedback** to students using the criteria as well as written commentary.
 | * Blueprint in progress
* Blueprint exemplars (AODL online)
* Student goal- setting forms (print and digital)
 |
| **My Coaching Plan:** | **Benchmark Date(s)** |
| **Professional Learning Needed to Support Design:** |  |



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| **Blueprint for Deeper Learning** | **Coaching Goals****(What we want teachers to design collaboratively as learning architects)** | **Resources and Materials** |
| **Post-design** | * Map out the tasks across the unit of study using a **weekly planner**.
* Write the **daily lessons** that ensure successful completion of tasks throughout the learning experience.
 |  |
| **My Coaching Plan:**  | **Benchmark Date(s)** |
| **Professional Learning Needed to Support Design:**  |
| **Reflection and redesign** | * Ask teachers to reflect on the design of the blueprint.
* Ask students to reflect on the learning experience.
* Determine the considerations for redesign.
 | * Blueprint
* Student work products/reflections
* Rigor/Relevance Framework®
 |
| **My Coaching Plan:** | **Benchmark Date(s)** |
| **Professional Learning Needed to Support Design:** |