



WEBINAR

# Strengthening Relationships and Social Emotional Learning Supports to Foster Equity and Academic Success

January 27, 2021





# Welcome

- **Introduce yourselves in the chat box.**
  - Share who you are, your role/organization, and where you are from.
- **Ask and answer questions.**
  - Use the chat to ask questions and add comments. All participants are encouraged to respond.
- **Share your learning.**
  - Tell your colleagues what you are learning and mention @Aurora\_Inst on Twitter.
- **We are recording and archiving the webinar.**
  - The slides and video will be available on [aurora-institute.org](https://aurora-institute.org).



# Strengthening Relationships and SEL Supports to Foster Equity and Academic Success



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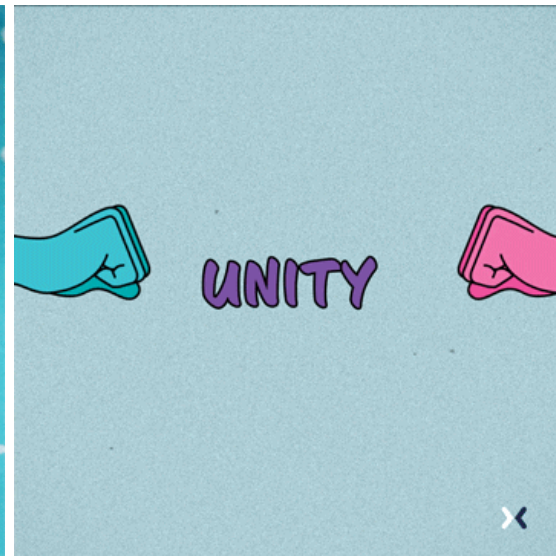
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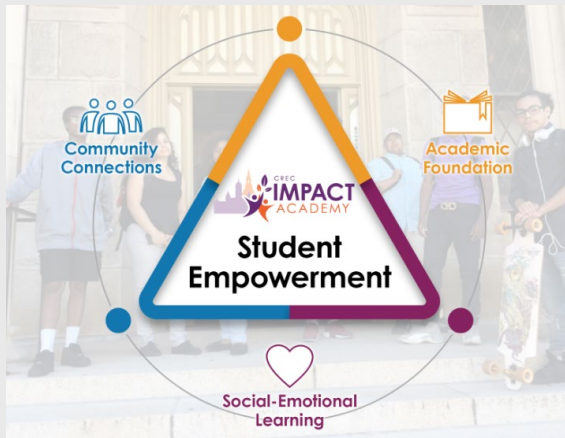


# Objectives:

-  Understand how an effective primary person model drives equity and builds a sense of identity and belonging for students.
-  Dig into a differentiation approach that will allow the primary person to provide targeted, effective support to students.
-  Unpack a model academic conferences and internalize the critical moves to successfully support students on their learning journey.
-  Review the flow and criteria that define an effective academic conference.

**What does it look like to  
provide a student with  
effective academic  
conferencing & support?**

# Context for the Video



- The primary person is the social worker, the student's advisor.
- They have been meeting weekly to discuss his academic progress. In addition to his core “brick and mortar” courses, the student is taking a course on an online platform called Odyssey.
- In previous meetings, they have been discussing how to improve his work completion for the Odyssey economics course, because he has not made much progress.



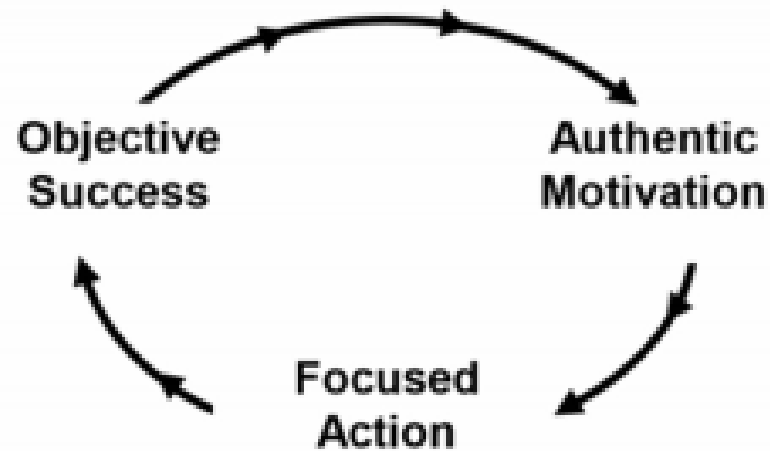


# Key Ideas

In order to catalyze progress:

- Athania focuses in on a specific, narrow and concrete action step. His action step is to complete the first part of one assignment.
- This sets the student up on a cycle: taking action that is both important and doable. This goal should help to catalyze feelings and beliefs of **EFFICACY** for the student.

## Virtuous Cycle of Productivity



## Key Ideas:

To foster **virtuous cycles** that lead to self-efficacy, every student has one primary person who...

- Consistently uses the same conference structure and follows up
- Has a warm-demanding demeanor
- Adjusts and differentiates for each student





**How do you systematize  
academic support for *all*  
students?**

# The Primary Person Model

# The Primary Person Model



**A system for  
organizing student  
supports**



**Student-centered  
& systematized**



**Small caseloads of  
students**

# The Purpose of a Primary Person Model



**Ensure every student has an adult in the building whom they trust, who knows them well, and helps them reach their full potential**



**Support all students in making adequate academic progress on an ongoing basis**

**Relationship Building**



**ADVISORY-  
often a  
catch-all**

**SEL Lessons**

**Attendance**

**Last minute  
needs**

**Academic  
Conferencing**

**Community-  
building**

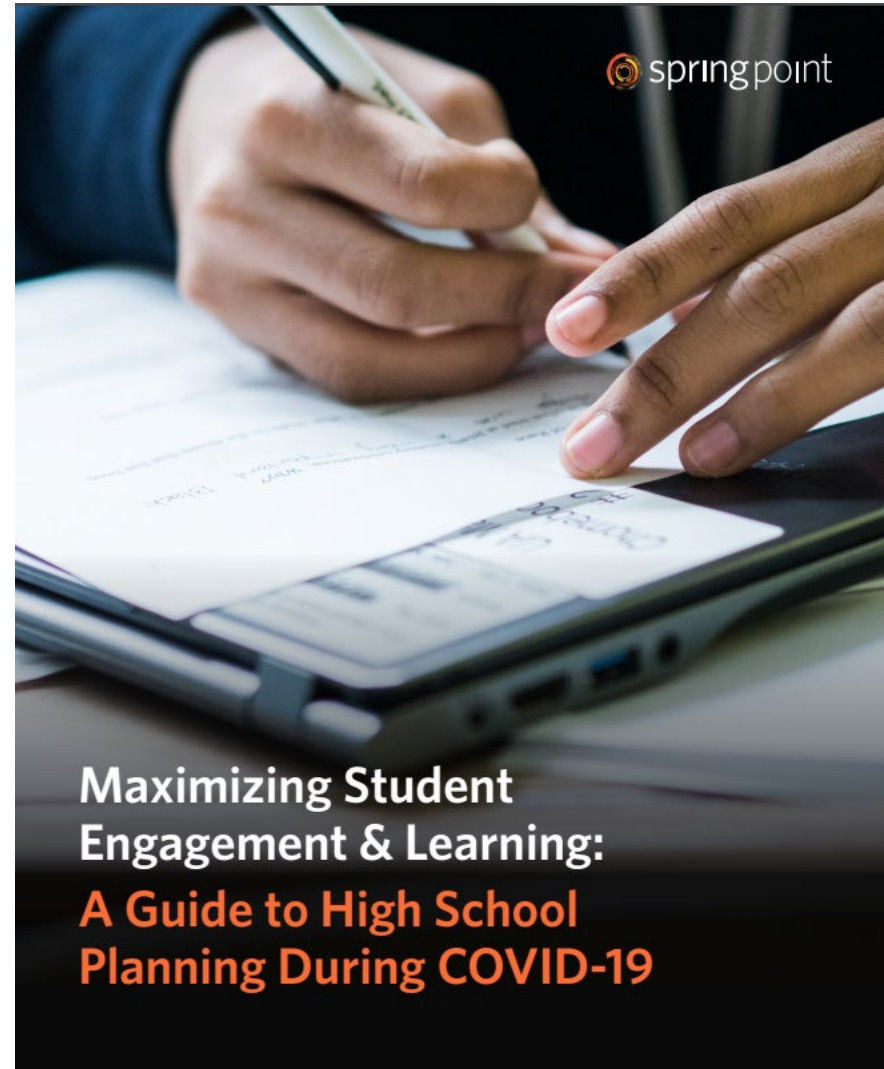
**PRIMARY  
PERSON MODEL**

**The Primary  
Person Model  
has stand-  
alone system  
and structures  
to ensure  
student self-  
efficacy.**

This is even more important as schools continue to juggle the changes prompted by remote and hybrid learning.

In spring 2020, we interviewed ~40 educators and leaders about remote learning - they all pointed to a strong primary person/advisory model as ***the*** structure that helped students engage in learning.

[bit.ly/SPchecklistpub](https://bit.ly/SPchecklistpub)



Maximizing Student  
Engagement & Learning:  
**A Guide to High School  
Planning During COVID-19**

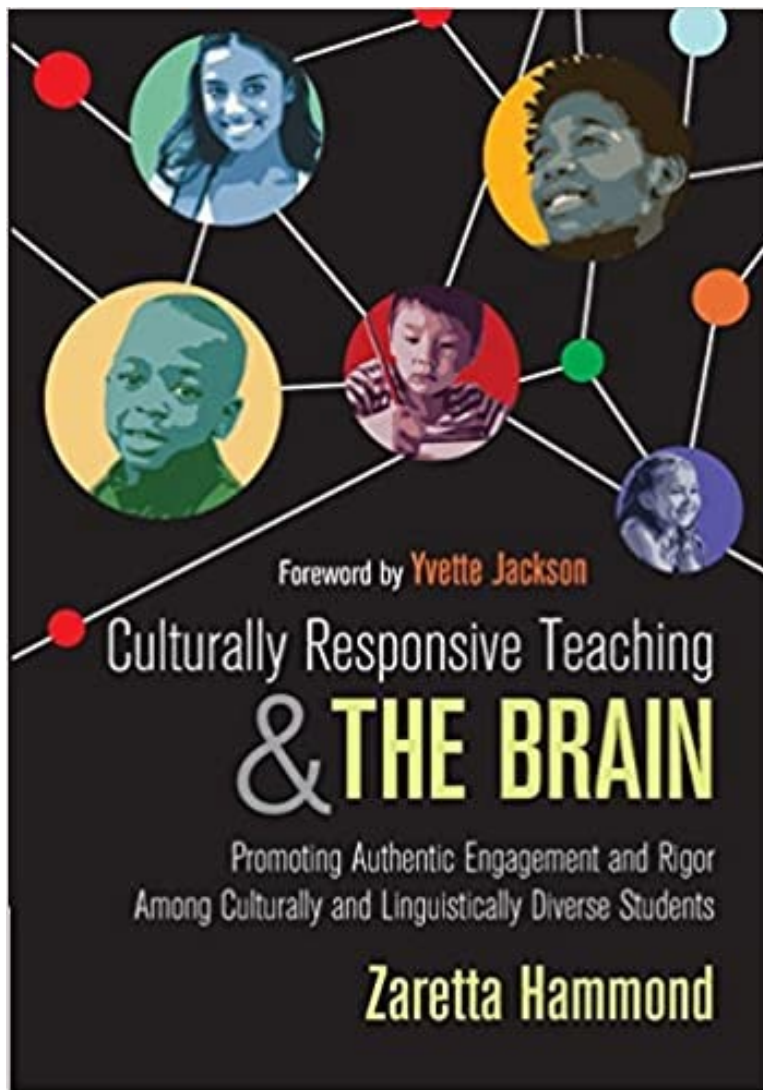
"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

- Rita Pierson, Educator









## “Warm-Demanders”

- Explicitly focus on building rapport and trust
- Show personal regard for students by inquiring about important people and events in their lives
- Earn the right to demand engagement and effort
- Hold high standards while also offering emotional support and scaffolding
- Encourage productive struggle
- Are viewed by students as caring because of mixture of personal regard and high expectations





# Let's get practical



**Establish a Structure** - Ensure each primary person has a small “caseload” of students and time in their schedule (e.g., weekly meetings).

**Differentiate** - Support each primary person in thinking about who their students are, what they may need, and how they may most impactfully allocate their time. (e.g., use a “conferencing matrix”).

**Develop Skill** - Support the primary person to conduct academic conferencing through regular training, observation, and by providing feedback (e.g., codify and communicate a clear vision for what academic conferences look like).

**How do we  
differentiate our  
conferencing time?**

# A Tool to Support Differentiating Academic Conferencing

## “Conferencing Matrix” Overview

High Investment, Low Success		High Investment, High Success	
<b>Student Profile</b>	This student demonstrates interest and engagement with school, but is not achieving academic success.	<b>Student Profile</b>	This student demonstrates interest and engagement, and is achieving academic success.
<b>Time</b>	Suggest ~60% of conferencing time (w/high frequency)	<b>Time</b>	Suggest ~5% of conferencing time (less frequency)
Low Investment, Low Success		Low Investment, High Success	
<b>Student Profile</b>	This student exhibits limited engagement or responsiveness to outreach and may not have formed strong relationships at the school.	<b>Student Profile</b>	This student demonstrates limited engagement in case conferencing and support, and is achieving academic success independently.
<b>Time</b>	Suggest ~30% of conferencing time (w/high frequency)	<b>Time</b>	Suggest ~5% of conferencing time (less frequency)

# Action steps to support students who are engaged but not finding academic success

High Investment, Low Success	
Student Profile	This student demonstrates interest and engagement with school, but is not achieving academic success.
Time	~60% of conferencing time (w/high frequency)
Action Steps	<p><b>This student needs to see and feel success and then to understand how to transfer that success to other areas through unpacking targeted quick wins.</b></p> <ul style="list-style-type: none"><li>• Begin with many quick tacticals (e.g daily 3 min huddles)</li><li>• Create bite-sized action steps</li><li>• Dig in deep to one subject to get movement</li><li>• Find &amp; fuel quick wins within that one subject</li><li>• After successes, coach and student may move to one longer conference a week and make connection to other subjects and challenges</li><li>• Ensure transfer of tactical skills (time management, asking for help, focusing on high % value assignments and making strategic choices)</li></ul>

**How do we achieve  
the goals of an  
academic  
conference?**

## Academic Conferencing: Protocol Guide

### Goals for a Case-Conference:

1. Develop a specific **goal** and **strategy** for the next 1-2 weeks.
2. Build trusting student-teacher relationships.
3. Catalyze a virtuous cycle of progress and success.

*\*Language may be adapted at the school level to individualize for student need with special consideration for ESL and Special Education Learners*

Phase/Time	Prompts
<b>Connect and Assess</b> (2 mins)	<p>You might ask:</p> <ul style="list-style-type: none"> <li>• What was your high and low from last week?</li> <li>• On a scale of 1-5, how are you doing, academically and socially/emotionally?</li> </ul>
<b>ZOOM IN on Last Week's Goal</b> (2-3 mins)	<ul style="list-style-type: none"> <li>• What was last week's goal and strategy?</li> <li>• Did you accomplish the goal? <ul style="list-style-type: none"> <li>◦ <i>Effusively praise and celebrate progress. Even if this for showing up, getting back in the game and persisting.</i></li> </ul> </li> <li>• Why or why not? <ul style="list-style-type: none"> <li>◦ What is working?</li> <li>◦ What's getting in your way or what are you stuck on?</li> </ul> </li> </ul>
<b>ZOOM OUT and Examine the Data</b> (2 mins)	<ul style="list-style-type: none"> <li>• What is all the academic data saying? What aspect of your academic performance should we be focusing on? <ul style="list-style-type: none"> <li>◦ Is there anything that's really outstanding/going well in the data we should celebrate?</li> <li>◦ What in the data are we worried about?</li> <li>◦ What should we focus on this week?</li> </ul> </li> </ul>
<b>ZOOM BACK IN - Set Next Week's Goal and Strategy</b> (6 mins)	<ul style="list-style-type: none"> <li>• So this week we are going to focus on _____.</li> <li>• Let's look at the root cause. What is holding you back? homework, time management, big assignments that feel intimidating, academic content or skill that you need help with, etc.)</li> <li>• Let's get concrete. Can we look at _____?</li> <li>• What's the specific goal? <ul style="list-style-type: none"> <li>◦ Can we make sure this is specific, measurable, and time-bound?</li> </ul> </li> <li>• Now let's develop the strategy. <ul style="list-style-type: none"> <li>◦ Can we get concrete? Can we look at _____ together? Or ... Show me what this type of assignment actually looks like.</li> <li>◦ So what are the steps you need to take to attain the goal?</li> </ul> </li> </ul>
<b>Summary</b> (1 min)	<ul style="list-style-type: none"> <li>• Can you recap the goal and strategy?</li> <li>• What are your big a-ha's from today? What did you learn today?</li> <li>• When is our next meeting?</li> </ul>

**Headline: Getting narrow  
concrete makes an academic  
conference powerful and  
useful.**





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## Q & A

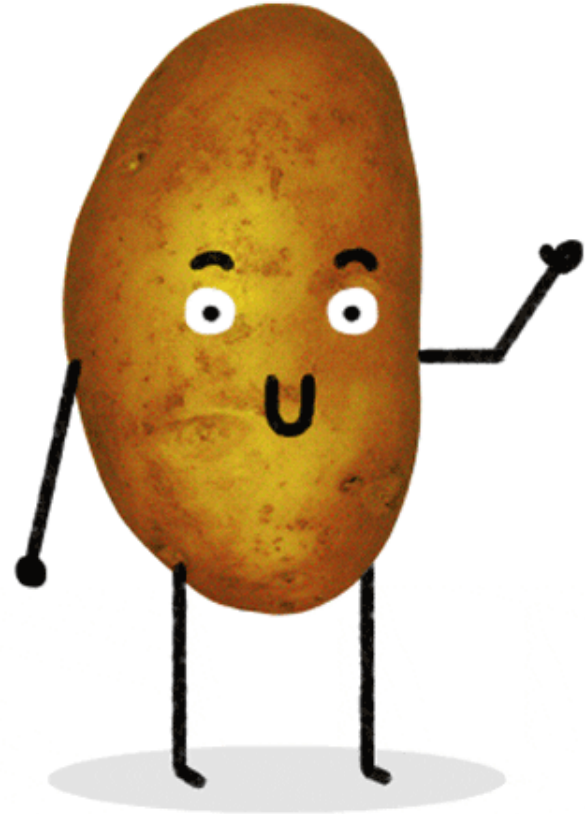
What a-has are you having?

What questions do you have?

## ***Resources & Tools to Support Academic Conferencing***

> Springpoint Academic  
Conferencing Protocol:  
[bit.ly/SPacademicconferencing](http://bit.ly/SPacademicconferencing)

> Student Profiles Matrix:  
[bit.ly/SPstudentmatrix](http://bit.ly/SPstudentmatrix)



# Thank you!



## Quick Feedback

One-Minute Survey:

[https://www.surveymonkey.com/r/Aurora\\_Webinar\\_1-27-21](https://www.surveymonkey.com/r/Aurora_Webinar_1-27-21)



## Upcoming Webinars

- 1. Mere Engagement: Reflections about the Connections Between Online Learning, Student Agency, and Student Engagement**  
February 9, 2021 | 4 pm ET
- 2. Exploring Innovative School Models in the Canopy Project's Interactive National Database**  
March 10, 2021 | 3 pm ET
- 3. A Strategic Reflection on the Field of Competency-Based Education**  
March 23, 2021 | 3 pm ET

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