How Can I Effectively Support Multiple Learners?

Welcome!

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Presenter

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Chat Moderator

Together, we will...

- Familiarize ourselves with the ***Teaching with Love and Logic*** model as a framework to define the type of **learning culture** that you want to live with your students
- Review **collaborative steps** to define and build the type of **learning culture** that you and your students want to experience together
- Review **schedules** that take both the Learning Coach and students into consideration

Agenda

1) Teaching with Love and Logic

2) Co-creating the learning culture with your students

3) Various types of learning schedules

4) Questions

Learning culture...

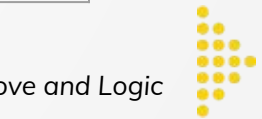
describes the ***feeling*** that you as the Learning Coach and your students will have when ***working together*** in support of your learners' **academic growth**

Teaching with Love and Logic

Teaching with Love and Logic

Love	Logic
“Love means **maintaining a healthy relationship with our students, empowering them** to make their own **decisions**, to live with their own mistakes, and to **grow** through the consequences.”	“Logic allows our students to figure out for themselves the **cause-and-effect patterns** of how their decisions and behaviors lead to certain **consequences**; it allows them to know that we **love, support,** and feel **empathy** for them in their situations but **will not bail them out**; it allows **responsibility to develop** in them as they work through their difficulties and **solve their problems** for themselves.”

Foster Cline, MD & Jim Kay, authors *Teaching with Love and Logic*



In the chat:

Which words stand out to you from the Love and Logic model?

Love	Logic
“Love means **maintaining a healthy relationship with our students, empowering them** to make their own **decisions**, to live with their own mistakes, and to **grow** through the consequences.”	“Logic allows our students to figure out for themselves the **cause-and-effect patterns** of how their decisions and behaviors lead to certain **consequences**; it allows them to know that we **love, support,** and feel **empathy** for them in their situations but **will not bail them out**; it allows **responsibility to develop** in them as they work through their difficulties and **solve their problems** for themselves.”

Defining the culture

Learning culture typically includes...

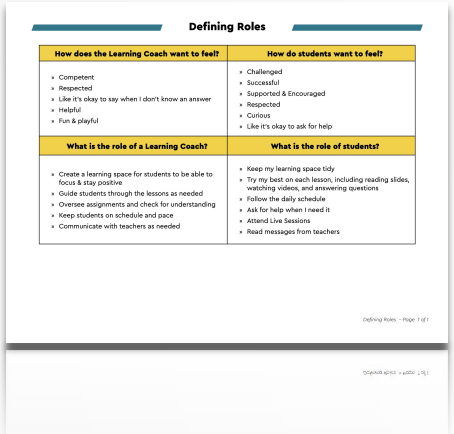
1. **Defined roles**
2. **Shared expectations**
3. **Natural consequences**

To describe the ***feeling*** that you as the Learning Coach and your students will have when ***working together*** in support of your learner's **academic growth**

1. Defining Roles - Overview

How does the Learning Coach want to feel?	How do students want to feel?
What is the role of a Learning Coach?	**What is the role of students?**

1. Defining Roles- Resources

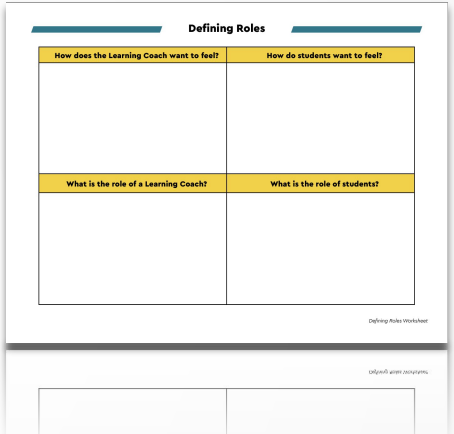


Defining Roles

How does the Learning Coach want to feel?	How do students want to feel?
» Competent » Respected » Like it's okay to say when I don't know an answer » Helpful » Fun & playful	» Challenged » Successful » Supported & Encouraged » Respected » Curious » Like it's okay to ask for help
What is the role of a Learning Coach?	**What is the role of students?**
» Create a learning space for students to be able to focus & stay positive » Guide students through the lessons as needed » Oversee assignments and check for understanding » Keep students on schedule and pace » Communicate with teachers as needed	» Keep my learning space tidy » Try my best on each lesson, including reading slides, watching videos, and answering questions » Follow the daily schedule » Ask for help when I need it » Attend Live Sessions » Read messages from teachers

Defining Roles – Page 1 of 1

[Defining Roles - Sample]



Defining Roles

How does the Learning Coach want to feel?	How do students want to feel?
What is the role of a Learning Coach?	**What is the role of students?**

Defining Roles Worksheet

[Defining Roles - Blank Copy]

This resource includes:

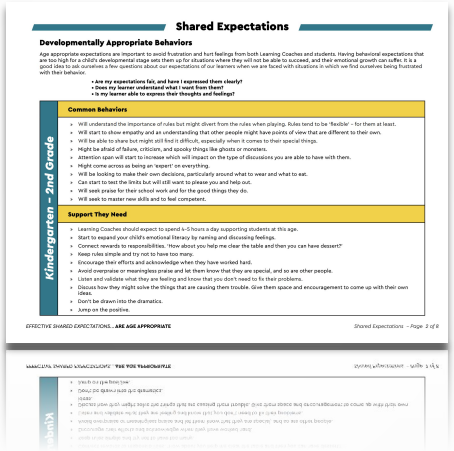
- Sample responses
- A blank copy for your use!

2. Shared Expectations - Overview

Co-create expectations with your students that

- Are **age appropriate**
- Are phrased **positively**
- Are a **brief** list (3-6 is usually a good number)
- Get **specific**
- Address **“pain points”**

2. Shared Expectations - Resource



Shared Expectations

Developmentally Appropriate Behaviors

Age appropriate expectations are important to avoid frustration and hurt feelings from both Learning Coaches and students. Having behavioral expectations that are too high for a child's developmental stage sets them up for situations where they will not be able to succeed, and their emotional growth can suffer. It is a good idea to ask ourselves a few questions about our expectations of our learners when we are faced with situations in which we find ourselves being frustrated with their behavior.

- **Are my expectations fair, and have I expressed them clearly?**
- **Does my learner understand what I want from them?**
- **Is my learner able to express their thoughts and feelings?**

Kindergarten – 2nd Grade

Common Behaviors

- Will understand the importance of rules but might divert from the rules when playing. Rules tend to be 'flexible' – for them at least.
- Will start to show empathy and an understanding that other people might have points of view that are different to their own.
- Will be able to share but might still find it difficult, especially when it comes to their special things.
- Might be afraid of failure, criticism, and spooky things like ghosts or monsters.
- Attention span will start to increase which will impact on the type of discussions you are able to have with them.
- Might come across as being an 'expert' on everything.
- Will be looking to make their own decisions, particularly around what to wear and what to eat.
- Can start to test the limits but will still want to please you and help out.
- Will seek praise for their school work and for the good things they do.
- Will seek to master new skills and to feel competent.

Support They Need

- Learning Coaches should expect to spend 4–5 hours a day supporting students at this age.
- Start to expand your child's emotional literacy by naming and discussing feelings.
- Connect rewards to responsibilities. 'How about you help me clear the table and then you can have dessert?'
- Keep rules simple and try not to have too many.
- Encourage their efforts and acknowledge when they have worked hard.
- Avoid overpraise or meaningless praise and let them know that they are special, and so are other people.
- Listen and validate what they are feeling and know that you don't need to fix their problems.
- Discuss how they might solve the things that are causing them trouble. Give them space and encouragement to come up with their own ideas.
- Don't be drawn into the dramatics.
- Jump on the positive.

EFFECTIVE SHARED EXPECTATIONS... **ARE AGE APPROPRIATE**

Shared Expectations – Page 2 of 6

[Click here for this resource!]

This resource includes:

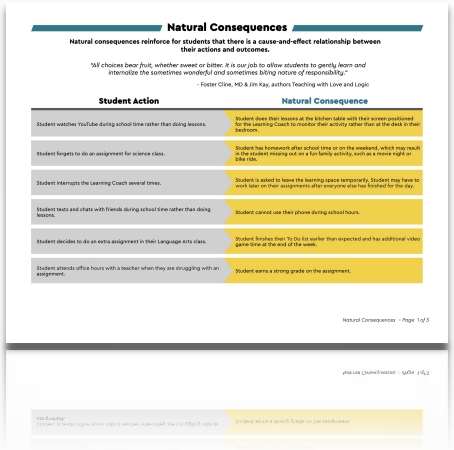
- A list of **age appropriate behaviors** & **recommended supports**
- Examples of expectations that are **specific** and address **pain points**

3. Natural Consequences- Overview

Co-create consequences with your learners that...

- Are **natural** rather than punitive
- Reinforce **cause and effect**
- Encourage students to **solve their own problems**
- Allow the Learning Coach time to **pause, reflect, and decide**

3. Natural Consequences - Resource



Natural Consequences

Natural consequences reinforce for students that there is a cause-and-effect relationship between their actions and outcomes.

"All choices bear fruit, whether sweet or bitter. It is our job to allow students to gently learn and internalize the sometimes wonderful and sometimes biting nature of responsibility."

- Foster Cline, MD & Jim Kay, authors Teaching with Love and Logic

Student Action	Natural Consequence
Student watches YouTube during school time rather than doing lessons.	Student does their lessons at the kitchen table with their screen positioned for the Learning Coach to monitor their activity rather than at the desk in their bedroom.
Student forgets to do an assignment for science class.	Student has homework after school time or on the weekend, which may result in the student missing out on a fun family activity, such as a movie night or bike ride.
Student interrupts the Learning Coach several times.	Student is asked to leave the learning space temporarily. Student may have to work later on their assignments after everyone else has finished for the day.
Student texts and chats with friends during school time rather than doing lessons.	Student cannot use their phone during school hours.
Student decides to do an extra assignment in their Language Arts class.	Student finishes their To Do list earlier than expected and has additional video game time at the end of the week.
Student attends office hours with a teacher when they are struggling with an assignment.	Student earns a strong grade on the assignment.

Natural Consequences - Page 1 of 3

[Click here for this resource!]

This resource includes:

- Examples of **natural consequences** that enforce **cause & effect**
- A reminder to allow yourself **time** to issue a consequence, if needed

A note about punishment

Consequence	Punishment
Goals are to **teach**, maintain **accountability**, and maintain **safety**	Goals are to **impose one's authority** and elicit an emotional responses, such as **guilt, shame, or remorse**
Motivation to issue a consequence is to teach one's **values** and to model **cause and effect**	Motivation to punish often comes from a place of **high emotion** and the **need to control**
Research tells us that consequences create **long-term behavioral change**	Research tells us that punishment may stop a behavior in the **short-term** and does not lead to long-term behavioral change

Scheduling for Success

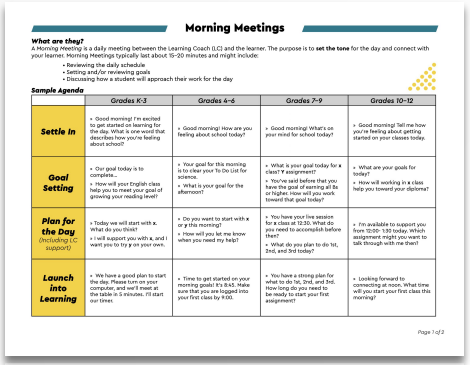
Effective Schedules -Overview

- Morning & Afternoon Meetings
- Clear start and end times for each class
- Focused time for each learner
- Pre-planned breaks
- Prioritize moments that are important to your family

Grade Level Considerations- Scheduling

Elementary School	Middle School	High School
Bell Work	1 subject a day vs. all subjects every day	1 subject a day vs. all subjects every day
Build Independence	Build Student Choice	Remain Hands On
Visually show students when you are Learning Coach vs. Caregiver	Consider the use of a visual timer	Move your body when you are working with each student

Effective Schedules - Resources



Morning Meetings

What are they?
A Morning Meeting is a daily meeting between the Learning Coach (LC) and the learner. The purpose is to **set the tone** for the day and connect with your learner. Morning Meetings typically last about 15-20 minutes and might include:

- Reviewing the daily schedule
- Setting and/or reviewing goals
- Discussing how a student will approach their work for the day

Sample Agenda

	Grades K-3	Grades 4-6	Grades 7-9	Grades 10-12
Settle In	• Good morning! I'm excited to get started on learning for the day. What is one word that describes how you're feeling about school?	• Good morning! How are you feeling about school today?	• Good morning! What's on your mind for school today?	• Good morning! Tell me how you're feeling about getting started on your classes today.
Goal Setting	• Our goal today is to complete... • How will your English class help you to meet your goal of growing your reading level?	• Your goal for this morning is to clear your To Do List for science. • What is your goal for the afternoon?	• What is your goal today for x class? Y assignment? • You've said before that you have the goal of earning all Bs or higher. How will you work toward that goal today?	• What are your goals for today? • How will working in x class help you toward your diploma?
Plan for the Day *(Including LC support)*	• Today we will start with x. What do you think? • I will support you with x, and I want you to try y on your own.	• Do you want to start with x or y this morning? • How will you let me know when you need my help?	• You have your live session for x class at 12:30. What do you need to accomplish before then? • What do you plan to do 1st, 2nd, and 3rd today?	• I'm available to support you from 12:00- 1:30 today. Which assignment might you want to talk through with me then?
Launch into Learning	• We have a good plan to start the day. Please turn on your computer, and we'll meet at the table in 5 minutes. I'll start our timer.	• Time to get started on your morning goals! It's 8:45. Make sure that you are logged into your first class by 9:00.	• You have a strong plan for what to do 1st, 2nd, and 3rd. How long do you need to be ready to start your first assignment?	• Looking forward to connecting at noon. What time will you start your first class this morning?

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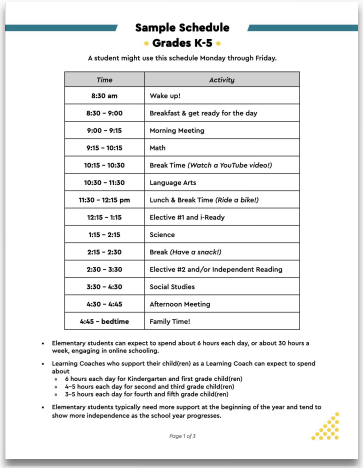
[Morning & Afternoon Meetings]



Sample Schedule

Grades K-5

A student might use this schedule Monday through Friday.

Time	Activity
8:30 am	Wake up!
8:30 – 9:00	Breakfast & get ready for the day
9:00 – 9:15	Morning Meeting
9:15 – 10:15	Math
10:15 – 10:30	Break Time *(Watch a YouTube video!)*
10:30 – 11:30	Language Arts
11:30 – 12:15 pm	Lunch & Break Time *(Ride a bike!)*
12:15 – 1:15	Elective #1 and i-Ready
1:15 – 2:15	Science
2:15 – 2:30	Break *(Have a snack!)*
2:30 – 3:30	Elective #2 and/or Independent Reading
3:30 – 4:30	Social Studies
4:30 – 4:45	Afternoon Meeting
4:45 – bedtime	Family Time!

- Elementary students can expect to spend about 6 hours each day, or about 30 hours a week, engaging in online schooling.
- Learning Coaches who support their child(ren) as a Learning Coach can expect to spend about
  - 6 hours each day for Kindergarten and first grade child(ren)
  - 4–5 hours each day for second and third grade child(ren)
  - 3–5 hours each day for fourth and fifth grade child(ren)
- Elementary students typically need more support at the beginning of the year and tend to show more independence as the school year progresses.

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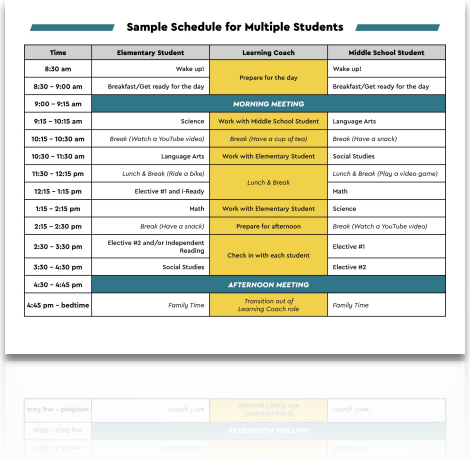
[Sample Schedules]

These resource includes:

- Talking points for Morning Meetings & Afternoon Meetings.
- Sample Schedules for grades K-12

Effective Schedules - Resources



Sample Schedule for Multiple Students

Time	Elementary Student	Learning Coach	Middle School Student
8:30 am	Wake up!	Prepare for the day	Wake up!
8:30 – 9:00 am	Breakfast/Get ready for the day		Breakfast/Get ready for the day
9:00 – 9:15 am	MORNING MEETING		
9:15 – 10:15 am	Science	Work with Middle School Student	Language Arts
10:15 – 10:30 am	*Break (Watch a YouTube video)*	*Break (Have a cup of tea)*	*Break (Have a snack)*
10:30 – 11:30 am	Language Arts	Work with Elementary Student	Social Studies
11:30 – 12:15 pm	*Lunch & Break (Ride a bike)*	*Lunch & Break*	*Lunch & Break (Play a video game)*
12:15 – 1:15 pm	Elective #1 and i-Ready		Math
1:15 – 2:15 pm	Math	Work with Elementary Student	Science
2:15 – 2:30 pm	*Break (Have a snack)*	Prepare for afternoon	*Break (Watch a YouTube video)*
2:30 – 3:30 pm	Elective #2 and/or Independent Reading	Check in with each student	Elective #1
3:30 – 4:30 pm	Social Studies		Elective #2
4:30 – 4:45 pm	AFTERNOON MEETING		
4:45 pm – bedtime	*Family Time*	*Transition out of Learning Coach role*	*Family Time*

[Sample Schedule for Multiple Students]

This resource includes:

- A sample schedule for multiple students and Learning Coach

Learning Coach Considerations - Scheduling

- Take time to transition in and out of the Learning Coach role
- Identify points during the day when you can be alone and/or do something that you enjoy
- Find opportunities to connect with other adults
- Build a “Closing Routine” for yourself

Going Forward

We’re here for you!

Email:

help@myschool.org

Call:

Arizona	Colorado
602-641-8220	720-713-1916

Thank You!