



Remote Early College (EC): Effective Support for Students

June 12th 2020

The Learning
Accelerator



<https://bit.ly/RemoteMAECHS>

When poll is active, respond at PollEv.com/julianafineg365

Text **JULIANAFINEG365** to **22333** once to join

Thinking about your role and recent work, what is your biggest current challenge supporting students in a remote early college environment?



Session Objectives

- Learn about **three support domains critical for students in remote early college settings.**
- **Explore resources for executing these domains of support** within the remote space based on role and relationship with students.
- **Identify at least one strategy to immediately apply to current work,** plus additional strategies to consider for future growth.
- **Experience remote learning** with varied modalities to offer reflection points and ideas for future actions.



Agenda

TIME	TOPIC
1:35 - 1:45 am	Intros and background on TLA
1:45 - 1:55 am	About remote learning
1:55 - 2:10 am	Building blocks
2:10 - 2:25 am	Reflect and explore individually
2:25 - 2:45 am	Small group sharing and discussion
2:45 - 2:55 am	Whole group sharing and closing
2:55 - 3:00 pm	Questions and close



Welcome and introductions: In the chat, please put your name and role.



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The Learning Accelerator envisions a world in which each student receives the effective, equitable, and engaging education they need to reach their full and unique potential.

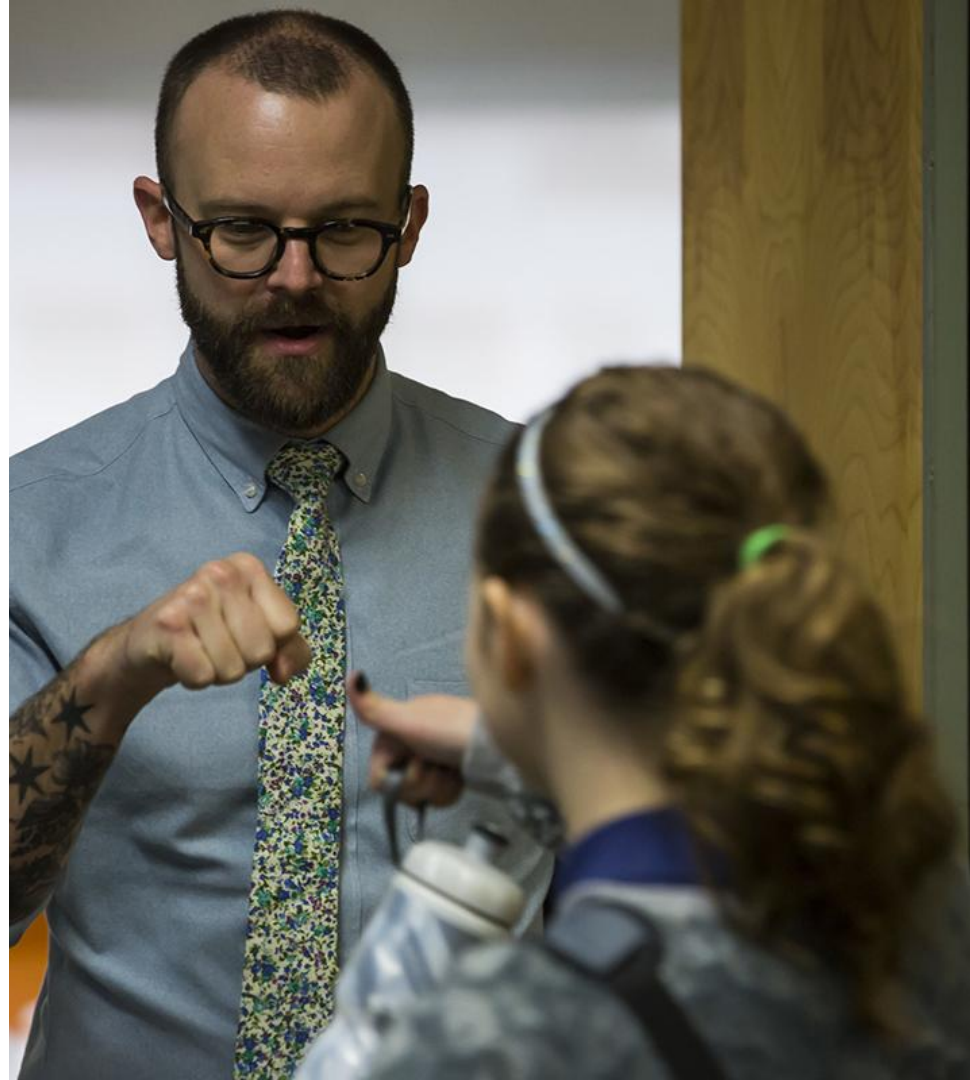


**This vision isn't a new one,
but making it a daily reality has proven hard in practice.**

**It's going to take new ways of working—
informed by data and supported by technology—
to make this vision possible
for every learner in every school in America.**



**TLA is helping to
make the ‘potential’
possible and practical
for every teacher and
student in America.**

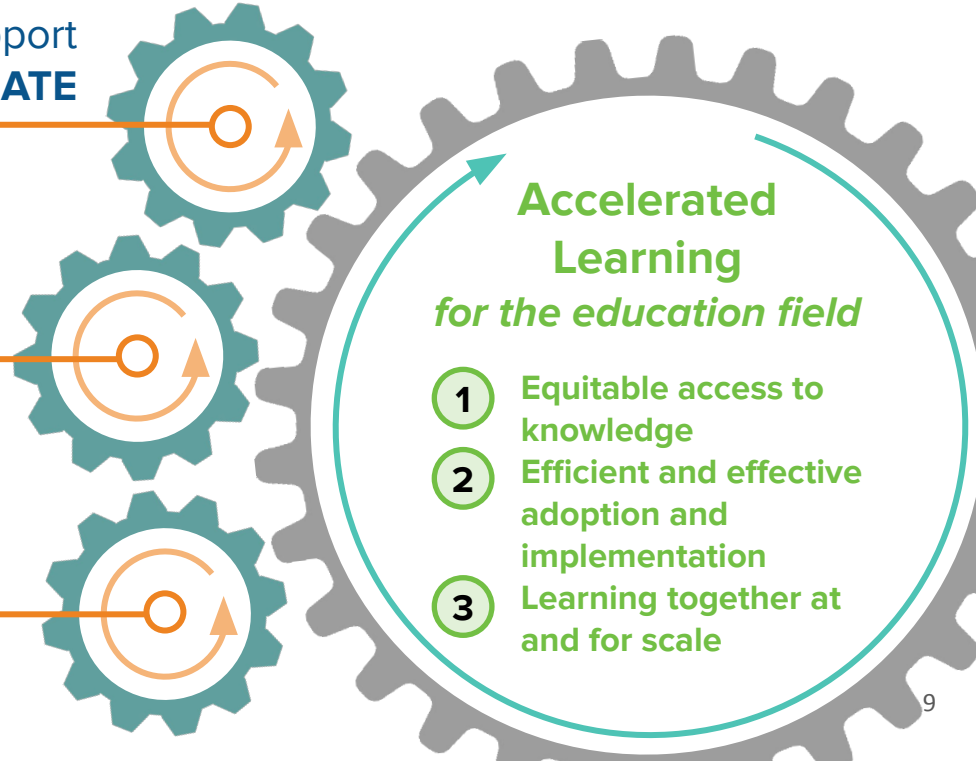


TLA serve as a learning engine for the education field to spark movement on shared problems of practice.

Working with expert educators and support providers to **CAPTURE & CREATE**

Fostering communities to **CONNECT**

Building collective capacity to **SHARE**



How We Undertake Our Work

A few crucial details about how we work as a national nonprofit:

- We don't believe in a single “model” for this work; rather, **we help educators discover and implement strategies for solving gnarly problems of practice** in their classrooms, schools, and systems.
- **We don't charge for any of the knowledge or tools we create.** Everything TLA produces is free and open for your use, please take, share, modify, and make better.
- We don't provide direct technical assistance in implementation — rather, **we work alongside organizations** that do. We're always happy to connect you!
- **We know that the solutions reside in the work you do daily,** and want to learn humbly and curiously (and tell us if we're not meeting that bar!).



Free Resources for Your Work

Guidance and Resources for Your Work

[Practices.learningaccelerator.org](https://practices.learningaccelerator.org)



Blended & Personalized Learning At Work

Educators each child education. This well and learn blended.

Insights
Today's One Thing for Teachers: Remote Family Engagement

 **Bianca Dávila**
The Learning Accelerator

Family engagement, a mutual commitment made between educators and families to support whole-child development, is a component crucial to student success. In traditional classroom settings, **family and parent engagement has been shown to improve student mastery and social skills, deepen engagement, and minimize behavioral issues?** With the shift to virtual learning, engaging with your students' families is arguably more important than ever.

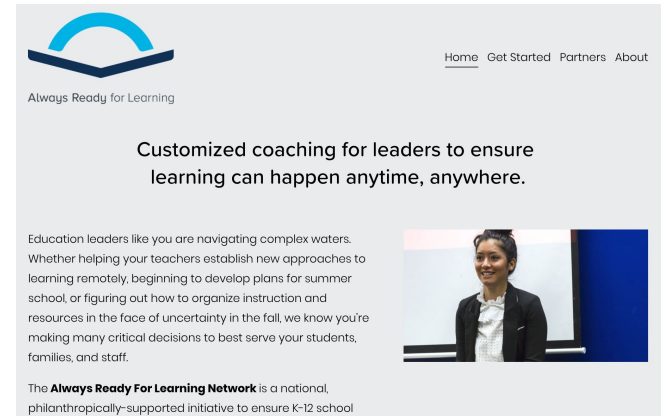
As student learning is now happening entirely at home, families have more insight than ever on how their children are handling their schoolwork and coping, which leads to our big question this week: **How can you remotely engage and connect with families to support student development?**

What is engagement and why is it so vital within the remote space? Simply put, family engagement is a partnership between educators and guardians to support student learning and growth. Different from family involvement, engagement is more than volunteering for school functions or one-way communication home; it ensures families have:

COVID-19 Response Support

alwaysreadyforlearning.org

Pro bono coaching for K-12 leaders




Always Ready for Learning

Home Get Started Partners About

Customized coaching for leaders to ensure learning can happen anytime, anywhere.

Education leaders like you are navigating complex waters. Whether helping your teachers establish new approaches to learning remotely, beginning to develop plans for summer school, or figuring out how to organize instruction and resources in the face of uncertainty in the fall, we know you're making many critical decisions to best serve your students, families, and staff.



The **Always Ready For Learning Network** is a national, philanthropically-supported initiative to ensure K-12 school

“OneThing” Remote Series for Educators and Leaders

<https://practices.learningaccelerator.org/insights?topic=tla-one-thing>



Students likely to attend school only part time this fall, local officials warn

By **James Vaznis** Globe Staff, Updated June 10, 2020, 6:19 p.m.

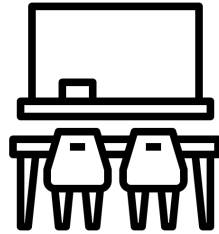


Remote learning is likely to remain a reality for many Massachusetts students this fall. AP/PAULA MERRITT / THE MERIDIAN STAR/ASSOCIATED PRESS

What is Remote Learning? A Few Basics...



Analog vs. Digital



ANALOG

Not technology dependent

For example...

- Printed materials
- Assigning work for students to complete independently
- Working together through other means like phone calls, etc.
- In-person connections (if possible)



DIGITAL

Online/ technology rich

For example...

- Working online together and independently
- Learning a skill online and practicing offline
- Collaborating digitally on a work product
- One-on-one, small group, and tutorials online

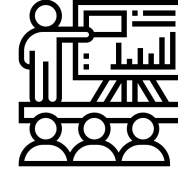
Asynchronous vs. Synchronous



Asynchronous

Individually and on the learner's time

- Can be completed through a variety of channels including online classes, videos, discussion boards, etc.
- Offers flexible pacing and location
- Can be more time effective, efficient
- Deep interactions are limited and can feel isolating
- Learning dependent on motivation of learner



Synchronous

Real-time, with different groups of learners

- Can be done by webinar or virtual classroom
- Collaborative and feedback-friendly with Immediate feedback loops
- High levels of interaction with facilitator and other learners
- Schedule/time dependent
- Lacks individual attention
- Session quality is facilitator dependent

Remote learning isn't worse. It's different.

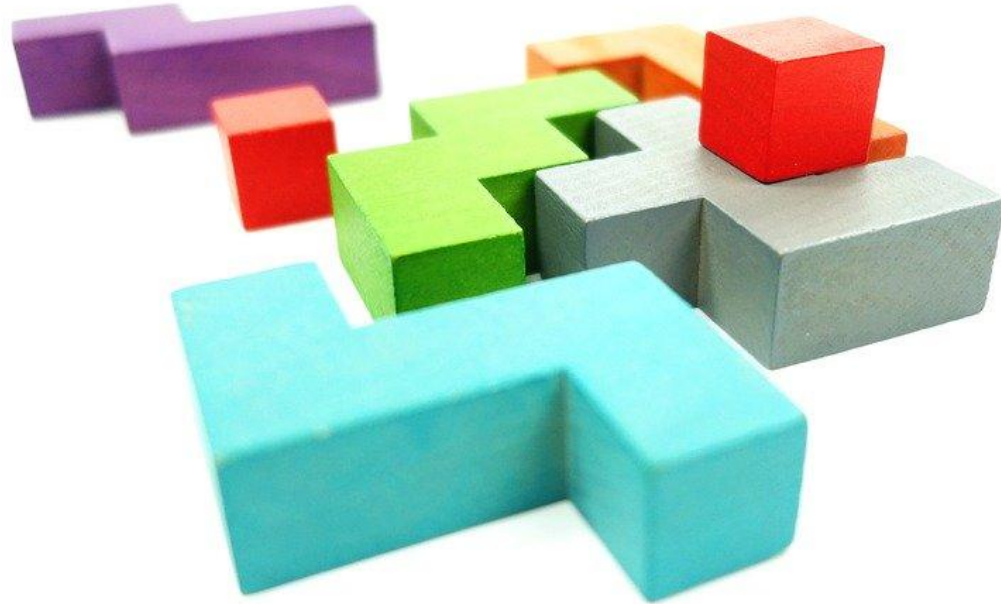
Working remotely with students poses new challenges, but also new benefits.

The best practices *blend* modalities to enable new opportunities...

- Personalized pathways and individual support
- Increased collaboration
- Access to quality instruction
- Opportunities beyond their current geography



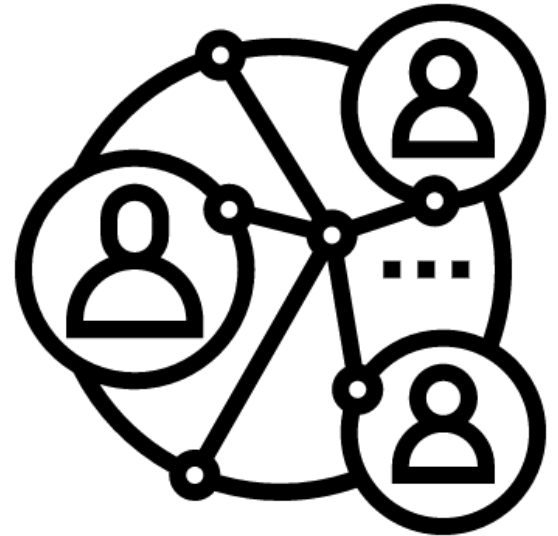
Building Blocks for Supporting Students Remotely



Today we'll focus on three domains of support

- Effective online remote instruction
- Structures and guidance for independent learning
- Support for Social and Emotional Learning (SEL)

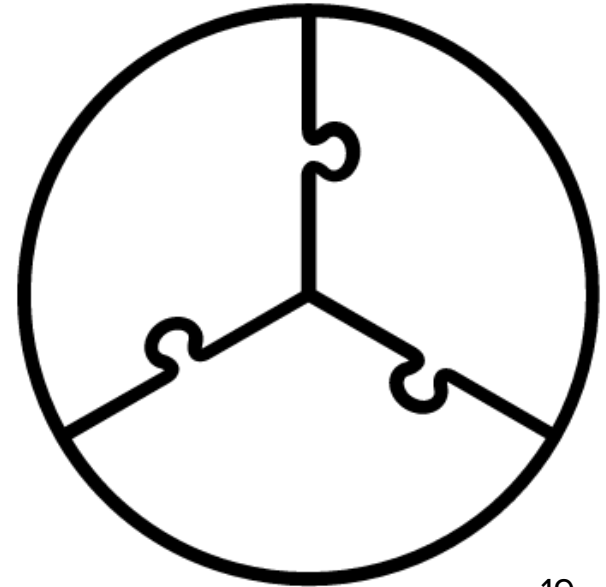
For each, we'll offer a frame for thinking them, offer some concrete examples, and offer you time to go deeper



Where do you fit into the puzzle?

As we dig in, consider...

- Which domains take higher priority when thinking about your role around support for EC students?
- What are you currently doing, or not doing? Why?
- What are specific strategies you might use as starting points given your role?



Domain 1: Effective Remote Instructional Practice

Early college programming is first and foremost about access to powerful learning.

What practices support effective online experiences for high school and college students? (Or anyone, really!)



What drives quality of an online learning experience?

Motivating factors that deepen commitment and outcomes



Essential for high-quality learning experiences that translate to change



Enables baseline engagement

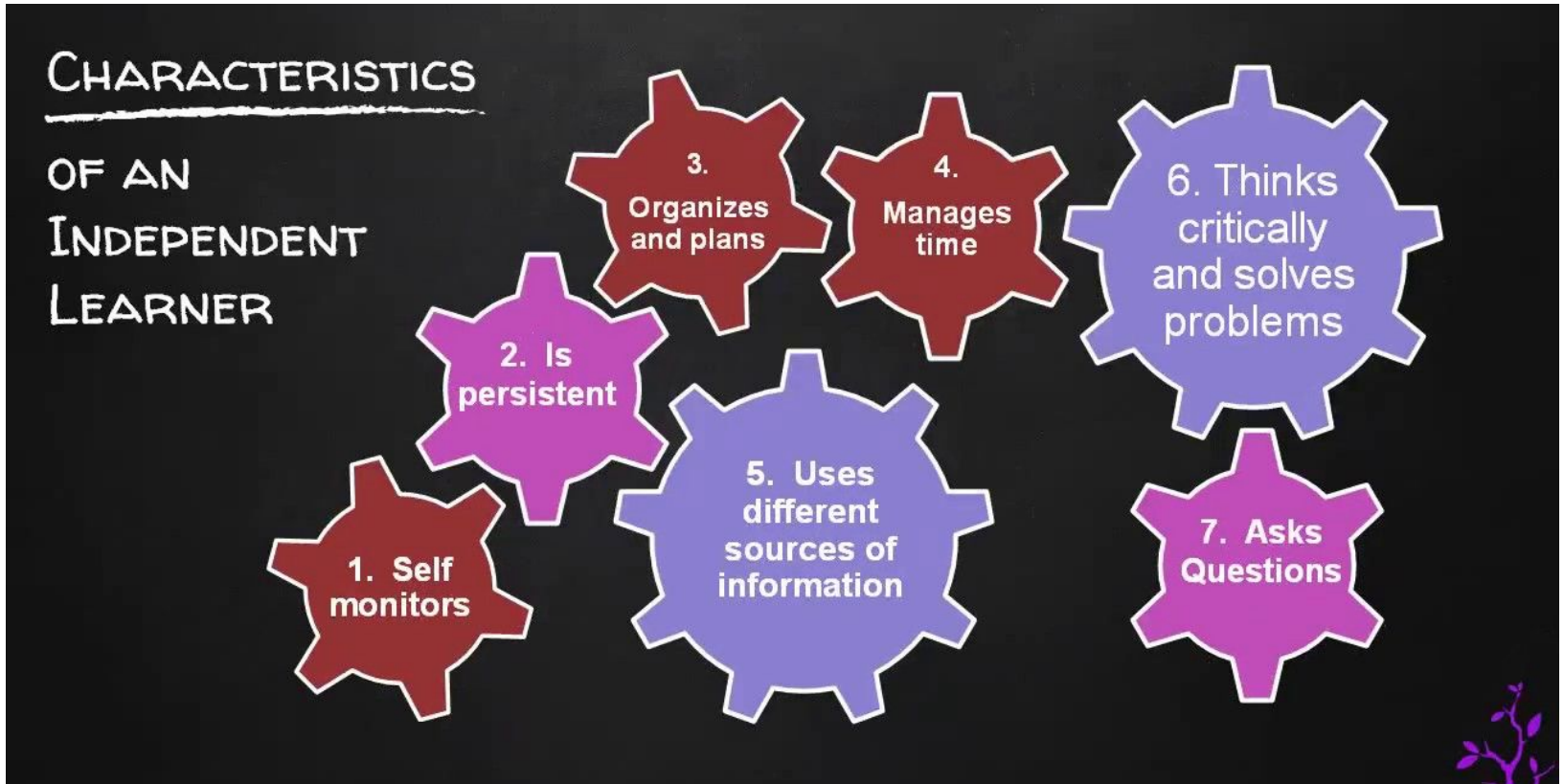


Making this concrete...

Platform Quality	Have I selected an easy-to use tool? Can my students actually use it and find support?
Rigorous Content Focus	Do I have good content that students can dig into, and is aligned to my learning objectives?
Active Learning	How will I keep students engaged and collaborating? Polls? Mini-assessments? Reflection prompts?
Mastery Learning	Am I offering feedback that helps students keep working towards mastery? Can they practice?
Connection	How am I personally connecting? (In time, but also out?) How am I helping students connect with each other?
Personalization	How am I helping students see relevance? What choices can offer to help students exert agency?



Domain 2: Independent Learning



Domain 2: Independent Learning

Students need to build these characteristics through practice and support. Some ways to start this process are by:

- Setting **clear expectations and parameters** around how to:
 - Set up a good workspace
 - Organize a daily schedule to manage time and tasks effectively
 - Identify where to look for tasks, when they are due, and what they should look like
- Enabling students with **strategies for help-seeking**
 - [3 Before Me](#): This strategy ensures students check with three different people before reaching out to the teacher in order to build problem solving and critical thinking skills
- Encouraging **self-reflection and goal-setting**
 - Setting [SMART Goals](#) enables students to both set goals and identify how to achieve those goals

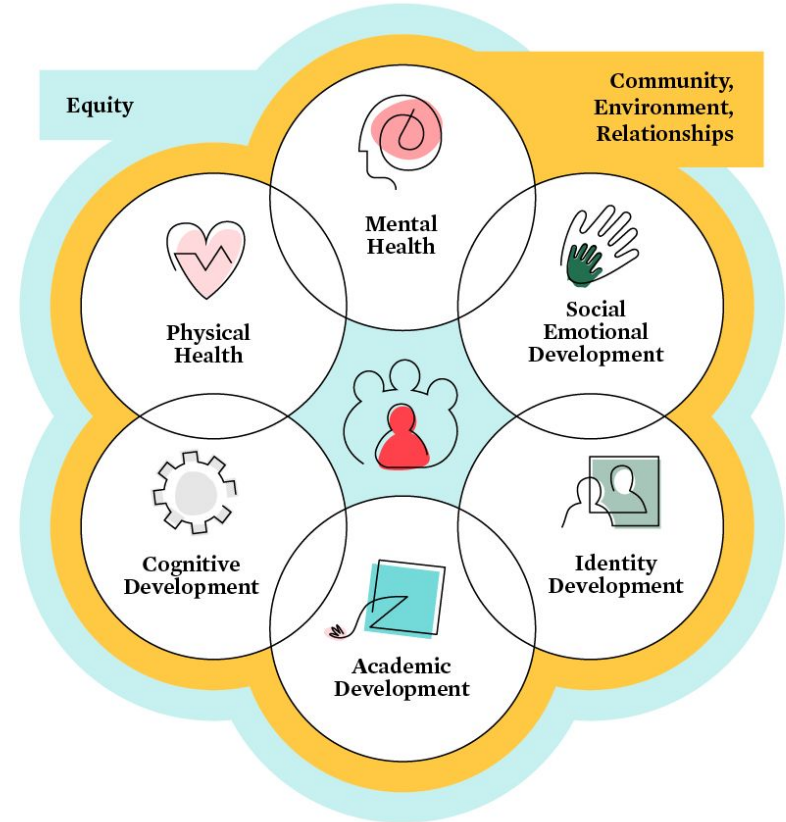


Domain 3: Social and Emotional Learning (SEL)

Powerful academic teaching and learning requires support across other domains of student learning and development.

Given your role, how can you...

- Get data on student learning and needs in other domains?
- Provide coaching and support directly?
- Connect students to external resources?



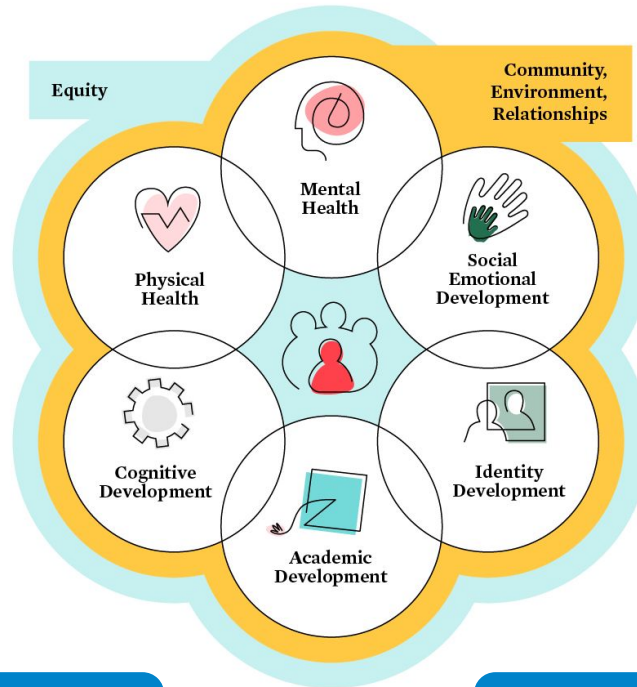
Ask students, families about wellbeing

Develop a list of referral/community supports

Model personal emotional check-ins and sharing

Encourage “brain breaks,” movement

Proactively ask about/ offer accommodations



Provide calming/centering strategies

Engage in 1:1 advising to set and develop strategies to meet goals

Integrate in culturally relevant concepts and pedagogies

Offer opportunities for self-reflection, dialogue re: intersection of identity and content

Independent Learning Time! Individually Reflect and Explore

- Explore a “playlist” of resources focused on the domain of support you identified:
 - [Independent Learning](#)
 - [Social and Emotional Learning \(SEL\)](#)
 - [Effective Remote Instruction](#)
- Identify **ONE**:
 - Strategy or idea that you can see putting into action
 - A-ha
 - Question you still have
- Be prepared to share with your small group



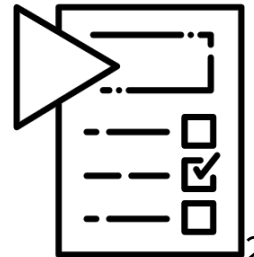
Domain 1: Effective Remote Learning Playlist

- [Critical Tools to Support Remote Learning](#) - this slidedeck shares ideas and examples of tools that can be used to support remote learning
- [Best Practices: Online Pedagogy](#) - this site shares general advice, a variety of course types, and additional tips on student engagement in the online space
- [Uncommon Schools Remote Learning Plan for High Schools](#) - this document maps out specific steps and components of the school's remote instructional plan
- [Teach For All: Strong Examples of Virtual Learning and Knowledge](#) - this site is a resource bank of strong examples of virtual learning
- [Equity Meets Design's Virtual Facilitation Guide](#) - this document shares best practices for conducting virtual facilitation with an equity lens



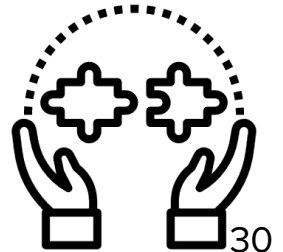
Domain 2: Independent Learning Playlist

- [TLA's One Thing: Setting Expectations for Individual Work Time](#) - this user guide maps out key components and specific strategies to use when supporting students as independent learners
- [TLA's One Thing: Setting up Systems of Accountability](#) - this user guide offers guidance, specific strategies, and resources to support students around accountability
- [Strategies that Develop Independent Learning Habits and Accountability](#)- this playlist offers multiple strategies from various schools on how to develop needed habits
- [Strategies that Support Personalized Goal-Setting and Conferencing](#) - this playlist includes specific strategies to support students with goal-setting
- [Strategies that Support Self-Directed Learning](#) - this link offers a multitude of strategies from various systems around self-directed learning



Domain 2: Social and Emotional Learning (SEL) Playlist

- [TLA's One Thing: Social and Emotional Learning in a Virtual Setting](#) - this user guide maps out specific steps, strategies, and resources to lean on when supporting students SEL needs
- [5 Virtual Learning Resources to Build Connectedness With Students and Families](#) - this toolkit includes resources and example strategies to use in the virtual space
- [Greater Good's Roadmap of Resources by Grade Level](#) - this resource bank shares strategies organized by grade-level and duration of activity
- [Trauma-Informed SEL Toolkit](#) - this toolkit shares various ways to support students through trauma-informed SEL practices
- [5 Resources to Support the Mental Well-Being of Your School Community](#) - this article highlights five key ways to support the well-being of students, parents, and communities

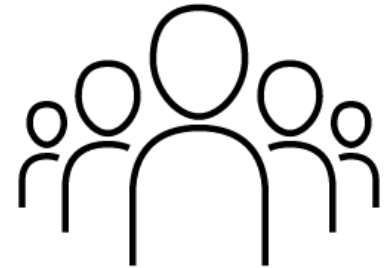


Small Group Exploration:

In each small group you will share your name and role, as well as:

- 1 Resource you found interesting and/or want to revisit and apply
- 1 A-ha
- 1 Question you still have

Each group will then identify one participant to share the “1, 1, 1” that resonated and/or was a common thread with the larger group.



Popcorn whole group share out: (1 min per group)

- 1 Resource your group found interesting
- 1 A-ha
- 1 Question you still have



Post-it Promise:

- What is one thing you promise to apply to your work next week, next month, etc.?
- Share via chat or unmute to share to the group (5 volunteers)



Questions?



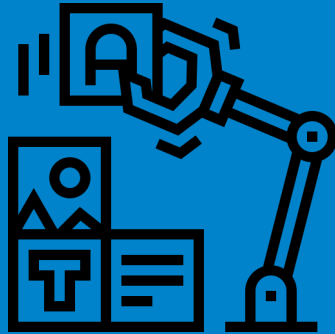
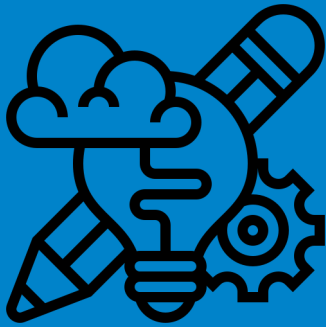


WHAT'S NEXT

- 1) Connect with us this summer!
- 2) Resume template
- 3) Letters of recommendation template
- 4) Recorded ECHS data presentation
- 5) Notebooks
- 6) Digital badge



TOOLS for remote learning



ORGANIZING LEARNING RESOURCES

Learning Management System - These platforms will allow you to **create organizational systems for courses** and allow for **teachers to distribute and collect work** as well as communicate with students.

ASYNCHRONOUS LEARNING

To provide opportunities for students to learn and practice asynchronously, you may need tools for video recording, access to digital and analog curriculum tools (readings, worksheets, playlists), and other learning resources that allow students to be self-directed.

SYNCHRONOUS LEARNING

For synchronous learning, access to video conferencing tools will be helpful. For students that do not have access to technology might use the telephone.

COMMUNICATIONS LOOPS

Remote learning requires consistent communication to multiple audiences (teachers, families, students) and each group may need different tools. Most LMS platforms can help support this need, but other channels may be effective as well, like websites, social media and the phone.

COLLECTING DATA

Often, Learning Management Systems will allow you to collect data on a range of metrics like coursework completion, attendance and quality of student work.

SOCIAL INTERACTIONS

Remote learning is an opportunity to help students build prosocial skills for an online/virtual setting. There are multiple options that support student-to-student social interactions that can be facilitated by teachers and adults which allow students to keep connections with classmates strong.

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Acknowledgments

This presentation was created by Juliana Finegan & Beth Rabbitt, June 2020.
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For further information about The Learning Accelerator, please visit www.learningaccelerator.org

