



THE LEARNING COACH

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CCS ONLINE PROGRAM

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# THE LEARNING COACH - AGENDA

Overview of Role - the WHAT

Characteristics - the WHO

Logistics - the HOW

Research/Testimonials - the WHY



# OVERVIEW OF ROLE

*Learning Coach - The WHAT*





"The learning coach is first and foremost a relationship. The coach is *THE FACE* to our online school. The coach must welcome and meet the student where they are at and be astute enough to prioritize the students' needs, as well as intuit a sense of the home life and situation and how it affects the student. From here, the coach facilitates the student's success in their online classes, guiding and encouraging them to meet with their teachers and take advantage of the helps provided."

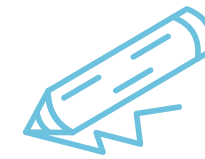




"The learning coach is like a part encourager, part counselor, part parent. We're there to guide our students and encourage them in their work. We're there to listen to their frustrations and their successes. We help them to the best of our abilities."



# THE LEARNING COACH ROLE:



## ADVOCATE



Keep a 'student first' mindset while doing whatever is possible to support them.

## CONNECT

Build relationships with students and families while offering timely support.

## INFORM

Maintain frequent communication to keep students and parents in the loop on what is happening



## TROUBLESHOOT

Stay on top of issues and create workable solutions when they arise

## DISCERN

Determine individualized student needs and extra supports for challenging circumstances

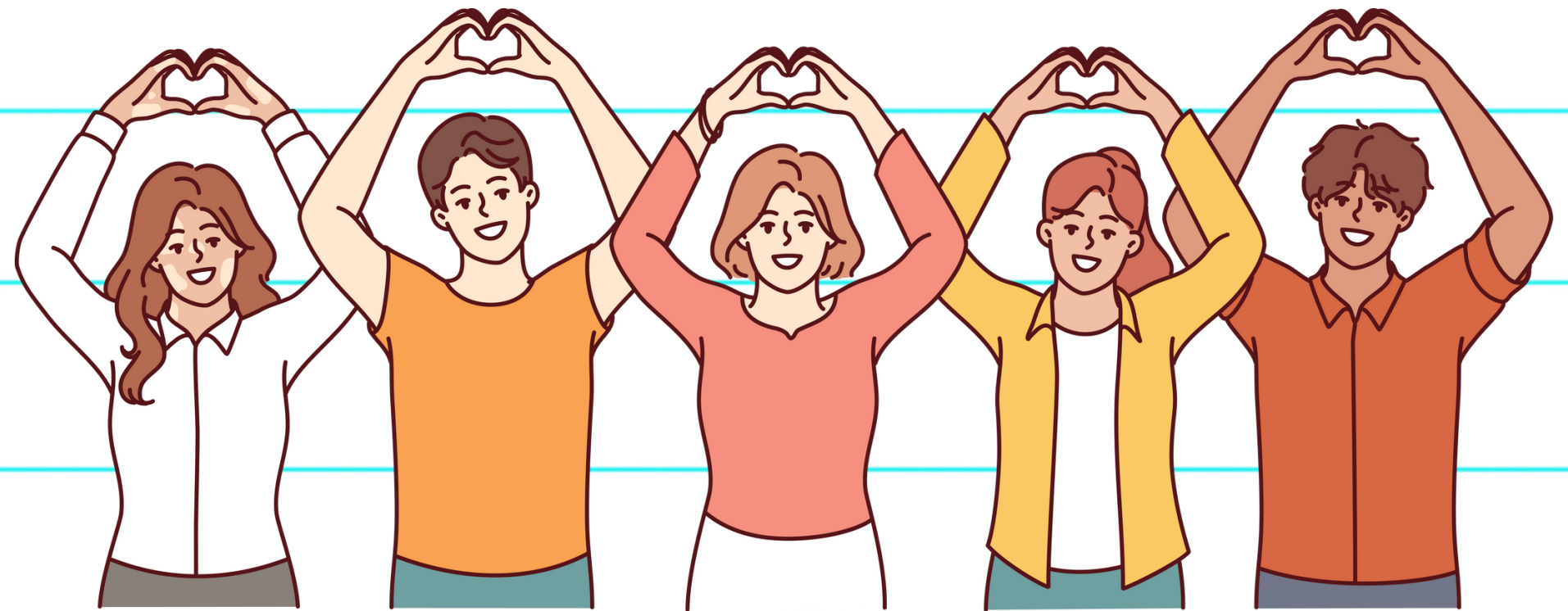
## CHALLENGE

Expect great things from students and set reachable goals with them.



# CHARACTERISTICS

*Learning Coach - The WHO*





# THE TEAM



ERIN MCCULLOUGH

Grades 9-12



NANCY BREKKE

Grades 6-8



WILLIAM TONEY

Grades 9-12



ELIZABETH KYLLÖ

Grades 9-12



LISA LOVDAHL

Grades 9-12



JULIE PETERSON

Grades 9-12



# THE TEAM



PATTY DURHAM

Grades 6-8



CALLISTA KLAUS

Oversees Grades 6-12



MITCH SWAGGERT

Grades 9-12



JENNIFER BURNER

Grades 6-12



CALLI WALKER

Grades 9-12



LUCAS CHRISTENSON

Grades 9-12

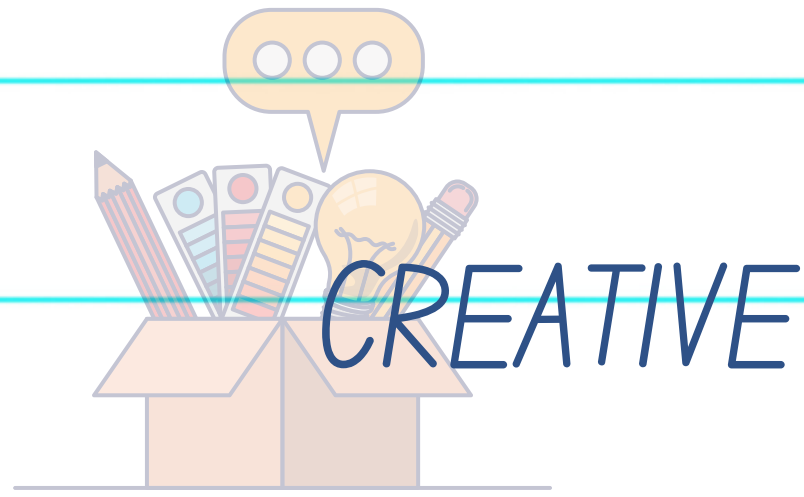


MEGAN ROGOSHESKE

Grades 9-12



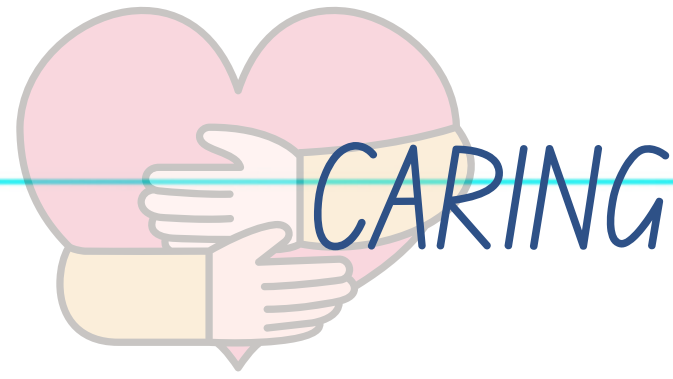
# QUALITIES OF A COACH



Thinks outside the box

Brings ideas to the team and offers unique solutions to complex problems

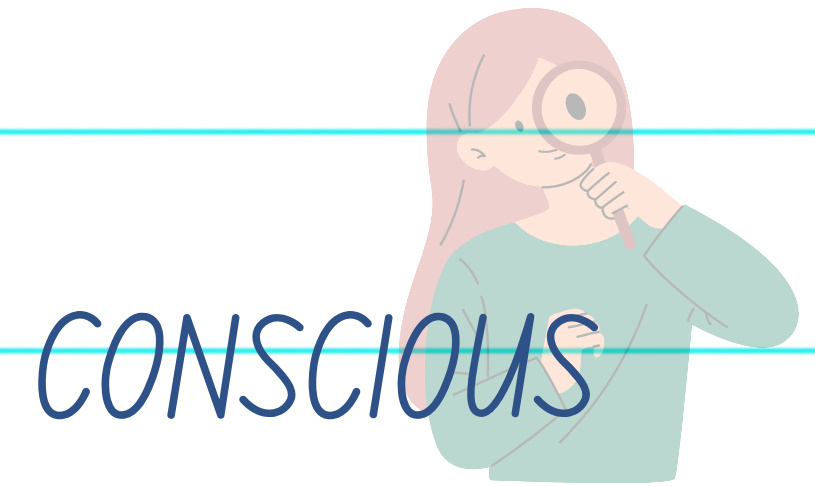
Synthesizes complex data into understandable info for students and families



Seeks to listen and understand students and families

Empathizes with student concerns and offers encouragement

Remains readily available and is flexible to unique needs



Able to individualize supports to students of all backgrounds

Eager to learn, improve, and stay relevant with best practices

Aware of the unique circumstances of each student

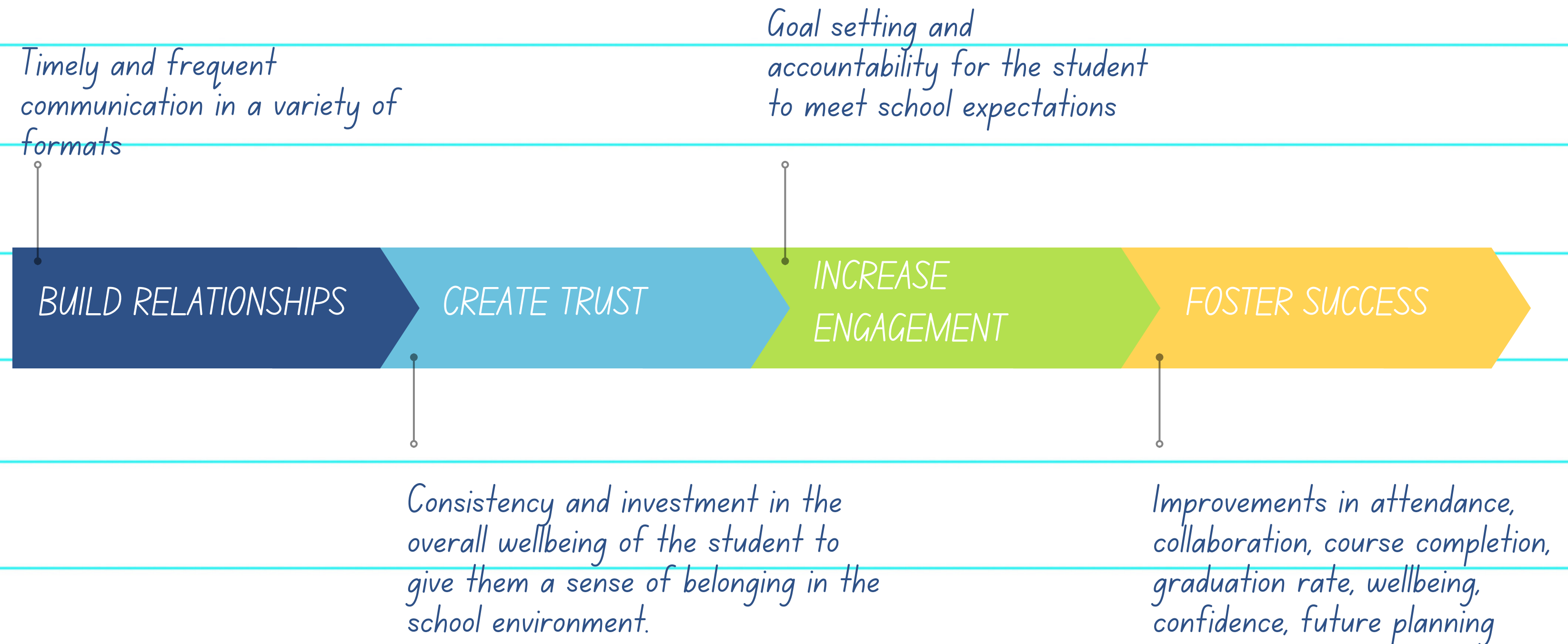


# LOGISTICS

*Learning Coach - The HOW*



# LEARNING COACH FRAMEWORK



# JOB DUTIES



What does a learning coach do during the week?



## 01 ATTENDANCE TRACKING

- JMC

## 02 COMMUNICATION & DOCUMENTATION

- min 2x weekly email (progress/updates)
- relationship building/interventions

## 03 TROUBLESHOOTING TECH ISSUES



## 04 PROGRESS MONITORING

- Canvas
- Edgenuity
- Google Classroom

## 05 ASSISTING STUDENTS



- Planning daily workload
- Juggling work and school/life balance
- Personal struggles
- Mental health coping and strategies
- Answering course/navigation questions

## 06 PERSONALIZED INTERVENTIONS

- MTSS
- Social worker/SpEd connections
- Homework plans
- Google meets for support
- Attendance contracts
- Grad Plans







# WORK EXAMPLES & INTERVENTION STRATEGIES

# STUDENT COMMUNICATION LOGS

*The learning coach maintains  
relevant, up to date logs of  
communications with students  
and families.*

LAST NAME, FIRST NAME

Student:



STUDENT INFO

|                |               |                 |  |
|----------------|---------------|-----------------|--|
| GRADE/OSY:     |               | IEP/504?        | n/a - no IEP/504<br>n/a - case manager |
| BIRTHDATE:     |               | PRONOUNS:       |  |
| PSED?          | n/a - no PSED | TRIUMCY?        |  |
| EMPLOYER:      |               |                 |  |
| WORK SCHEDULE: |               | PREFERRED COMM: |  |

GRAD PLAN

HOMEWORK PLAN (if applicable)

\*\*NEED TO REMEMBER/SENSITIVE INFO:

SY24 GOALS

| SY24 GOAL/S | DATE: NOTES/PROGRESS |
|-------------|----------------------|
|             |                      |
|             |                      |
|             |                      |

GOAL MET?

IN PROGRESS

# STUDENT COMMUNICATION LOGS

The learning coach maintains relevant, up to date logs of communications with students and families.

| email<br>text<br>text<br>phone call<br>voicemail<br>google meet<br>missed call from stu<br>D = parent/guardian<br>no communication | Intervention<br>Status/Date<br>Updated                         | Student Name  |        |      |        |      |      |      |      |      |
|--|--|---|--------|------|--------|------|------|------|------|------|
|  | no concern<br>mild concern<br>needs attention<br>heavy concern | *** = homework plan<br>SPD<br>SOA<br>HTSS team tracking | Week 1 |      |        |      |      | Week |      |      |
| Log Updated?   |  |   | 1/22   | 1/23 | 1/24   | 1/25 | 1/26 | 1/29 | 1/30 | 1/31 |
| <input checked="" type="checkbox"/>  |  | Last, First   |        | c    | c      | gm   | c    |      | c    | c/gm |
| <input checked="" type="checkbox"/>  |  | Last, First   | T      | E    | GM/T/c |      |      |      |      |      |
| <input checked="" type="checkbox"/>  |  | Last, First   |        | t    |        |      |      | t    | t/gm | gm   |
| <input checked="" type="checkbox"/>  |  | Last, First   |        |      |        |      |      |      |      |      |
| <input checked="" type="checkbox"/>  |  | Last, First   |        |      |        |      |      | T    |      | T    |
| <input checked="" type="checkbox"/>  |  | Last, First   |        | c    | E      | E    |      |      |      | c    |
| <input type="checkbox"/>   |  | Last, First   |        |      |        | T/c  |      |      |      | c/T  |
| <input checked="" type="checkbox"/>  |  | Last, First   |        |      | t      |      | t    | T/gm | e/t  |      |
| <input checked="" type="checkbox"/>  |  | Last, First   | 1/T    | t    | T      | t    |      | t    |      | t    |
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| <input type="checkbox"/>   |  | Last, First   |        |      |        |      |      |      |      |      |
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| <input type="checkbox"/>   |  | Last, First   | 1/T    | T    | 1/T    |      | T    |      |      |      |
| <input checked="" type="checkbox"/>  |  | Last, First   |        |      |        |      |      |      |      | .    |

Communication Totals - Sem 2

Contact Info

Bulk Communications

Supp Communications

1



# HOMEWORK PLANNING

*The learning coach assists students in creating individualized work plans to help them with successful and timely course completion.*

**PLAN:**  
-Focus on 3 classes  
(Story, Math, Strategies for Academic Success)  
-12 assignments required each day  
-Work on one class per day to stay focused  
-If you want to switch subjects, just do enough  
assignments to reach a total of 12 per day

**GOALS:**  
College in Florida  
Driver's License

**Question of the day:**  
If you could have any skill right now without having to work for it, what skill would it be?  
  
**Your answer:**

**HOMEWORK FOR:**  
11/20/23  
11/21/23

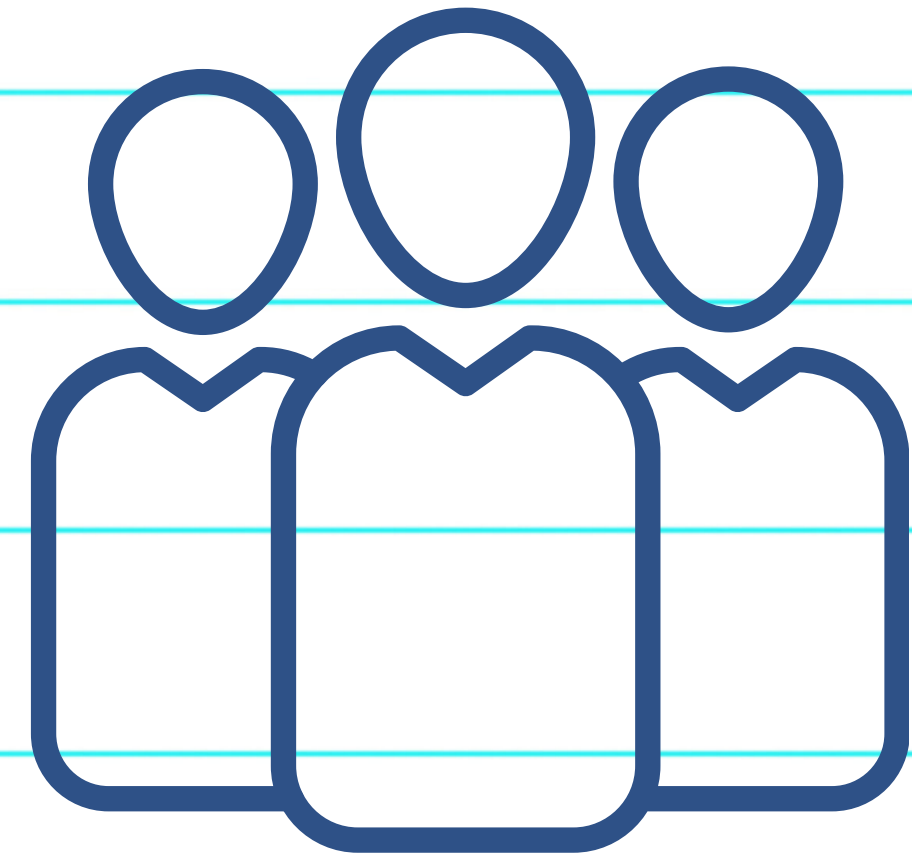
| World History III   | Algebra 1.5 | Strategies for Academic Success  |
|---|-------------|--|
| 1 of 10<br>125.5%<br>1 Ends<br>5.76%<br>25.86%<br>in Russia |             | Lesson Understa<br><input type="checkbox"/> Direct In<br><input type="checkbox"/> Online C<br><input type="checkbox"/> Journal<br><input type="checkbox"/> Practice<br>Lesson Taking P |

# HOMEWORK PLANNING

*The learning coach assists students in creating individualized work plans to help them with successful and timely course completion.*

| Class                                   | Total Assignments | Total Assignments Completed | Remaining Assignments | Daily Total Assignments to Complete | Daily Total (if using all weekends and holidays) | Estimated Remaining Hours |
|---|-------------------|-----------------------------|-----------------------|-------------------------------------|--|---------------------------|
| English 11 A                            | 126               | 62                          | 64                    | 1.2                                 | 0.7  |                           |
| History Seminar                         | 14                | 7                           | 7                     | 0.1                                 | 0.1  |                           |
| Hydrology                               | 60                | 18                          | 42                    | 0.8                                 | 0.4  |                           |
| Chemistry A                             | 85                | 42                          | 43                    | 0.8                                 |  |                           |
| Psychology A                            | 129               | 46                          | 83                    | 1.5                                 | 0.9  |                           |
| Maths 2 A                               | 207               | 74                          | 133                   | 2.4                                 | 1.4  |                           |
| World Geography                         | 140               | 11                          | 129                   | 2.3                                 | 1.4  |                           |
| Total assignments to complete everyday: |                   |                             |                       | 9.1                                 | Total estimated remaining hours:                 |                           |
|   |                   |                             |                       |                                     | Total estimated daily hours:                     |                           |

# STUDENT ENGAGEMENT



*ONLINE PROGRAM GOAL &  
LEARNING COACH COLLABORATION*



# STUDENT ENGAGEMENT TRACKING

| Cred                          | Credits Earned | Course/Yr Passed              | Course/Cred Planned |
|-------------------------------|----------------|-------------------------------|---------------------|
| 4 ELA Creds Req               |                | ELA Creds Needed: 2           |                     |
|                               | 0.5            | 19-20 Health, B+              |                     |
|                               | 0.5            | 19-20 Physical Education, B   |                     |
| 1 PE/Health Cred Req          |                | PE/Health Creds Needed: 0     |                     |
|                               | 0.5            | 20-21 Intro to Art, P         |                     |
| 1 Art Cred Req                |                | Art Creds Needed: 0.5         |                     |
| Course                        | 0.5            | 19-20 Foods, B+               |                     |
| Course                        | 0.5            | 19-20 Gen Elective, A-        |                     |
| Course                        | 0.5            | 19-20 Animal Science, C       |                     |
| Course                        | 0.5            | 20-21 Physical Education, A   |                     |
| Course                        | 0.5            | 20-21 Physical Education, B   |                     |
| Course                        | 0.5            | 20-21 Physical Education, B   |                     |
| Course                        |                |                               | Elective Course     |
| Course                        |                |                               | Elective Course     |
| Course                        |                |                               | Elective Course     |
| Course                        |                |                               | Elective Course     |
| Course                        |                |                               | Elective Course     |
| Course                        |                |                               | Elective Course     |
| 0.25 20-21 Online Advisory 20 |                |                               |                     |
| 8 Elective/Addl Creds Req     |                | Elect/Addl Creds Needed: 2.75 |                     |
| Credits Required              | TOTAL EARNED   | TOTAL NEEDED                  | APPROX. # OF SEMES  |
|                               | 12.25          | 9.25                          | 3.00                |

## GRADUATION PLANS

Overview of graduation and credit pathways for each student

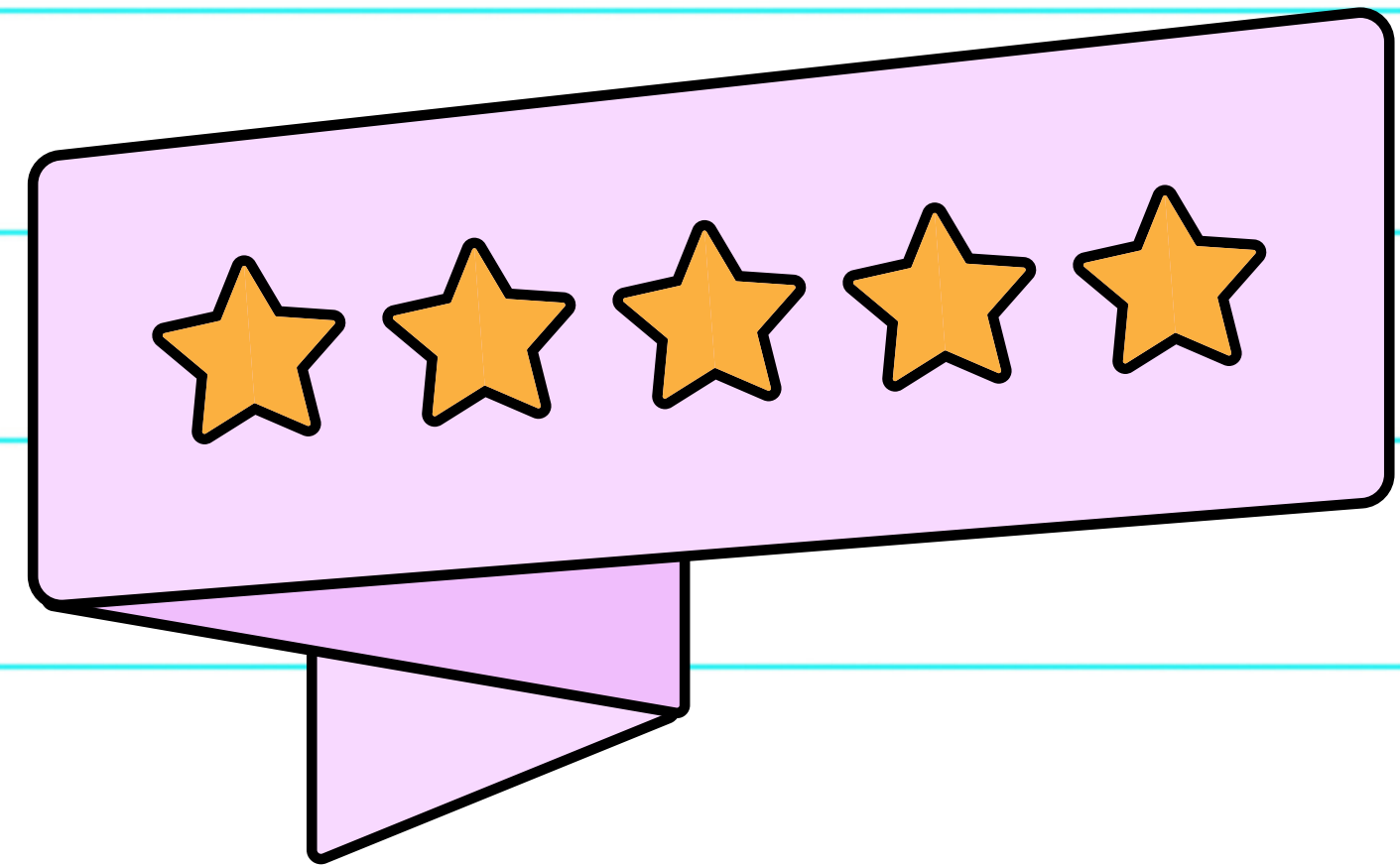


## ENGAGEMENT TRACKER

Communication records for grad plan discussions and future planning

# RESEARCH/TESTIMONIALS

*Learning Coach - The WHY*



# WHY RELATIONSHIPS MATTER



**Whether the burdens come from the hardships of poverty, the challenges of parental substance abuse or serious mental illness, the stresses of war, the threats of recurrent violence or chronic neglect, or a combination of factors, the single most common finding is that children who end up doing well have had at least one stable and committed relationship with a supportive parent, caregiver, or other adult.**

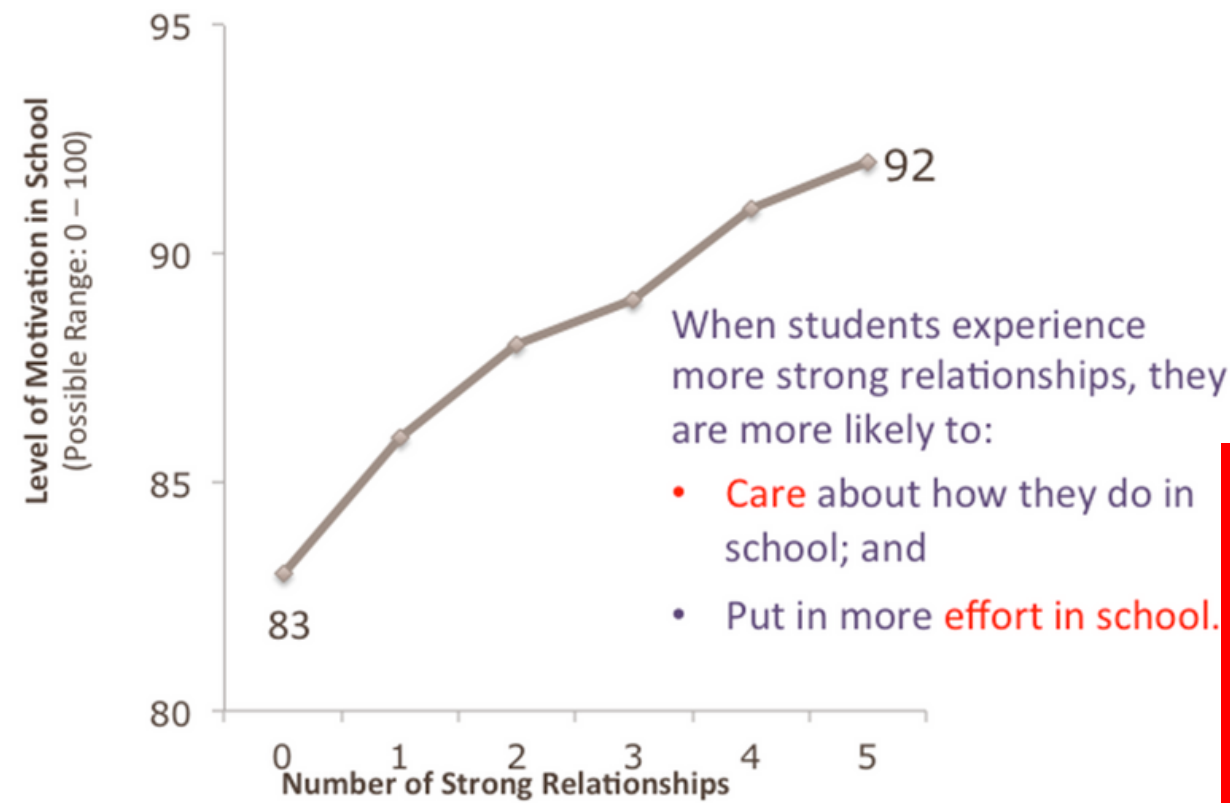
THE NATIONAL SCIENTIFIC COUNCIL ON THE DEVELOPING CHILD

Quoted in the research publication *"Relationships First: Creating Connections that Help Young People Thrive"*. Download: [WWW.SEARCH-INSTITUTE.ORG/RELATIONSHIPS-FIRST](http://WWW.SEARCH-INSTITUTE.ORG/RELATIONSHIPS-FIRST)



## RESEARCH INSIGHTS

### Youth with More Strong Relationships Are More Motivated in School



**DATA SOURCE** Search Institute surveys in 2016 of 25,395 students, grades 6 – 12, in one U.S. community. Students responded to one question about each element of this relationship.

**Search** INSTITUTE Visit [www.searchinstitute.org/relationships](http://www.searchinstitute.org/relationships)

## RESEARCH INSIGHTS

### Youth with More Strong Relationships Exhibit More Social-Emotional Strengths



**DATA SOURCE** Search Institute surveys in 2016 of 25,395 students, grades 6 – 12, in one U.S. community. Students responded to one question about each element of this relationship.

**Search** INSTITUTE Visit [www.searchinstitute.org/relationships](http://www.searchinstitute.org/relationships)

## RESEARCH INSIGHTS

### Youth with More Strong Relationships Are More likely to Exhibit Personal Responsibility

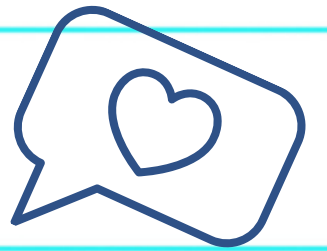


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## Value of A Learning Coach

- I. Being in online school can feel quite isolating, so having a learning coach allows everyone to have at least one familiar face, and to have someone to check in with. It's easy to not know where to begin with a list of questions, as well as when you're generally overwhelmed with school and/or life. In my own experience, a learning coach can be a really good person to help access any resources I've needed.
- II. The type of conversations you can have with a learning coach are very different from that of a teacher. I've found it easier to voice my concerns about life/college/school with my learning coach than I would with one of my teachers. It's truly been vital for me to have someone who cares about more than just the coursework I produce, and who has dedicated time to check in with me each week.
- III. Having flexibility in what I can share and how open I can be has also allowed me to enjoy my "school hours" more as life has gone on. For some time, I could only meet in the evenings. Other days I could meet around noon, and sometimes I'd be traveling. But always making an effort to check in and make sure my learning coach and I are on the same page gave me some sense of routine when I needed it most.





I had a student who came to us last semester. He was going to age out and would not be able to continue attending school next year. When he came, he did not really do work first semester. He was in a position of needing to finish every class in order to graduate this year. It was not looking hopeful and every 2 weeks I would get a response from mom saying "I think he's just going to quit school but not positive yet". We played email tag for a long time and that was always the same message. I did whatever I could think of from my end to try to get him encouraged to get the work done on top of his super busy work schedule so that he could graduate and get a diploma. He eventually decided to give it a shot and I noticed his work time increasing and he was working consistently! The credit really goes to him for putting in the effort to make it happen.



He ended up finishing his coursework early, earning As and Bs in his classes and was able to graduate and receive his diploma!

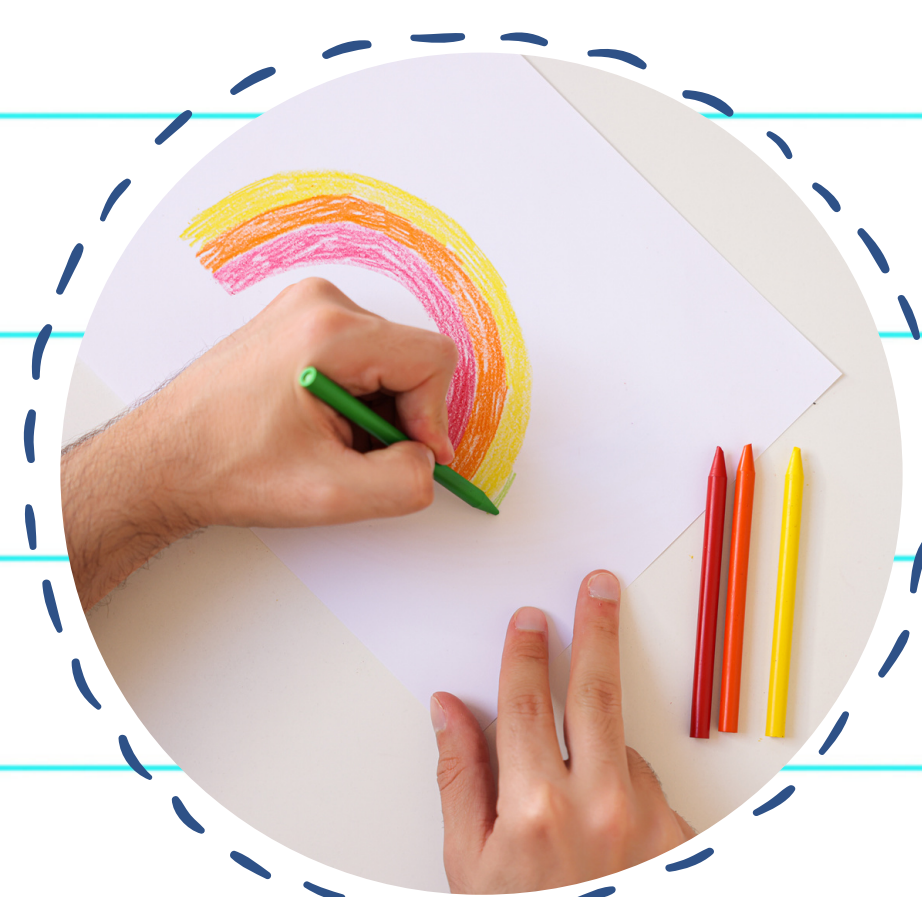
-CCS Online Learning Coach

“

" THANKS FOR ALL OF YOUR HELP AND SUPPORT—NOT ONLY IN THIS, BUT WITH EVERYTHING. I CAN'T EVEN TELL YOU WHAT A DIFFERENCE CCS IS MAKING IN \_\_\_\_\_'S LIFE. HE IS SO MUCH HAPPIER THAN HE WAS THE BEGINNING OF JANUARY (AT THE TAIL-END OF HIS OTHER SCHOOL SITUATION), AND I AM SO RELIEVED AND ENCOURAGED TO WATCH HIM THRIVE. "

-CCS ONLINE PARENT





*"Thank you so much! I appreciate all you are doing. You have answered emails and found solutions outside of office hours and have continued to go above and beyond. With deep appreciation, thank you"*

*-CCS Online Parent*

I APPRECIATE ALL YOUR COMMUNICATION AND  
PROGRESS REPORTS FOR \_\_\_\_\_, SO I CAN  
CONTINUE TO HELP THE FAMILY AND BE ON THE  
SAME PAGE. YOU ROCK AT IT ALREADY AND IT IS SO  
HELPFUL TO ME WITH SUPPORTING THE FAMILY.

-CCS ONLINE PARENT





"I appreciate you and many thanks to all your kindness to  
\_\_\_\_\_and my family! Please know that you are  
shaping the future generations and your touch to my  
family will be unforgettable!!!"

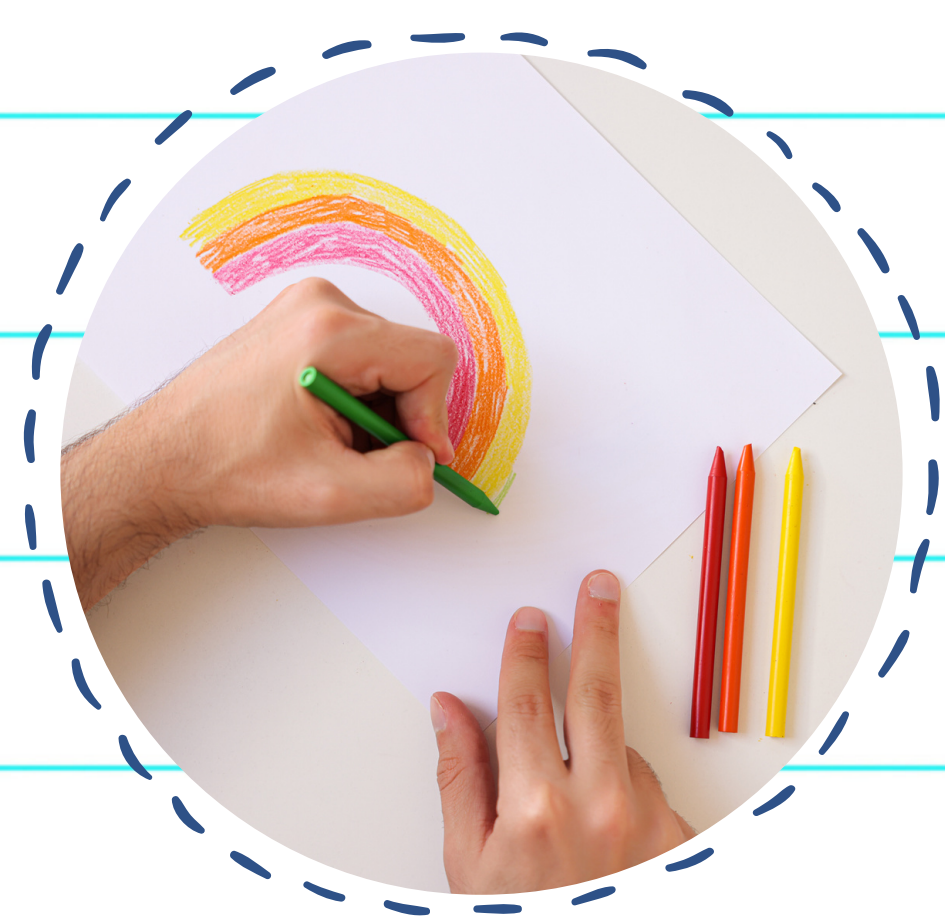
-CCS Online Parent



“

“SHE'S BEEN HAVING A GREAT YEAR THIS YEAR. SHE TOLD ME LAST NIGHT SHE REALLY LIKES THE ASSIGNMENT TRACKER YOU'RE DOING WITH HER 😊 THANK YOU FOR REACHING OUT! I'M SO GLAD \_\_\_\_\_ HAS HAD A GREAT YEAR!! I REALLY HOPE THAT SHE GETS YOU FOR A COACH NEXT YEAR. YOU HAVE BEEN A GOOD FIT FOR HER!! WHAT YOU DO TO HELP HER WORKS AND I LOVE SEEING IT 😊”

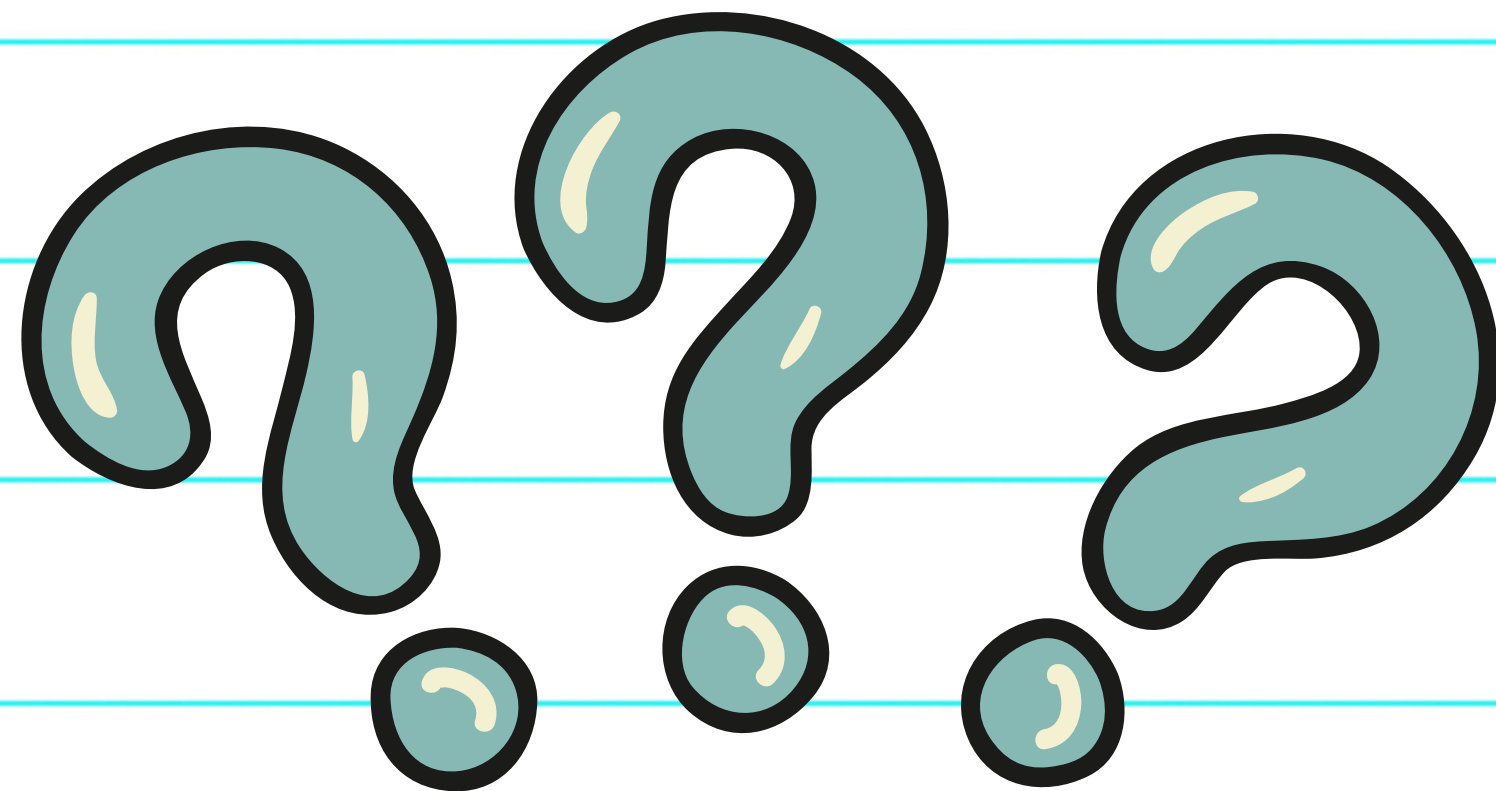
-CCS ONLINE PARENT



"I have so much respect for you coaches. I find out more information about student's needs and limitations that I ever got from my 36 years in the classroom. It is definitely the best thing we have going for CCS. I cannot imagine doing your job. I am certainly happy we have such competent and caring individuals in your role. Thanks again for all you do!"

-CCS Online Teacher





QUESTIONS?

Callista Klaus

Lead Learning Coach

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218-302-1622





THE LEARNING COACH

CCS ONLINE PROGRAM