Q/A with EdReady Montana - June 2020 NROC Webinar

1. **How can we use Ed Ready with a Face-to-Face class/using EdReady as a supplement?** We have many teachers using the program in their classrooms at every level from elementary through ABE. Teachers we have visited with have shared the following use cases in face-to-face as a supplement to their instruction. Teachers will either set up their class in a rotation/station type of situation where students are given direct instruction and then move to working on the EdReady program on that specific topic. One teacher, in a multi-grade classroom, has students watch the videos (Khan and Hippocampus) before they come to work with her or after they have received their lesson. Another use case for face-to-face is a teacher who has one day of the week set aside to have students work on the EdReady program, again having students work on topic specific areas to assess the topics they have covered in class. Teachers will also use the videos as whole class or small group instruction, use the warm up questions as "bell ringers" or a way to do a quick formative assessment with their class. Another use case we have heard of is teachers who utilize the missed questions from the reports for individual students, to do quick reteaching with their class. Teachers may have students that are working on the same topic area work together on the learning resources before testing on their own.

2. **Effective online and hybrid teaching** - During the COVID school shutdown, we had teachers using EdReady for remote teaching. Teachers would have students watch the videos/Khan Academy through the Zoom platform using EdReady as part of the instruction. Students would post questions in the chat area so the teacher could answer or put the question out to the class. Teachers would use the data from the reports to determine areas that needed reteaching and then would focus their online instruction on those areas. Our ABE/Higher Ed Ambassador would use a combination of the EdReady program and instructional videos of herself to teach students and then have them do the assessment piece of EdReady to determine where there were still gaps in understanding. We have also had teachers use the program for blended learning by having students watch the videos and work through the learning resources at home before working on the problems the next day in class. Another teacher used the program for ACT prep by having students complete the diagnostic, and then as they worked through their learning path, students would display the question they were working on via a SMART Board and the class would work on the problem together.

3. **Supporting struggling students through scaffolding -** Because the EdReady Montana goals have been created to go to the 4th grade level in math, teachers will choose smaller goals for struggling students. This allows the student to be able to work through a shorter assessment and learning path. It also helps them master the basic skills before moving on to higher level concepts. We have had teachers, both with the English and

the math, "chunk" the material so students are working on only a handful of concepts. On the English side, we have had teachers tackle the nonfiction texts for each unit in their classroom by reading them together, checking for understanding, and having students annotate the texts together. Teachers will also incorporate the videos (such as pre-reading, etc.) into their classroom instruction so they can be sure students are understanding the vocabulary, etc. Part of the training we do with teachers is talking to them about starting students successfully in the program. One of those concepts we cover is helping students have a positive math (or English) mindset, rigor, etc. Also, we have found that teachers that take the time to visit with students about expectations for using the program (avoid the testing over and over or "clicking" habit) have had better success with the program with struggling students.

4. **Motivating students both in the classroom and remotely:** We have had teachers do everything from creating classroom games that encourage the students to learn the information by earning points for a team to teachers who have focused a lot of time on helping students see the purpose of the program. We've had teachers say that the motivation came for students when they recognized how the program helped them. We always train teachers to discuss using the program correctly with their students and help students understand what mastery means and how this program can help them master concepts.

5. **Monitoring student's progress** can be done through the wide variety of reports that are available. Teachers can see session logs for students to track times and days that students have logged in to use the program, but can also use the reports to determine if the student is using the program correctly. Is the student testing over and over without visiting the resources? There is a report that will show you if that is the case. There are also reports that can help you look at class-wide gaps all the way down to individual student's answers for questions. One teacher shared with us a process she uses called a "backwards dig" for data. She begins by looking at the Unit Reports for her entire class so she can get an idea of specific units that her class is struggling with. She then uses the Topic Report for those units to dig down to the topic level within those units. After seeing what topics students are struggling with, she goes into the Summary report for individual students to dig down into the questions that are within that topic that a student has answered incorrectly. She will then use these questions to reteach concepts to her students.

6. **To get students started in the program**, we have created a student tutorial and have it on our website so students (especially during COVID) have access. We also really encourage teachers to model what the program looks like, steps for logging in, etc., and set expectations for usage. Many states are PBIS (Positive Behavior Interventions and Supports) states, so teachers are familiar with creating "teach to's" and expectations for their students. These can help students be successful in getting started.

7. **As far as just getting started with the program for schools,** we always encourage our schools to start small. Find one or two dynamic teachers that feel comfortable with tackling a new program. Have them use the program first. Some of our best use cases have been when one or two teachers have used the program, other teachers have recognized that something is working, and soon the usage of the program has spread. Provide training for your teachers, and support them in the usage of the program. We know through experience that when schools just dump students into the program without some sort of plan for usage, training for teachers and students, and no plan for the data, that they are seldom to never successful.