



- 3 STEPS TO - JUMP-START AT-HOME LEARNING



Gretchen Osodipe
Founder, Co-Teach





You've always been your child's first teacher, but now you have to take it up a notch...or maybe it feels like ten.

On the one hand, you are getting to spend a lot more quality time with your child, and getting to know them more as a learner. On the other hand, you're encountering... issues.

We totally get it! At-home learning comes with many challenges, we've been there, we are there, we can help! This jump-start guide will equip you to set the right foundation for success.

ME? A TEACHER? REALLY?!



In the hospital the day after my first daughter was born a nurse came in with a folder of forms to fill out. On one particular form, I think it was the birth certificate form, there was a line that read, Mother's Name. I actually wrote my mother's name. Awkward. I realized my error and crossed it out, and put my name.

A couple of days later at the pediatrician's office, I laughed to myself when I got to the line on a form where I had to fill in Mother's Name. It was still unbelievable to me but I was getting more comfortable in my new role. I put my name.

Even if it's unbelievable and you're still in shock; you are a teacher. But, don't worry, you've always been one. And, you've got help. Co-Teach was founded so that parents and caregivers everywhere will have access to the expert support and guidance they need to meet the unique needs of the learners in their lives, through at-home learning.

With some guidance, support, and a few tips, pretty soon, whenever you see a form that asks Teacher's Name, you'll muse to yourself, remembering the day when you only thought to put your child's classroom teacher's name.

Gretchen

□ Step 1

Set a Vision and Write it Down

To set a strong foundation for at-home learning, first, name your vision and get really specific about what you want at-home learning to be. Your vision will support the development of specific habits and traits, help your learner learn academic content, help you focus on your learners' social emotional and mental health needs, and minimize the stress at-home learning can place on the relationship between parents, caregivers, and children.

When creating a vision it's important to make your vision:

- Personal
 - Your vision is yours, for you and your family based on your best thinking at the time.
- Dynamic
 - Write down what you think at the time; as you learn more, revisit and refine.
- Clear/Specific
 - Describe what learning should look like, sound like, feel like, and be.

Here's the vision I wrote alongside my family. It's nothing fancy- just chart paper, marker, and my "messy handwriting" (according to my 6-yr. old). Right beside the chart are typed excerpts from our list.

Vision

How do we want at-home learning to look, feel, sound like + be?

Why?!
We want to be smarter. We want to know each other more - love each other more + help others!

Look	Feel	Sound like	Be
- doing stuff together AND by myself. Inside + outside. - like painting, relaxing, computer-time, math time - helping Lydia go potty, napping time, reading time, inventing, science - some stuff the same every day some stuff we get to choose - we get treats sometimes when we do something good - like learning... we can explain how we're getting better + smarter	- Chill - not Stressful - relaxing - not boring - like we are enjoying ourselves + when we make a mistake we aren't saying awww...	- talking to each other - listening to music - quiet when Josh is taking a nap - quiet when Momma has a call	- good - productive • Momma gets work done • Nai reaches her goals • Lydia reaches her goals • Josh + daddy reach their goals • Focused on growing - celebrating wins + doing better + better

Look

- Doing stuff together AND by ourselves, inside and outside, explaining what we're learning, painting, relaxing, computer time, math time

Feel

- Chill- not stressful, relaxing, not boring, like we're enjoying ourselves.

Sound

- Talking, listening to music, quiet when Josh is sleep and when momma is on a call

Be

- Good, productive- momma and daddy get work done and Nai, Lydia and Josh meet their goals, focused on growing

☐ Step 1 You Try!

Now, you try! With your learners (a.k.a your children) commit to paper what you'd like learning to look like, feel like, sound like, and be? When you're finished do a quick reflection:

- What would the end of the learning day feel like if we did these things?
- What descriptor of our day is most exciting to you?
- What descriptor of our day would you want if you could only have one (1)?

We want at-home learning to...

Look like

Feel like

Sound like

Be

Teaching Tip- Incorporate into your routine a daily check-in where you and your learner discuss how you're doing living out your vision. Totally OK if you're having an off day. Let your vision get you back on track. And if you're doing great- celebrate!

□ Step 2 Establish What? Where to? and Why?

A key benefit to at-home learning is the large degree of freedom you have to customize instruction to meet the unique needs of your learner. Start by getting a clear picture of the specific knowledge, skills, and understandings that are important for your learner. Then, plan backwards from where you want to end up!



WHAT?

Inquire as to the standard(s) being addressed by instruction. Then, read those standards. Most states' standards are on apps or online at your state's education department. Reading the standards will give you the big picture of what a child in that grade is expected to know and understand. (Also, the standards will be a common language you can speak with your child's teacher.)

WHERE TO?

Ask your child's teacher about the types of problems, questions, prompts, etc., that will be used to show your learner has grasped certain skills or knowledge. An assessment calendar that shows when skills/knowledge will be assessed, is also helpful. All parties involved should be super clear about the learning destination and the kind of work learners will be able to do when the lesson or lessons are over – especially your learner!

WHY?

Continually help your learner reflect on their "Why." Knowing what you need to learn and where you're headed is great, but then there's the part where your learner has to learn! Psychologists and educators point to four qualities essential to learners' intrinsic motivation: autonomy, competence, relatedness and relevance. Attention to these areas will lessen the degree to which students try to avoid or passively participate in their work.

☐ Step 2 You try!

Now, you try! With your learners generate ideas for ways you can help them be intrinsically motivated. When you're finished do a quick reflection:

- What would the end of the learning day feel like if we did these things?
- What actions will be the easiest to put into practice? The hardest? Why?

AUTONOMY

To the extent you can, give your learner choice over what they learn, when they learn, and how they'll demonstrate that they learned.

- What are choices your learner can make now about what they learn, when, and how they'll show what they have learned? In the future?
- What are different ways to demonstrate that you've learned something?

COMPETENCE

Help learners be clear about what they are learning to build a sense of accomplishment. Clarify the big ideas as well as specific skills and knowledge. For example, a big idea may be problem-solving/ word problems. A specific skill to be developed may be solving two-step word problems with one operation.

- What is something you learned last year? What was the big idea? What are specific skills and knowledge you gained?
- What are some ways we can document or make visible what we're learning? Both the big ideas and the specific skills and knowledge?

RELATEDNESS

Your relationship with your learner is a key part of their motivation. Create occasions and seize moments to celebrate each other, learn about each other, and reflect.

- What are some ways we can be intentional about learning about each other?
- What are some ways we can celebrate each other and share what we're learning and how we're growing?

RELEVANCE

"Because you have to," and "This will help you when you're older," are two very real reasons to do work. But those reasons don't promote or sustain internal motivation. Before learning, help learners reflect on and express how what they are learning will enhance their lives now. After learning, journal or record how their learning is useful to them.

☐ Step 2 You Try

What is one thing you commit to trying when it comes to establishing the What?

What is one thing you commit to trying when it comes to establishing the Where To?

What is one thing you commit to trying when it comes to establishing the Why?

Teaching Tip– Keep in mind that standards documents articulate the minimum of what a child should learn at a grade level, so there is lots of room for customization and personalization. If we want our learners to be independent and motivated, it's important that they are clear on what they are learning (goals), why (motivation), and what success and growth looks like (learning evidence or Where To)

□ Step 3 Plan At-Home Learning

So, from Step 1- you created your vision!

From Step 2- you began to think about What, Where To, and Why. If your child's teacher shares that for the next two weeks lessons will be focused on 4.NBT 3 in Math and in English-Language Arts they will be reading two fiction pieces, you...

- know where to look in the standards for more information about what your child is being asked to do.
- know you can ask about the culminating projects or tests/tasks. (Note: You can always create opportunities for your child to meaningfully show what they know at-home. From making a budget, to writing a letter to a pen-pal, to modifying a recipe, there are infinite ways to connect academic content to everyday moments!)

Also, you began to think of ways to boost internal motivation for your learner.

All that's left are the lessons and learning experiences. Here are the four areas to consider when planning.



☐ Step 3 You try!

So this point of reflection is just for you. What are you motivated to do regarding these four areas? Also jot down questions if you're not sure.

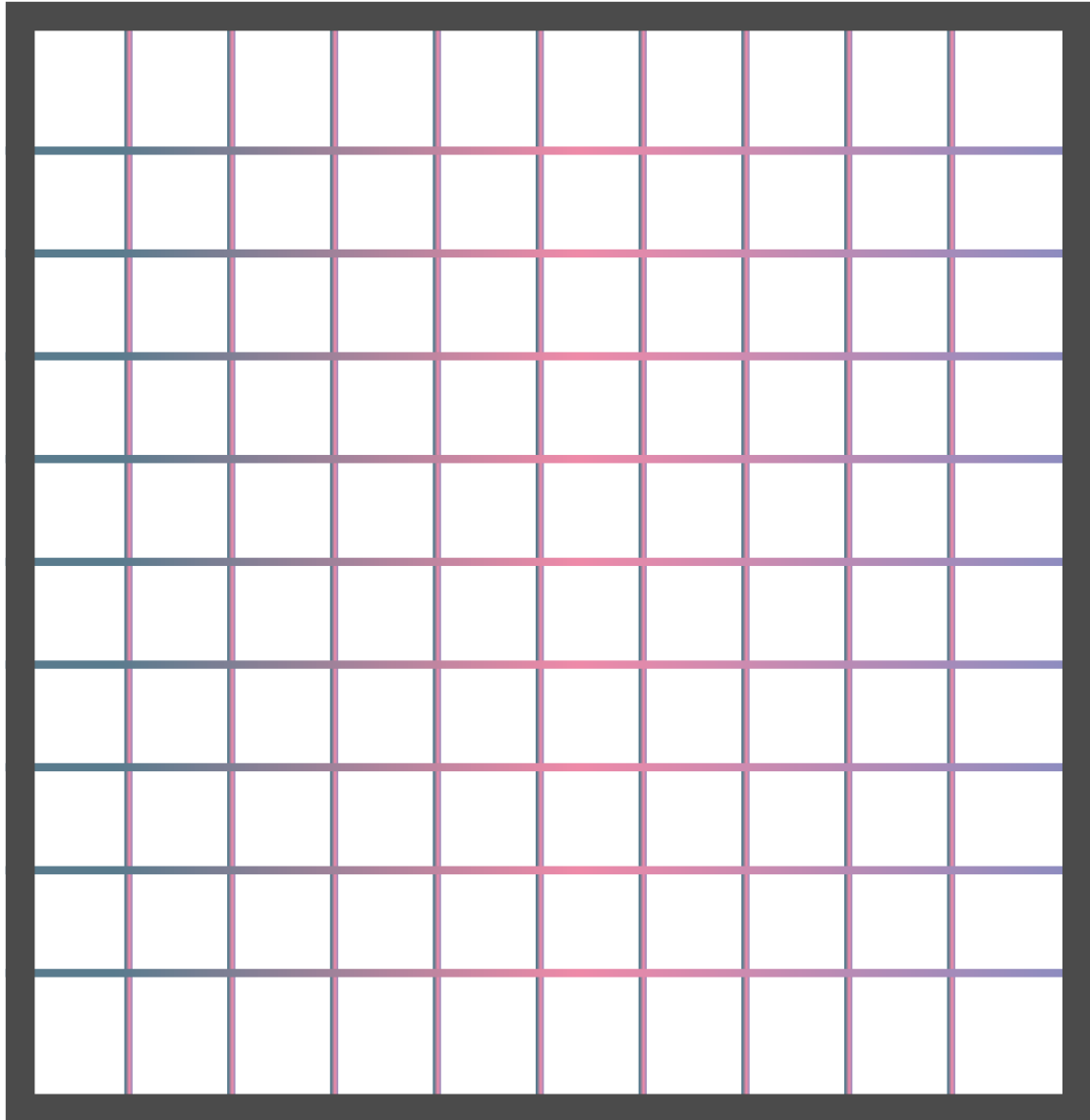
Relationships	Management
Strategies	Content

Teaching Tip- There is logic to the sequencing of these four areas, starting with relationships and ending with content. Children are learners and are learning all the time, so it's important to prioritize knowing how they are processing and feeling about what and how they are learning. Starting with relationships will help you and them connect what they are learning to their passions, who they are, and who they are becoming. At the same time, you can dive into any of the four areas depending on your celebration or challenge!



Step 3- You try! (For your learner)

Directions: Hi! Please use the grid below to design a floor plan /draw a picture of what you want a space in your home to look like, for at-home learning. What would you need and where would you put things in order to create a space that helps you focus and inspires you to create, reflect, try new things, try hard things, collaborate, be by yourself, etc. What would make your at-home learning space ideal?



Reflection Questions:

- What is something in your house that helps you learn, that you're grateful for?
- If you could build, create, or design something to make at-home learning better, what would it be? Sketch it out!



LET CO-TEACH
CONNECT YOU
TO THE SUPPORT
YOU NEED

Congratulations on investing in yourself and taking time to set the foundation for at-home learning.

Teaching is a team effort, no one person can do everything. Let us connect you to an experienced and expert teacher to serve as your co-teacher. Your co-teacher will be your partner and help you:

- address gaps and opportunities to make sure your child is learning and staying on track.
- assess what your child has learned and propose next steps.
- more confidently and effectively meet the needs of your learner through at-home learning.
- enrich your child's at-home learning experience and increase your child's socialization through in-person group learning experiences (select cities).
- keep stress levels low and harmony high for you as caregiver and co- teacher.

WANT MORE SUPPORT? GET IN TOUCH!
860-492-6773 | INFO@COTEACH.ORG |
WWW.COTEACH.ORG/CONTACT