Phase 1:

Peer Coaching Plan

Part 1 Complete with your administrator		Date
Name of Coach (you)	Christine Lackie	E-mail address lackiec@spu.edu
Teaching Assignment	2nd grade teacher	
Name of Administrator	Jon Gasbar	E-mail address
Institution	Cedar Park Elementary	
Institution's Academic Focus (Educational Goals) **Academic Focus** - Learning how to use a digital learning tool to support differentiation and station rotation work for individual and collaborative student learning.		
Structure	I will be coaching one specific teacher, Robert Hoppins, but it will be offered to other teachers/staff who want to join in while we explore Seesaw and other LMS. Grade levels will vary.	
Name of Collaborating Educator(s)	Robert Hoppins - possibly his co-teacher, Erica Rutledge. *if additional teachers join, I will add their names to this list	
Coach Roles and Responsibilities: • Teaching how to implement Seesaw to enhance learning and engagement, start the conversation of digital citizenship and what it means to have a student digital portfolio • Support for when questions arise on how to use Seesaw and how to teach students to be tech mentors for each other while using digital tools		
Resources: Co-planning sessions, Seesaw Training/PD (I became a Seesaw ambassador, so I have access to the resources they provide for PD training)		
Communication: I will email teachers about times that we will be meeting to plan around Seesaw and mention updates at staff meetings.		
Aligning Professional Development Efforts: The coaching plan will align with collaboration days.		

Coaching Program Goals

Description
Goal Statement Our goal is for teachers to implement Seesaw into the 3-5th grade classroom weekly as a way to differentiate learning, teach 21st century skills and assess learning in a variety of ways. We will focus on content skills by what we put into Seesaw for students to do and pedagogy skills in reference to how teachers will use the work student submit into Seesaw to inform their teaching and next steps. These coaching sessions will help the 3-5th grade team to integrate technology into their classroom weekly as well as learn how to create/use activities that support the standards they are already teaching. We will know that we are reaching this goal if teachers and students are using Seesaw weekly and if teachers are using the content to build next steps and re-teach lessons upon what is being collected from student work.

Measuring Progress	We will determine if we are making progress on our goal of using Seesaw weekly to help support learning by looking at the student work that is turned in and if this work then informs assessment of student understanding and progress.
Time	Common Planning Time

Phase 2:
Reflect on your planning meeting with your coaching partner.

- Communication skills
- Meeting norms
- Building trust

The meeting with my coaching partner went well! We have been working together since last year so trust has been built and maintained through the last year. It will be interesting to see how this trust translates into more of a coaching role and I need to be aware of this and not just assume that it will remain. Also, as I move into a more formal coaching role with him, I will need to get used to thinking more like a coach versus teacher to teacher when it comes to communication and collaboration. I feel this is an area of focus for me throughout this first coaching experience so that I am getting true coaching practice instead of just teacher to teacher collaboration and talk. The biggest challenge for me to be successful with this will be maintaining coaching questioning techniques instead of trying to quickly give advice and always relating to my own teaching or what we have collaborated on in the past which comes from different circumstances. I also think that I

went to quickly into the action items for using Seesaw to improve a lesson and did not establish the norms needed for this change in our collaborative relationship. I will focus first on this during our next meeting. We are meeting again next week and I plan to start the meeting with norms and then moving into communication with questioning to then launch forward with co-planning through collaboration.

Phase 3: Co-planning Lesson

Co-planning Learning Template

Science – 3rd-5th Grade Class	Using Seesaw for student reflection of learning about their Science Unit - Force and Interactions
Standards-Based Task	
Evidence **3-PS2-1.Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.**	How can we improve it? **How can we use video to deepen the engagement of planning and conducting the investigation while also including collaboration with peers?**
Problem-Based Task	
Evidence **3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.**	How can we improve it? **Are there any experts we could bring in via our community (parents?) or via a Skype field trip?**
Engaging Task	
Evidence **3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.**	How can we improve it? **Can the questions they ask and then determine answers to be a gateway for creating something to teach others about their learning through the Seesaw platform as well as me an opportunity for peer-to-peer feedback, discussion, revision, etc.**
Technology Enhances Academic Achievement	
Evidence **Use Seesaw to have students show their understanding on the task through video, demonstrations and verbal explanations**	How can we improve it? **What are the choices we can use within Seesaw to enhance Student voice, choice and creativity?**

Below is a rubric that the teacher created and that we will be collaborating on to dig deeper into next steps at our next coaching session – he will be gone for the next week (off to school camp with his son and then it is Thanksgiving break) so hoping to do this first week of Dec.

Excellent	Good	Fair	Poor
Concepts effectively communicated: the viewer can learn things that are of real educational value.	Concepts communicated effectively: viewer may get confused by 1 or 2 ideas in video.	The viewer learns a limited amount from the program.	The viewer does not learn from the program.

Ideas are very clear and correct.	Ideas are accurate.	Ideas are confusing.	Concepts covered are too confusing.
In depth knowledge of topic is shown.	Some knowledge of topic is shown.	Limited knowledge of the topic is shown.	Little or no knowledge of the topic is shown.
The message is clear, strong and complete.	Essential information is communicated.	The message is vaguely communicated.	The message is unclear.

Phase 4:
Lesson Improvement Template

Instructor:, Hoppins

Lesson Title: Force and Motion

Grade Levels: 3rd-5th grade

Content Area: Science

Learning Context: Science Unit - Force and Motion

Student Task: Students create situations in which force and motion is put into play to better understand how force and motion interact with different materials and simulations. Through video, students will demonstrate different reactions within various situations while explaining what is going on for an audience watching the video

Assessment Plan & Resources

Standard: 3-PS2-1.Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

Rubric will help determine feedback throughout the videotaping on if goals are being met, misconceptions/misunderstandings noticed through drafts and practice sessions, provide collaborative communication between partners when working together and assessing each other's work by having a Q&A for students to communicate with each other, partner work for support and assessments.

Lesson Procedure: What directions and resources do students need to complete the lesson? What directions must teachers follow? (These teacher directions may also be tips for other teachers who want to adapt your activity.) How will technology enhance learning for students or teachers?

Student Directions:

(write to a student audience)

Teacher Tips: Students could draft out their plan and finetune it within their partnerships along the way before videotaping the final project.

Technology To Be Used: Seesaw platform for student work to be uploaded to. Video and either voice or text labels for more information and explaining the force and motion explanations.

Resources: Amplify, Seesaw, Teacher made rubric, (student self assessment rubric?)

Curriculum: Amplify Science Curriculum

Technology: Seesaw, Laptop video camera, Written or typed plan of action – this can be student choice when it comes to the planning out and if students prefer to write it out or want to use tech (Word) to draft their plan.

Information Sources: Amplify resources provided by the curriculum

Phase 5

I recently read an article about coaching with the title, **Instructional Coaching – A Springboard not a Scarlet Letter**, and this phrase has stuck with me. While practicing coaching skills with a teacher at my school, I quickly realized that because we have a strong foundation of trust built, the conversation focused on how to deepen student learning and choice in a meaningful way. While researching how to best coach him, the resources I read kept coming back to the foundations of trust leading the way. I have come away with understanding that the springboard is trust and the wings that keep ideas from crashing are the questioning techniques that deepen the thinking for both the coach and who is being coached. Throughout our conversations, trust was at the heart of the conversation and collaborative conversations were made possible by a collective perspective that our partnership would strengthen ideas and strategies for deeper student experiences. Though I did not gain this trust from a coaching relationship, it still drove home the importance of this trust being the backbone of collaboration and

Right away, we took the time to align our perspectives on technology use in the classroom and strengthening student voice and choice which resulted in the coaching sessions to focus on using Seesaw as an assessment tool for student understanding. Throughout our first coaching session, I quickly realized that one of the hardest habits for me to break was to just give ideas and advice outright. We have spent the last year just swapping ideas, collaborating on class projects, and giving each other advice. I realized after that session, that I needed to brush up on practicing my questioning skills and deepen my understanding of how to ask thoughtful clarifying questions, probing question, paraphrasing, etc. Another task

that I cavalierly brushed past was establishing norms and procedures which would have helped me to slow down and truly coach versus just giving advice and ideas.

Our continuing coaching sessions focused on student reflection and what was working and not working when using Seesaw. Throughout these sessions, I realized that my focus on using questioning techniques more deliberately helped me to watch his own shift in thinking and that I could help guide his own ideas into fruition – and he said as much! Once I slowed down and didn't focus on trying to solve a 'problem' he was having, he was able to talk through his own noticing and wonderings and from there conclude what his next step should be. It was very beneficial for me to explicitly practice active listening and focus on questioning in order to watch the process unfold into a solution that was fresh to both of us. It was an important reminder that as a coach, coming into the conversation without preconceived ideas for solutions is what leads to a solution that truly makes sense for the teacher and students, not the coaches imagined scenario that is not based on real situation within an educator's classroom.

During our final session, he was moving the project into the next stage of student research. As he explained some difficulties he was coming up against, he specifically asked for additional instructional technologies that could support student learning. Since I was working through a class about accessibility and inclusion, I was able to coach him through using Immersive Reader as a way to have better student access to research resources for the variety of reading levels within his classroom. This was an interesting shift in the coaching relationship because throughout the previous sessions I was training myself to take an approach that was not telling him specific solutions but because this was what he was specifically asking for, it seemed appropriate. It made me think more about when to give advice outright and when to focus on helping to guide. It seems this is a delicate balance for a coach and reminds me that coaches need to be tuned in to the variety of needs for each relationship and how flexible and adaptable coaches need to be. The questions it leaves me with are when should coaches give advice and when should they refrain from advice? My guess is that there is no clear answer but instead is the intuition that is gained from practice in the field.

The biggest takeaways from this coaching experience and learning about the ISTE Coaching Standards was the importance of trust, collaboration and how students should be at the center of the work between coaches and educators. When trying to shift negative teacher perspectives on what having a coach means, the idea of a coach trying to 'fix' a teacher seems like the biggest obstacle to overcome. Since this experience had the safety net of me being a teacher not an official coach within our building, this is an area that I did not get practice in. The resistance of being coached will be one that I could come across if I choose to pursue coaching. Where I

have experienced this is with technology integration so one way that I can help to lessen technology resistance would be to apply the coaching skills from this experience.