

# BLENDED LEARNING COACHING FORM

## Plan | Goals | Co-Teach | Next Steps

### Listen!

Before you can work with the teachers, you need to stop and listen. Listen to what is going on in their classroom, their hesitations, goals, and exceptions from you. **Don't talk! Just listen.** Ask questions to get them started talking but don't give any suggestions. If a teachers is not willing to share yet, ask questions about their family, their students, just get them talking.

### Planning

Before setting out a long list of goals with the teacher, start by planning out the first blended learning lesson. After the planning stage and deployment of the first lesson, the two of you will be able to sit down and create goals for the school year.

### Goal Setting

Pick one or two goals for a teacher to work through in a given amount of time. Too many goals can create extra stress for the educator.

### Pick a Team of Teachers

Start out the blended learning coaching program with a small group of teachers. The teachers don't always have to be tech savvy or wiling to try new things, just pick teachers that you feel would work be a good fir for the first group. In the following chart, I will showcase how I deployed the blended learning coaching program with different schools.

School	Group 1	Group 2	Group 3
Columbus City Schools	2 third grade teachers	2 fourth grade teachers and 2 second grade teachers	2 fifth grade teachers and special ed. teachers
Mentor High School	8 teachers that volunteered	8 more teachers that volunteered	8 more teachers that volunteered
SouthWest Licking School	10 teachers that signed up for coaching	5 teachers that signed up	5 teachers that were assigned by the principal
Olentangy Elementary School	All of the teachers in the elementary school were asked to be apart of the blended learning program. I worked with each team of teachers during their common planning time once a month.		

Note, that every time I added in a new group, I continued to work with the teachers in groups 1, 2, and 3. By starting out with a small group of educators, I am able to build relationships with the teachers. However, the most important piece is that word travels. Once the teachers trust you and they start to see success in the classroom then they will share out that information with other teachers in the building.

## First meeting planning guide to use with the teachers.

Have a chat with the teacher about what they'd like to focus in on during your blended learning coaching. What is going well? What are you struggling with?	<table border="1"> <tr> <td data-bbox="795 241 1063 451">Coaching Notes</td> <td data-bbox="1063 241 1461 451">Next Steps</td> </tr> </table>	Coaching Notes	Next Steps			
Coaching Notes	Next Steps					
Weekly Schedule: What days work best to plan? What days work best for co-teaching?	<table border="1"> <tr> <td data-bbox="795 504 933 640">Monday</td> <td data-bbox="933 504 1063 640">Tuesday</td> <td data-bbox="1063 504 1218 640">Wednesday</td> <td data-bbox="1218 504 1356 640">Thursday</td> <td data-bbox="1356 504 1461 640">Friday</td> </tr> </table>	Monday	Tuesday	Wednesday	Thursday	Friday
Monday	Tuesday	Wednesday	Thursday	Friday		
How will you share out the notes, next steps, and coaching progress?	<table border="1"> <tr> <td data-bbox="795 693 1063 913"> <input type="checkbox"/> Google Docs  <input type="checkbox"/> Email  <input type="checkbox"/> LMS  <input type="checkbox"/> Other         </td> <td data-bbox="1063 693 1461 913">Notes</td> </tr> </table>	<input type="checkbox"/> Google Docs <input type="checkbox"/> Email <input type="checkbox"/> LMS <input type="checkbox"/> Other	Notes			
<input type="checkbox"/> Google Docs <input type="checkbox"/> Email <input type="checkbox"/> LMS <input type="checkbox"/> Other	Notes					
Technology Level On a scale of 1 to 10 where would you put yourself on the use of technology? 1: I can open up my email 5: I can create content on a website or LMS 10: I can embed, create, & develop content online	<table border="1"> <tr> <td data-bbox="795 966 1461 1218"> <div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> <div>8</div> <div>9</div> <div>10</div> </div> </td> </tr> </table>	<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> <div>8</div> <div>9</div> <div>10</div> </div>				
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What is your current phase of blended learning?	<table border="1"> <tr> <td data-bbox="795 1270 1461 1449">         Phase 1          Phase 2          Phase 3          Other       </td> </tr> </table>	Phase 1 Phase 2 Phase 3 Other				
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Next Steps	Suggested Technology Tools					

# ONSITE COACHING

Blended Learning | Personalized Learning | Differentiated Instruction

## Data Collection:

- ☐ MAP Fall Average:
- ☐ MAP Winter Average:
- ☐ MAP Spring Average
- ☐ Lexile Level Range:
- ☐ FrontRow Average:
- ☐ Other:

## Next Steps and/or Goals

- ☐
- ☐
- ☐
- ☐
- ☐

## Suggested Technology

## Notes:

## Blended learning Strategies

## Blended Learning Data Points



## Blended Learning Planning Meeting

	Phase 1	Phase 2	Phase 3
Planning	Rotation with timer	No time, Differentiated Instruction	Using a Differentiated Instruction playlist
Assessment and Data	Collecting Data from Digital Content	Using the data to group and teach small groups	Pre test to advance, extend, or teach content
Path	Same Path	Variety in path	Individual paths
Place	Move to stations	Flexible options	Pick where they want to learn
Pace	Timer directs pace	Move when ready	Learning content based on mastery
Classroom Management	Restating directions	Self Dirctions	Automatic understanding
Teacher Role	Mini lesson and Facilitator of stations	Mini Lesson students facilitate themselves	Mini lesson 99% of time
Student Engagement	Follow directions	Engaging with content	Deeply involved with content
Student Collaboration	Teacher creates 4C's	Flexible 4C's	PBL or 20% time
Technology	Technology Integration	Using Digital Content data Technology projects	Digital Content & technology projects driving instruction & goals

## Classroom Blended Learning Participation and/or Co-Teaching

	Phase 1	Phase 2	Phase 3
Planning	Rotation with timer	No time, Differentiated Instruction	Using a Differentiated Instruction playlist
Assessment and Data	Collecting Data from Digital Content	Using the data to group and teach small groups	Pre test to advance, extend, or teach content
Path	Same Path	Variety in path	Individual paths
Place	Move to stations	Flexible options	Pick where they want to learn
Pace	Timer directs pace	Move when ready	Learning content based on mastery
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