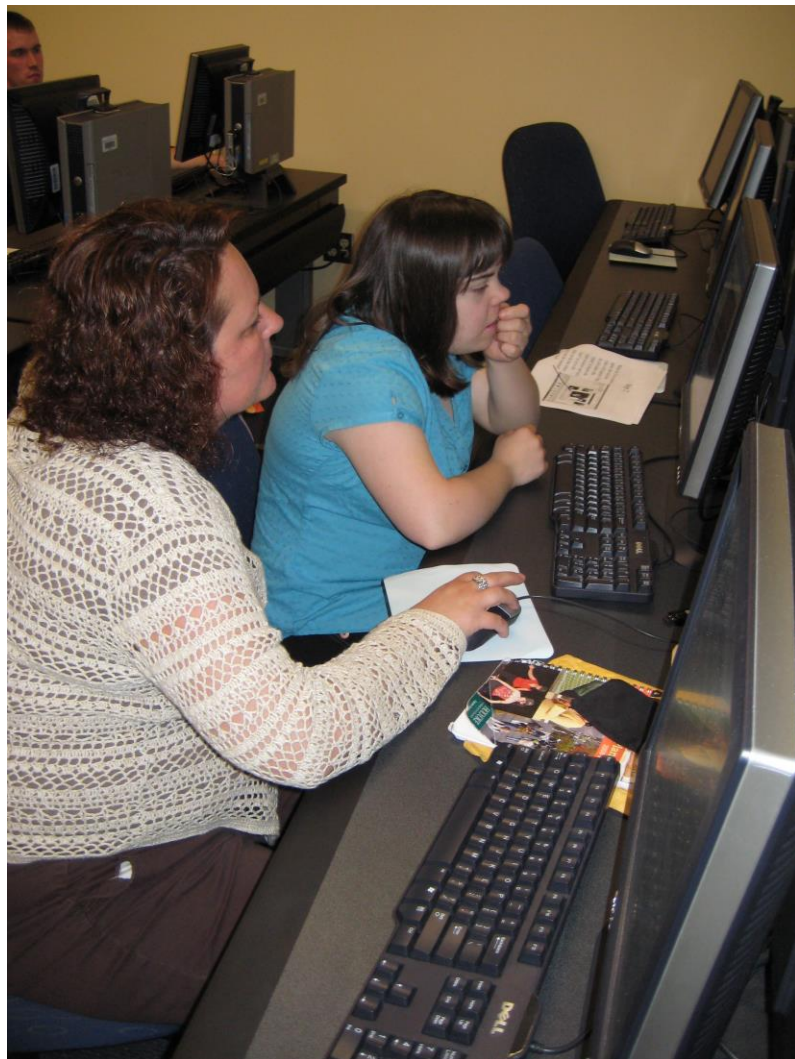Educational Coaching:

Promoting academic success through effective academic strategies and supports

Maria Paiewonsky
Institute for Community Inclusion
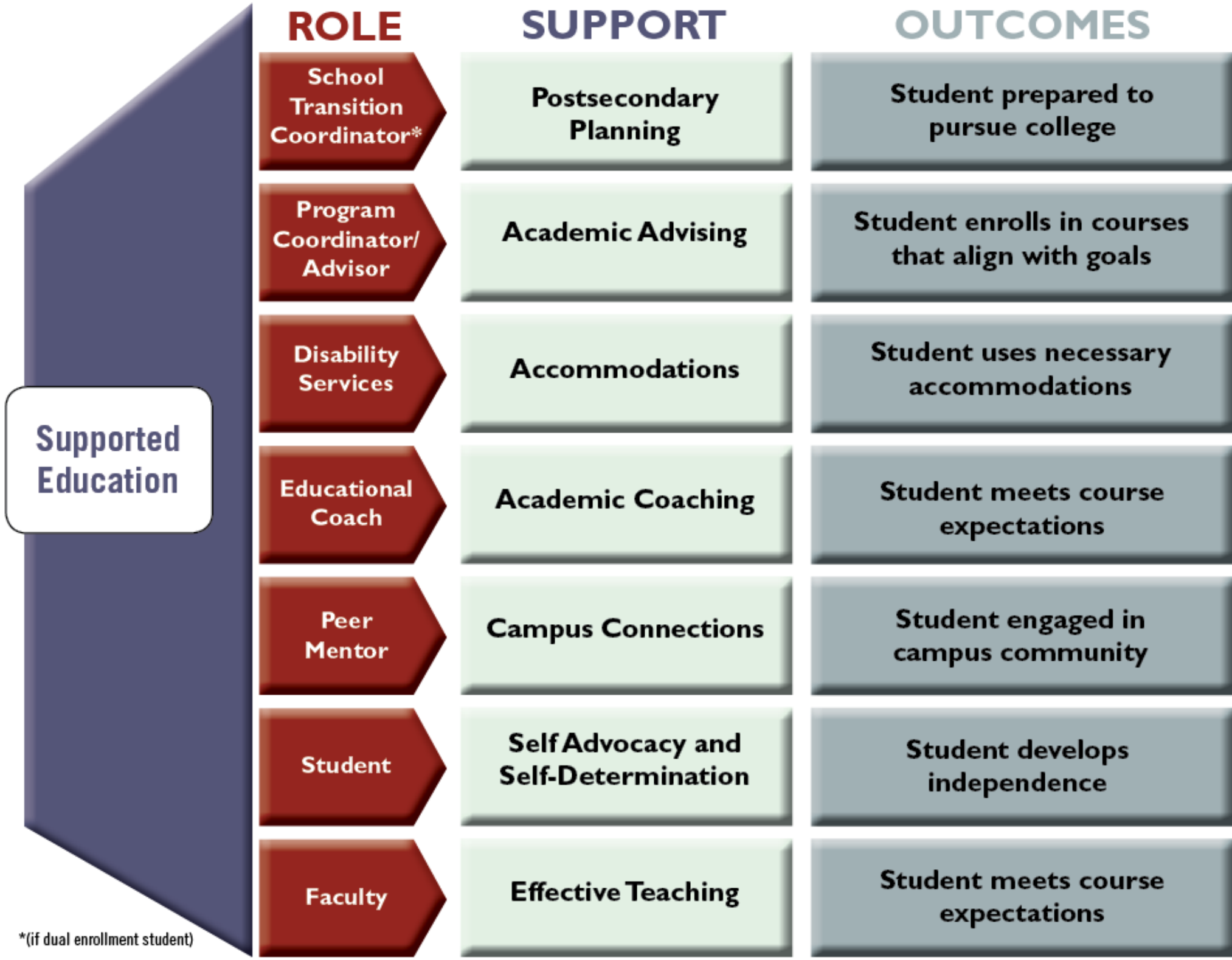February 28 2020

Objective

- Review the critical role that dual enrollment staff, including coaches, transition teachers and college program staff, have in promoting academic success for students with disabilities.

- This one hour session will include practical applications and MAICEI examples of supported education strategies that promote universal design for learning and effective teaching and learning practices.

Students and coaches

Supported Education

ROLE	SUPPORT	OUTCOMES
School Transition Coordinator*	Postsecondary Planning	Student prepared to pursue college
Program Coordinator/ Advisor	Academic Advising	Student enrolls in courses that align with goals
Disability Services	Accommodations	Student uses necessary accommodations
Educational Coach	Academic Coaching	Student meets course expectations
Peer Mentor	Campus Connections	Student engaged in campus community
Student	Self Advocacy and Self-Determination	Student develops independence
Faculty	Effective Teaching	Student meets course expectations

*(if dual enrollment student)

Key points

- Self-Advocacy

- Promoting academic engagement

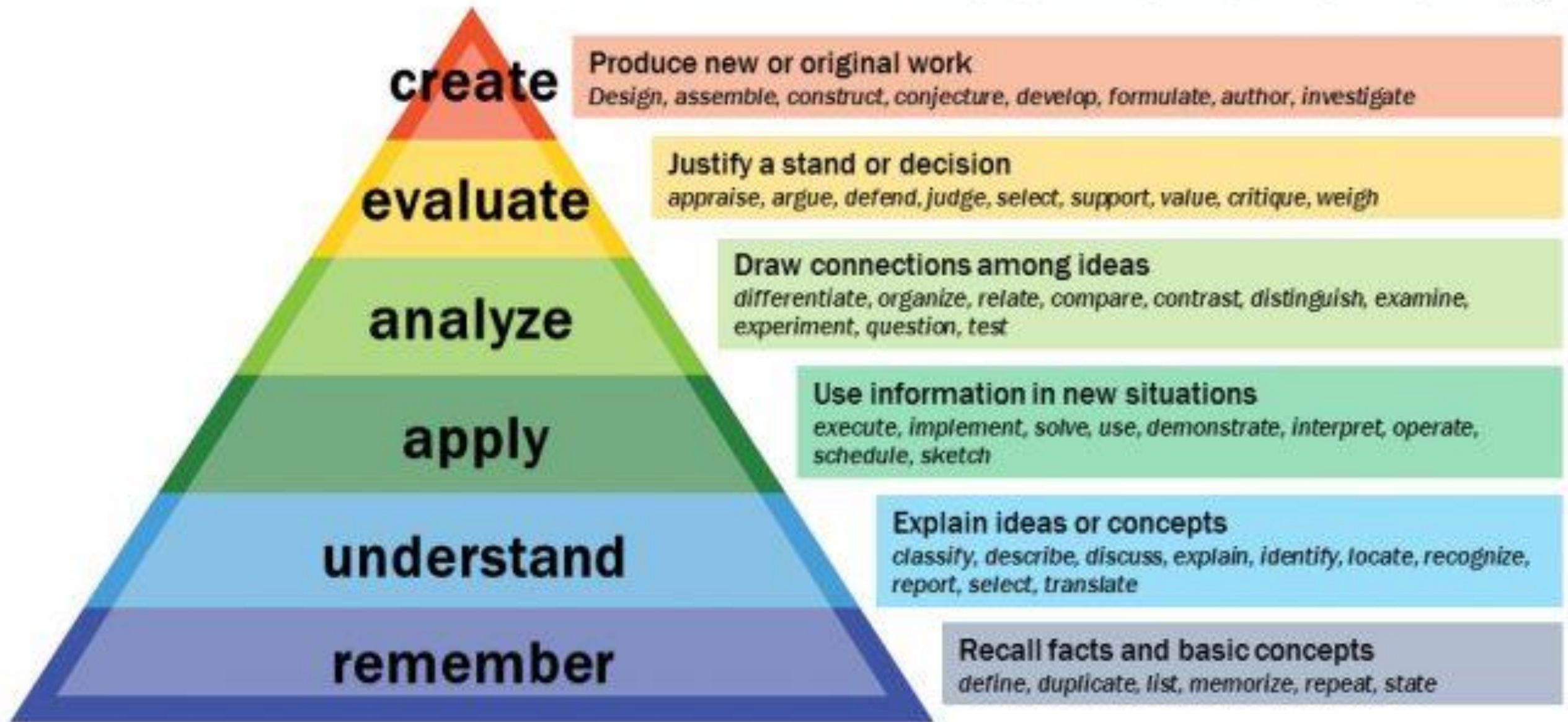# Promoting self-advocacy

- <u>Assist</u> students to advocate for themselves

- Learn about their learning style

- Identify the accommodations they need to participate in class

- How to communicate with professors

Assist students to advocate for themselves

- Point out strategies that help the student learn better (from your observations working with them)

- Ask the student how they learn best and work with them to incorporate those strategies into their studies

- Strategize with the student how to communicate with the professor

Bloom's Taxonomy

create
Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate
Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze
Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply
Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand
Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember
Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

Academic Coaching

Study Skills

Course engagement

Bloom: Remember, Understanding

Bloom: Apply, Analyze, Evaluate, Create

LASSI

Learning and Study Strategies Inventory

Second Edition

Claire E. Weinstein, Ph.D.
Department of Educational Psychology,
University of Texas at Austin

David R. Palmer, Ph.D.
Texas Health and Human Services
Commission

Ann C. Shulte, Ph.D.
University of North Carolina

Many students are not as aware as they need to be about how they study and learn. The **Learning and Study Strategies Inventory (LASSI)** is designed to help you develop or expand that awareness so you can be more successful in college.

The **LASSI** helps you to assess your strengths and weaknesses in ten different areas related to being a strategic and successful learner in college. Research has shown that each of these areas is important for succeeding in higher education.

e. Very much like me
d. Fairly much like me
c. Somewhat like me
b. Not very much like me
a. Not at all like me

e. Very much like me
d. Fairly much like me
c. Somewhat like me
b. Not very much like me
a. Not at all like me

1. I worry that I will fail my classes. a b c d e

2. I can tell the difference between more important and less important information my teacher tells me. a b c d e

3. I find it hard to stick to a study schedule. a b c d e

4. After a class, I look over my notes to help me understand the information. a b c d e

5. I don't care if I finish high school as long as I can get a job. a b c d e

6. I find that when my teacher is teaching I think of other things and don't really listen to what is being said. a b c d e

7. I use special study helps, such as italics and headings, that are in my textbook. a b c d e

8. I try to identify the main ideas when I listen to my teacher teaching. a b c d e

9. I get discouraged because of low grades. a b c d e

10. I am up-to-date in my class assignments. a b c d e

11. Problems outside of school – dating, conflict with parents, etc. – cause me to not do my school work. a b c d e

12. I try to think through a topic and decide what I am supposed to learn from it rather than just read it over when doing schoolwork. a b c d e

13. Even when study materials are dull and not interesting, I manage to keep working until I finish. a b c d e

20. I do poorly on tests because I find it hard to plan my work within a short period of time. a b c d e

21. I try to think of possible test questions when studying my class material. a b c d e

22. I only study when there is the pressure of a test. a b c d e

23. I change the material I am studying into my own words. a b c d e

24. I compare class notes with other students to make sure my notes are correct. a b c d e

25. I am very tense when I study. a b c d e

26. I look over my notes before the next class. a b c d e

27. I have trouble summarizing what I have just heard in class or read in a textbook. a b c d e

28. I work hard to get a good grade, even when I don't like a class. a b c d e

29. I often feel like I have little control over what happens to me in school. a b c d e

30. I stop often while reading and think over or review what has been said. a b c d e

31. Even when I am well prepared for a test, I feel very upset when taking it. a b c d e

32. When I study a topic I try to make the ideas fit together and make sense. a b c d e

33. I talk myself into believing some excuse

Improving Your Study Habits

Your Name: _____

Choose the answer that best describes you.

Study Habit	Already Do	Plan to Do	Not Interested
Study every day.			
Create a quiet place at home to study.			
Turn off the phone, TV, and other distractions when studying.			
Play quiet background music.			
Study in a way that suits your learning style.			
Take short but frequent breaks, like 5 minutes every half hour.			
Study early (don't wait until the last minute).			
Study the hardest things first and then move on to easier ones.			
Spend the most time on things that are hardest.			
Ask for help if you are struggling with something.			
Take notes as you study, using your own words to simplify complex ideas.			
Keep your notes in a notebook or folder.			
Review your notes on a regular basis.			
Make connections between what you are studying and what you know.			
Take practice tests, so you don't panic when it's time for the real test.			
Use a planner or agenda to keep track of your study progress.			
Reward yourself after a good study session.			
Quiz yourself about what you just studied.			
Total			

Developing good study habits can be a challenge, especially if you already have a busy life. But don't dismiss the importance of studying.

Want to aim for the best study habits possible? The ultimate goal would be for all of your responses to appear in the "Already Do" column.

So take a look at your "Plan to Do" column and give one or two of the items listed a try. By improving just one or two additional study habits, you may soon see a jump in your test scores. And that's what developing good study habits is all about!

EDUCATIONPLANNER.org℠

supporting success

- Natural Supports

- Effective practices

- Self management tools

- Off site support strategies/mentoring

natural supports

- Naturally occurring in the environment

- Available to all students--from faculty, support staff, etc.

- Increases inclusion

- More permanent, available

- Facilitates long-term success

+ Self management tools

- Smartphone apps incl. alarm, calendar, camera

- Evernote

- Quizlet

- Smartphone calendar

- Blackboard app

- Padlet

+

Supporting academic engagement:
Seven effective practices (Chickering & Gamson, 1991)

TIPS FOR ENGAGING STUDENTS IN INCLUSIVE POSTSECONDARY EDUCATION

DIRECTIONS: Consider examples that highlight how supported education strategies can be implemented for course access. Check off the ones that you think you would like to try out if they are not currently being used.

Student-faculty contact	Cooperation	Active Learning	Prompt feedback	Time on task	High expectations	Respect diverse talents/ways of learning
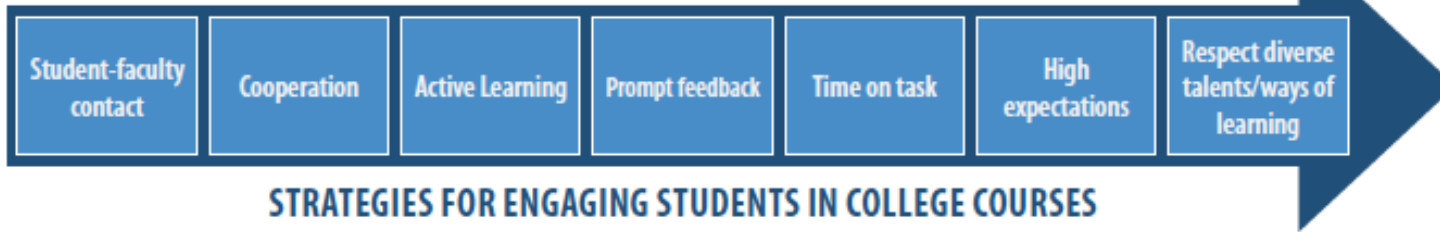
STRATEGIES FOR ENGAGING STUDENTS IN COLLEGE COURSES

STUDENT-FACULTY CONTACT	
Interested in trying out (check if yes)	**Strategy**
☐	Assist students to arrange a meeting with the instructor to discuss the students' accommodations.
☐	Offer students guided prompts to discuss class concerns (e.g., "What part of the class assignment is easiest or hardest for you?"; "What was the best/least favorite part of class"? How can you communicate this to instructor?).
GOOD PRACTICE ENCOURAGES COOPERATION AMONG STUDENTS	
☐	Be on the lookout for an in-class peer mentor
☐	Share notes
☐	Check-in for understanding
☐	Meet up for group assignments
GOOD PRACTICE ENCOURAGES ACTIVE LEARNING	
☐	Prepare students with questions that will be used for class discussion prior to the class.
☐	Use a photo or illustration as a starting point for a discussion. Give students five minutes to look at the picture and instruct them to brainstorm about how it relates to the readings.
☐	Give students examples of how what they are learning relates to real life situations
GOOD PRACTICE GIVES PROMPT FEEDBACK	
☐	Prompt student to ask instructor for written or verbal feedback on assignments within a week of the deadline, even if it's not complete so the student has prompt feedback.
☐	Prompt student to ask for sample assignments so that they can see what is expected in an assignment.
☐	Help student to find a study partner to prepare quizzes and tests and share sample study guides.
GOOD PRACTICE EMPHASIZES TIME ON TASK	
☐	Assist students to set up a glossary of new terms learned in class
☐	Take a few minutes in each class to review a study skills strategy--taking notes, following a checklist, checking for understanding with classmates, etc.
☐	Guided notes: Pre-lecture notes with essential information word, PPT, website
GOOD PRACTICE RESPECTS DIVERSE TALENTS AND WAYS OF LEARNING	
☐	Identify, with students, videos, images, or software applications in class to complement readings and discussions.
☐	Meet with instructor and liaison to consider a menu of options students may select from to demonstrate their understanding of course content in assignments.
☐	Consider multiple ways to check for understanding (e.g., one-minute summary paper, "muddiest point of class" check-in, word clouds like Wordle to describe major points taken from class).
☐	Instruct student to use self-management tools such as: • Smartphone alarm, Budgeting apps, FitnessPal, Quizlet, Smartphone calendar, Blackboard app, Padlet

ThinkCollege
TRANSITION PROJECT

# 1. Good practice encourages student-faculty contact

Frequent student-faculty contact in and out of class is the most important factor in student motivation and involvement.

Find ways to help students connect with instructor/faculty to check in about assignments, discuss accommodations, review deadlines, check work

+

Two tips for promoting student-faculty contact
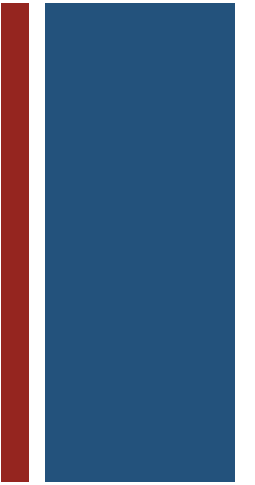
- Assist students to arrange a meeting with an instructor to discuss the students' accommodations.

- Offer students guided prompts to discuss class concerns (e.g., "What part of the class assignment is easiest or hardest for you?"; "What was the best/least favorite part of class"? How can you communicate this to instructor?).

2. Good practice encourages cooperation among students

Good learning is collaborative and social, not competitive and isolated. Research on group work in college classrooms indicates that these collaborative learning experiences lead to active learning, increased productivity, and better interpersonal relationships in class.

+

Three tips for establishing cooperation among students

- Be on the lookout for an in-class peer mentor
  - Share notes
  - Check in for understanding
  - Meet up for group assignments

Bloom's Taxonomy
Understand: Explain ideas or concepts
Apply: Use information in new situations

+ 3. Good practice encourages active learning

Students do not learn much by just sitting in class, listening to teachers. They need to contribute to discussions, write about what they are learning, and apply their learning to activities and to their lives. They must make what they learn a part of their lives. If they need support to do that, plan for strategies that will help them engage in class.

+

Three tips for engaging students in class discussions
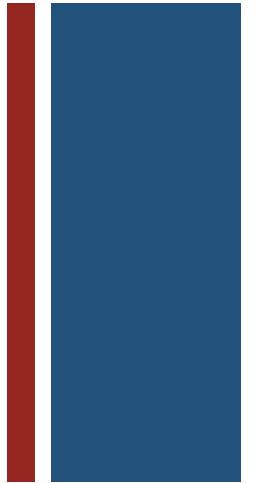
- Prepare students with questions that will be used for class discussion prior to the class.

- Use a photo or illustration as a starting point for a discussion. Give students five minutes to look at the picture and instruct them to brainstorm about how it relates to the readings.

- Give students examples of how what they are learning relates to real life situations

Bloom's Taxonomy
Remember: Recall facts and basic concepts
Understand: Explain ideas and concepts
Create: Produce new or original work

+ Example: Chris, communication course, gender roles in media
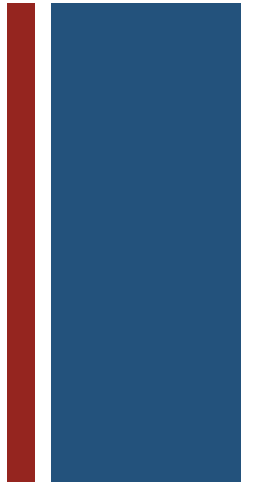
Bloom's Taxonomy
Analyze: Draw connections among ideas

+ 4. Good practice gives prompt feedback

Students need feedback to figure out what they know and don't know, and to fully benefit from a class. They need opportunities to practice what they are learning throughout the course and receive prompt suggestions for improvement.

Bloom's Taxonomy
Apply: Use information in new situations
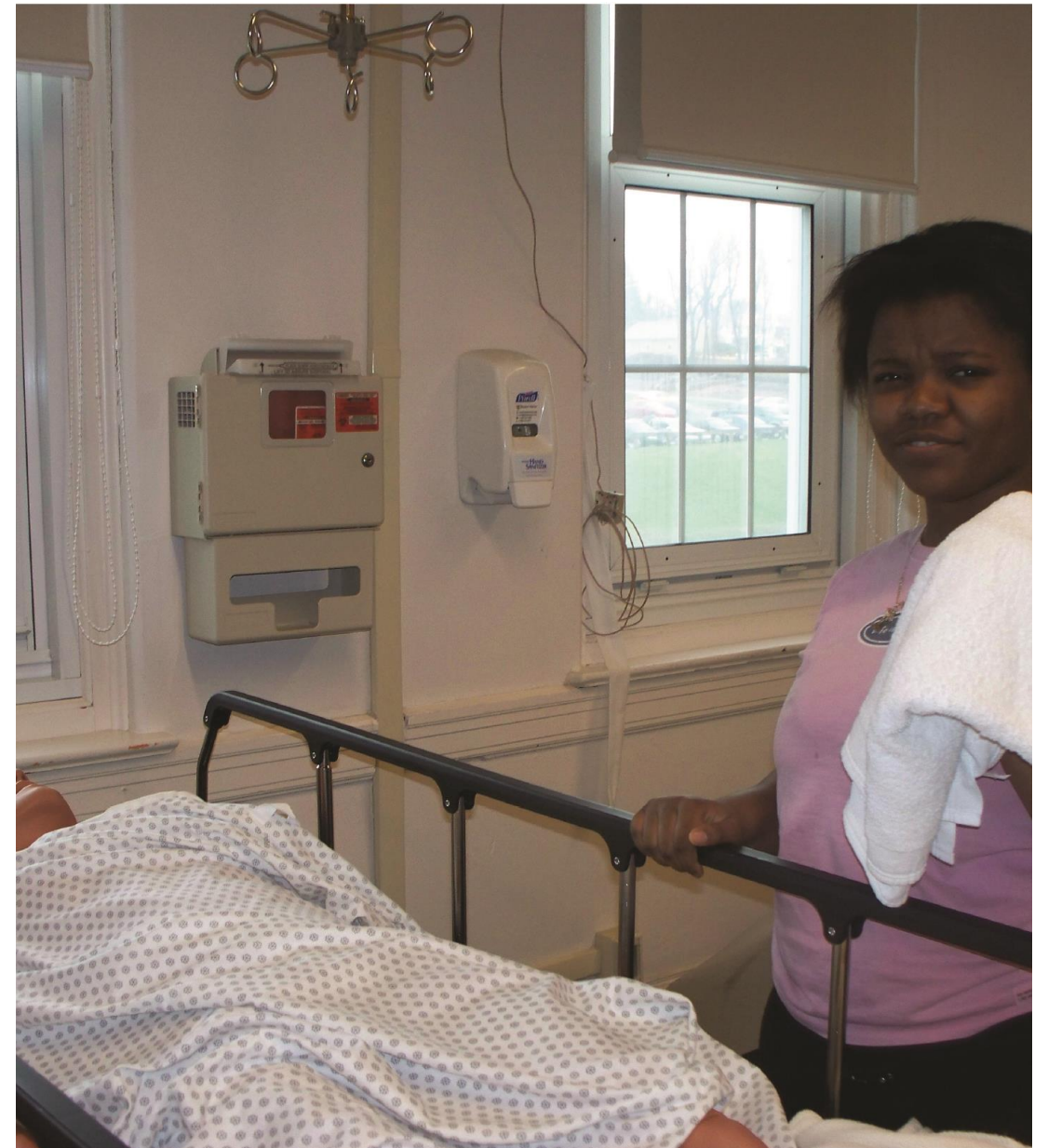
Tricia: feedback from audience

+
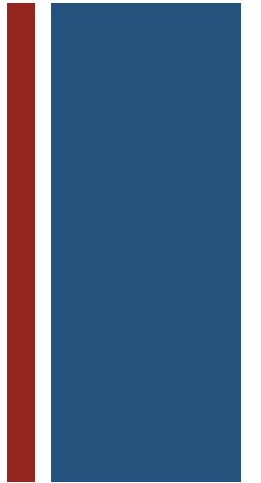
Three tips for giving feedback to students

■ Prompt student to ask instructor for written or verbal feedback on assignments within a week of the deadline, even if it's not complete so the student has prompt feedback.

■ Prompt student to ask for sample assignments so that they can see what is expected in an assignment.

■ Help student to find a study partner to prepare quizzes and tests and share sample study guides.

Bloom's Taxonomy
Understand: Explain ideas and concepts

5. Good practice emphasizes time on task

It is critical for students to learn to manage and use their time well. This skill is necessary now, to meet course requirements, and later, to meet work deadlines. Students need help learning to manage their time. Effective strategies for managing time related to course assignments leads to effective learning for students.

+

Tips for emphasizing time-on-task for students
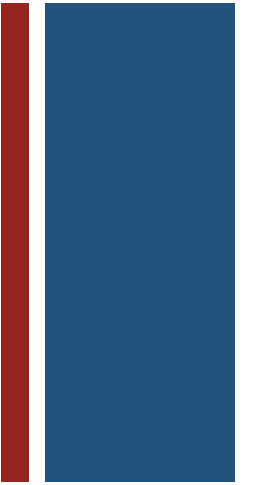
■Use multiple calendar systems, as well as text and verbal reminders, to help students meet assignment deadlines.

■Help students to take advantage of study skills workshops that include pacing work, meeting short and long term deadlines

6. Good practice communicates high expectations

Holding high expectations for all students will lead to students meeting those expectations. Do not underestimate what students can do, and will do--even those who are considered to be underprepared.

+
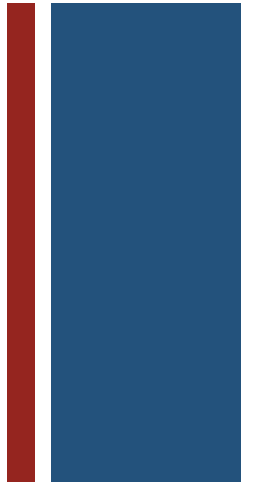
Two tips for maintaining high expectations for students

❑Assist students to set up a glossary of new terms learned in class

❑ Take a few minutes in each class to review a study skills strategy--taking notes, following a checklist, checking for understanding with classmates, etc.

Bloom's Taxonomy
Remember: Recall facts and basic concepts

Guided Notes

- Pre-lecture notes with essential informationword, PPT, website

- Students actively participate during lecture, reading, etc.

Bloom's Taxonomy:
Remember: Recall facts and basic concepts

- The location of the U.S. with its _____ , Pacific, and Gulf coasts, has provided access to other parts of the _____.

- The _____ Ocean served as the highway for _____, earl_____, and later immigrants.

- The _____ River was the gateway to the west.

- Inland port cities grew in the _____ along the _____.

- The _____ and _____ Rivers were used to transport farm and industrial products. They were links to U.S. Ports and other parts of the world.

- The Columbia River was explored by _____ and _____.

- The Colorado River was explored by the _____.

- The Rio Grande River forms the _____ with _____.

- The Pacific Ocean was and early _____ destination.

- The _____ provided the _____ and _____ with exploration routes to _____ and

7. Good practice respects diverse talents and ways of learning

There are many ways for students to demonstrate their understanding of class material and to contribute to their courses. Students need opportunities to show their strengths and learn in ways that work for them. Instructors can use these strategies to push learning even further.
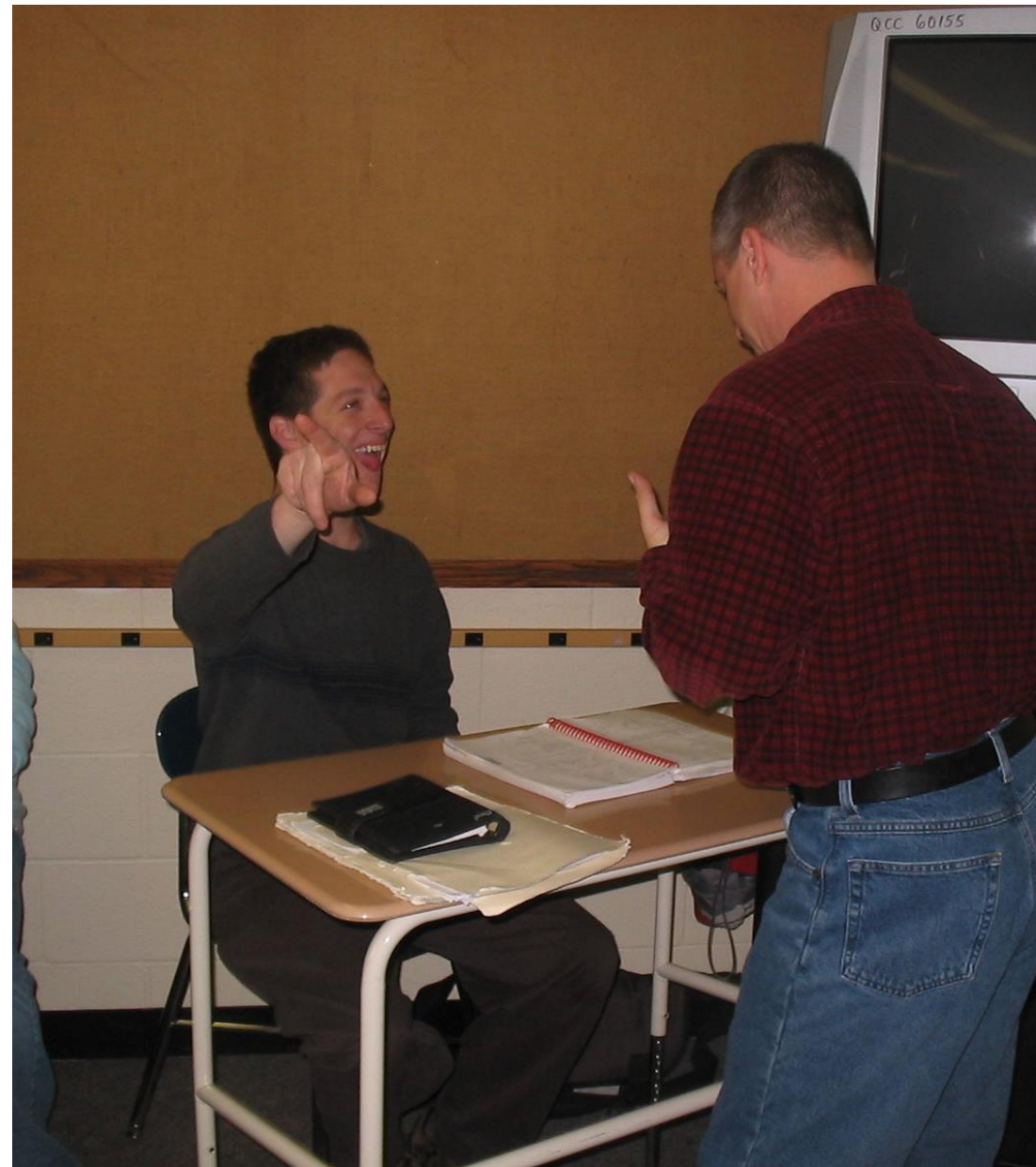
# + Three tips for effective teaching, using principles of universal design

- Identify, with students, videos, images, or software applications in class to complement readings and discussions.

- Meet with instructor and liaison to consider a menu of options students may select from to demonstrate their application of course content in assignments. For instance, if a student needs to demonstrate their ability to present a persuasive argument, you could develop a common rubric that addresses the assignment criteria but students have the option to do the project as a speech, a letter to the editor, a public service announcement, a digital story or a billboard.

- Consider multiple ways to check for understanding (e.g., one-minute summary paper, "muddiest point of class" check-in, word clouds like Wordle to describe major points taken from class).

Grace: Intro to Literature course
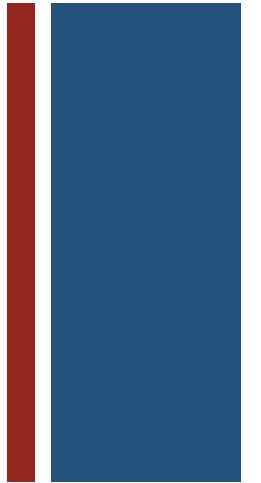
- Assignment: Read Romeo and Juliet

- Shakespeare, "Romeo and Juliet", Act 2 Scene 2, "What light through yonder window breaks?"

- Prepare for class discussion on "sililoquy" (an act of speaking one's thoughts aloud when by oneself or regardless of any hearers, especially by a character in a play)
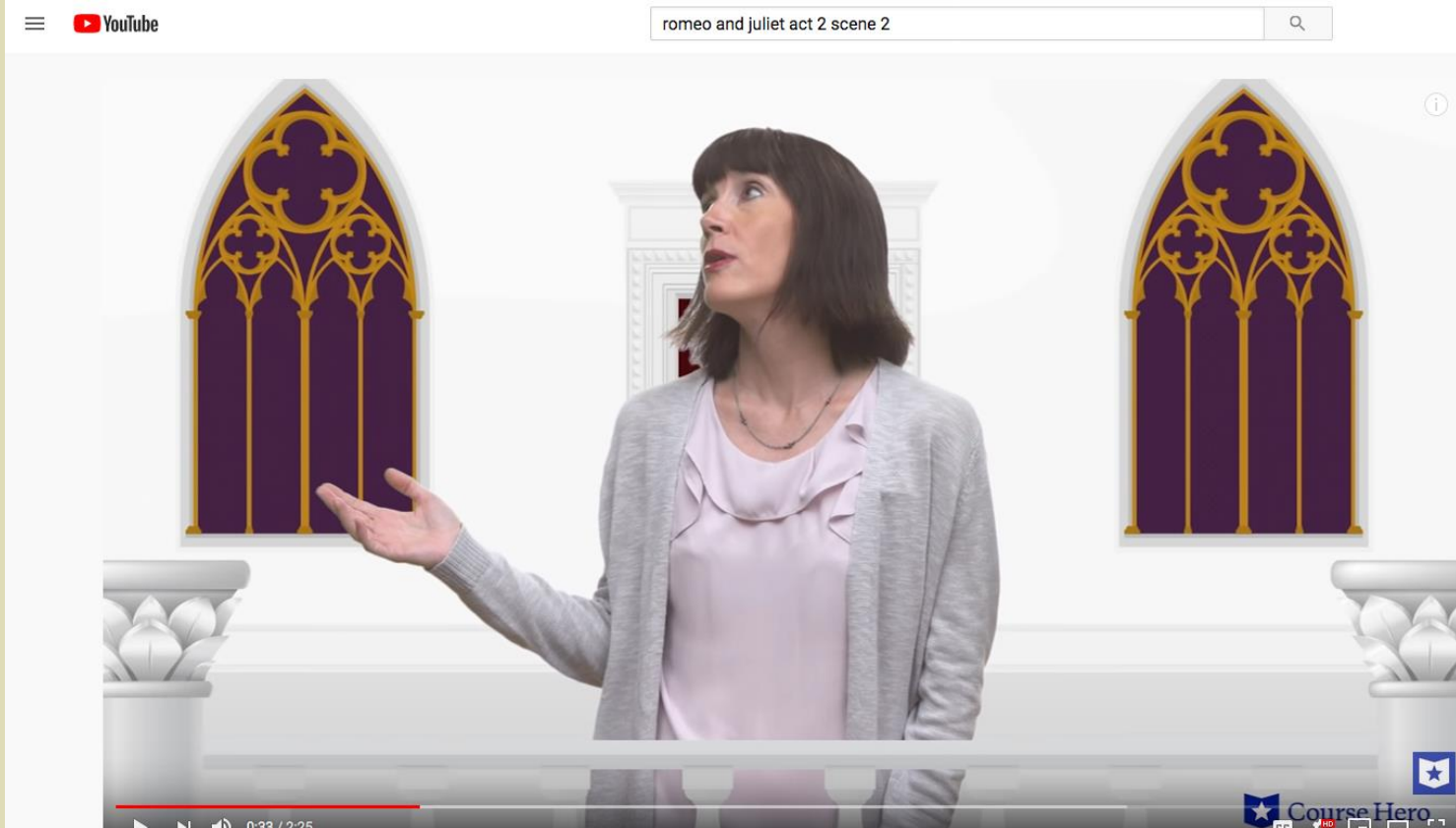
Mutually Beneficial Partnership

★ Clarify and breakdown information
★ Differentiate, modify, adapt content/assignments
★ Organization, study skills, etc.
★ Scaffold supports to complete tasks
★ Teach learning strategies to maximize academic success and independence
★ Prepare students to actively participate in group assignments and projects
★ Plan communication with professor and mentor
★ Problem solve issues
★ Plan together

Ongoing Support

1st Week of Class
- Staff supports student to email instructor
- Student shares At-A-Glance with instructor
- Classroom Observations
- Academic coaching begins
- Unit Planning with Instructors

Throughout Semester
- Weekly Academic Advising/Coaching
- Ongoing Unit Planning & Instructor support
- Students referred to other academic resources
- Additional observations as needed
- Weekly aaptations meetings among staff
- Adapting necessary course material
- Student use Blackboard, TopHat, NearPod, Kahoot, etc.

KU
THE UNIVERSITY OF
KANSAS

things that work

- Establishing communication with professor

- Pre-planning

- Campus orientation

- Rehearsing discussions

- Smartphone

- Following planner

- Weekly meetings with coach/liaison

Institute for Community Inclusion
UMass Boston

Maria Paiewonsky, Ed.D
maria.paiewonsky@umb.edu