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:** | |