

January 2020

ONcall

ready-to-use NEWS

inside

Engaging retired staff in schools

When teachers, classified staff and administrators retire, your district could lose a valuable asset. Many former staff members would like to come back to continue to support schools and students, but you have to ask them. Read tips for engaging this important potential workforce.

Marketing your online programs

Online educational programs are increasingly available, and students are choosing this option for graduation requirements, electives, alternatives to school, or as a supplement to traditional coursework. Students do not have to choose your programs. A good marketing plan can keep them in your district and provide a seamless education to students.

Refresh your diversity training

Most employees participate in diversity training during orientation or on a regular basis. Do your staff know why this training is important and how training continues to change to meet today's diverse communities? Read this refresher to understand some issues to help staff become more inclusive.

Your intranet: Make it 'Grand Central' for everyone

Your intranet is an important web platform for your internal audiences. It can be the information hub to keep all employees informed about the latest news and directives, and it can be a bargain with no print costs and the ability to reach people fast. Here are tips for making your intranet work better.

Here's to You!

Health experts continue to discover ways to improve health and lengthen life. Read about how certain compounds in foods can help reduce harmful inflammation. Other tips include the health benefits of dog ownership, how fitness trackers can motivate you to exercise more and social media influencers who may inspire new workout and lifestyle goals.

INSIGHTS FOR PARENTS: Mid-year check-in

In January, New Year's Resolutions are common. Parents can use this time to help their children reflect on the school year and adjust learning goals for the remainder of the year. Goal-setting and reflection are helpful lifelong habits that can help students become better advocates for their own learning success.

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Engaging retired staff in schools

Schools lose a valuable resource when staff members retire, but retirement doesn't have to mean goodbye.

Many retired teachers and administrators return to schools in a different role — as volunteers. It can be a great fit for those who miss interacting with students and who want to give back in a meaningful way.

There are a variety of ways retired staff can volunteer in schools. Some former teachers enjoy helping with instruction in the area where they taught. Others are happy just to lend a hand wherever they are needed — in the office, a classroom or after school.

Some help at specific times, such as supervising recess or chaperoning a field trip. An option for others is to serve on a school advisory committee or on the school board.

The payoff comes from working with young people again and doing work that they enjoy and feel makes a difference. The bonus is being able to do it on their schedule, choosing the days and times they want to volunteer and then leaving at the end of their designated time without a stack of papers to grade.

While some retirees immediately jump into the volunteer pool, others need some time to travel and otherwise relax before they make any new commitments. Smart districts stay in contact with retirees, sending a yearly letter or other communication informing them about the district — and also offering up volunteer opportunities. That helps keep a connection between the retiree and their former district, so that when they are ready to spend time volunteering, their first thought is the schools.

That's an important point because there is lots of competition for retirees. Baby boomers are retiring in record numbers, and non-profit organizations recognize their value. Often it's the "early bird who gets the worm" — or in this case, the volunteer.

Better yet, connect with your potential volunteers before they ever leave their jobs. Prepare a flyer with volunteer information, and give to those who are retiring. Follow up with them in the fall, after they have had a few months to enjoy their new freedom.

There are a number of ways schools can reach out to former school employees.

1. **Work with your Human Resources department to develop a list of former employees.** Send them a personal letter inviting them to volunteer in the district. For best results, offer a list of possible volunteer jobs, such as tutoring students after school, working with an elementary reading group, or filing books in the library. It's easier for people to say "yes" when they know exactly what they are signing up for.

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2. **Work with your union representatives (both classified and licensed)**, and ask them to include information about volunteering in any newsletters that go to former members.
3. **Post a list of volunteer positions on your school and district websites.** Be specific about what's involved — days of the week, hours, description of the position and whether any specific skills are needed. People feel more inclined to volunteer if they are confident they have the skills and time to do the job well.
4. **Post volunteer positions on websites like Volunteer Match** (www.volunteermatch.org). This free site connects you to potential volunteers not only in your immediate neighborhood but casts a net as wide as you want. For some volunteer opportunities — such as recruiting guest speakers from specific fields — you may need to look beyond your own community to neighboring cities.
5. **Invite former staff back for special events.** As part of extending a public welcome, invite them to consider volunteering. Have your volunteer coordinator or other designee ready to hand out a flyer with more information or to talk personally with someone who might be interested.
6. **Encourage current staff to reach out to colleagues who have retired** and invite them to volunteer. Design a postcard that staff can send out, listing volunteer opportunities and why volunteering is good for both the person doing the volunteering as well as the children they would be helping.

Recruiting retirees to volunteer is often the easy part. Keeping them can be harder. It can be difficult for former staff who once were giving orders to be taking directions on how to work with students. They may be uncomfortable — or maybe even offended — if staff have moved to new tools or different ways of doing things. That's why it's important to take time to talk with your retirees before placing them in a particular position or at a particular school to learn their background and their strengths and interests. If they were a dynamic reading teacher, it would be a waste to have them supervising recess when they could be leading reading groups or coordinating your Read Across America event.

Retired school staff have so much to offer as volunteers. They know the school culture, and they love working with young people. They understand the importance of education and the impact they can have. The key is to place them in positions where they can use their skills, feel respected and believe they can make a difference.

Contributed by Connie Potter, communications consultant

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Marketing your online programs

Motivated students can learn anything anywhere through online education programs. Research indicates that today's students — Generation Z and the younger, upcoming Generation Alpha — either prefer online programs or regularly supplement instruction with online resources.

Schools understand that online programs are an important option for students — either through their own districts or through partners that offer aligned curriculum.

According to data from a teacher and principal survey, 21% of schools offered courses that were entirely online and not part of a physical school. The rate, from 2015-16, continues to climb by about 5% per year. <http://bit.ly/2PtWZN7>

Marketing your programs to students and families

Online education offers many benefits. These programs have special appeal to students who are seeking greater challenges, out of school due to illness, expelled for discipline, working, required to meet family obligations, or just seeking an alternative to the traditional high school experience. And the truth is that they do not have to enroll in programs in your district. The online classroom is accessible everywhere.

Your district should keep your students in your programs to help ensure that they can have a seamless transition back to your buildings, if they desire, or to allow a hybrid education that combines both physical and cyber instruction. And to keep the school funding in your schools.

The marketing plan

Your digital programs should be part of your marketing plan. Treat them like you would any of your schools, with a little boost to get them started and build an identity. They may not need a school mascot, but they should have a brand identifier — a school name and logo that is connected to the district and visible on district channels. There should not be any question from potential students and their families about where these programs are and who is in charge of them.

Although there are general best practices for communicating about virtual courses, it all boils down to identifying target audiences and tailoring your messages to each group. Is your online program mostly aimed at enrichment for high-performers? Is it for credit-deficient students at risk of dropping out? Are there offerings for both?

High school staff should be armed with brochures for meetings with credit-deficient students and their parents. All pertinent information should be on one page that can be left with the

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Washington State
School Directors' Association

families of students who are considering dropping out or who have already dropped. Online courses may be just the approach they need to succeed after they have struggled in the traditional high-schools setting. In these materials, stress all the supports available to students and all the benefits of gaining credits with flexible schedules.

The competition for online students is greater than brick-and-mortar buildings, so it makes sense to budget for additional marketing. Inside Digital Learning, part of Inside Higher Ed (<http://bit.ly/2PmiYk6>), interviewed marketing officials for online university programs. The unsurprising recommendations are that digital campaigns work best, allowing analytics that show whether messages resonate with potential students.

Social media is also key to reaching interested students. Universities that want to reach non-traditional students may focus on Facebook ads for this older demographic. School districts may want to consider marketing through Snapchat or Instagram for their younger student audience.

Marketing messages

What do you want your audience to know about your programs? A key message is that online courses are more about student options than technology tools. Keep the focus on the students and teachers instead of the technology.

You want to attract students, but you also need to reach their parents. Messages that appeal to students and the adults responsible for them will also help you gain support from your school board and the community at large, who may not be familiar with or supportive of this education technologies.

Make sure they understand how these programs operate. Students still attend class, just not physically. They still work under the supervision of a trained teacher. Online programs don't take the human element out of teaching. Rather, they use technology to make the human interaction between student and teacher more accessible by breaking down barriers of time and place.

Regardless of the type of student you are targeting, there are a few points that should be emphasized in order to overcome reluctance on the part of students and their parents.

Avoid jargon

When spreading the word about your online courses, avoid focus on the names of products, technologies and software packages. Those unfamiliar names can lead your customers far afield from the real value in your courses — learning.

Be clear that online programs help students meet graduation or learning goals

Avoid the temptation to trumpet online courses as something new and different. Instead, present your internet courses as an integrated part of your high school program. Show them as just one of many options for students who need to earn credits toward graduation.

Talk about the teachers

To the unfamiliar, these courses may seem to be “made up” by computer geeks instead of teachers. Emphasize that they are subject to the same level of rigor and oversight as regular

courses. List all accreditations that apply.

Promote the quality of your teachers. Put their photos and quotes from teachers that emphasize real adults who care about kids using computers to interact with students. Use photos of parents meeting and interacting with students in person because that is a key part of online learning.

Describe the “classroom” environment

Many adults picture online courses like the computerized tests at the DMV. They envision a student sitting alone, clicking through screen after screen as his mind wanders. Be sure to describe the interactive nature of online classes. Be clear that there is a teacher and there are other students communicating and interacting with each other. The computer doesn't teach. A teacher does.

Tell them where to get technical and academic help

Parents and students may fear a lack of support — academic and technical. Be sure to show how students are supported in their coursework: discussion groups, phone conversations with the teacher and face-to-face meetings with students. Dedicate a phone line for technical support and promote it online and in your publications.

Address myths about rigor and integrity

Be sure to talk about rigor. There may be a mistaken belief that online courses are easier to pass and easier to cheat on. Communicate the rigor and supervision of the programs. Just as with regular classes, the teacher monitors attendance, attitude, citizenship and quality of work. Consider adding quotes to your materials from teachers talking about how they monitor classes and encourage students to do their own work. Let the public know that courses are structured to minimize cheating, and it is no more prevalent than in traditional classes.

Contributed by Marcia Latta, communications consultant

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Refresh your diversity training

January is a great time to assess how well your school district is doing at meeting its goals. If one of those goals is inclusivity, diversity training can be a great way to bring staff on board.

Diversity training is any program designed to facilitate positive intergroup interaction, reduce prejudice and discrimination, and generally teach individuals who are different from others how to work together effectively. For schools, the added benefit is that those newly acquired skills can be turned around and taught to students, leading to a more effective learning environment for everyone.

It's easy to have a knee-jerk reaction towards diversity training. Industries have historically used diversity training as a response to perceived inaction or bad behavior in the past, but there's another way to look at it. Diversity training used proactively not only improves relationships between colleagues and students, but it can also prevent the types of situations that lead to lawsuits and negative media attention in the first place.

But I'm not racist!

Diversity training isn't just for straight, white men. It's for everyone. "Unconscious bias (or implicit bias) is a prejudice in favor of or against one thing, person, or group compared with another usually in a way that's considered to be unfair. Biases may be held by an individual, group or institution." <http://bit.ly/2rqZN0C> Most of our unconscious biases were learned when we were young, making them more difficult to root out and analyze, and minority populations aren't free of these biases themselves.

Unconscious bias is the thing we all have to watch out for, but because we are all a product of our backgrounds, staying vigilant isn't enough. The best way to remove the harm that comes from unconscious bias is to set systems in place that prevent those biases from affecting our decisions.

One of the ways hiring managers avoid bias is by reading resumes only once the names have been covered or removed. This makes it impossible for them to unconsciously value the experience of a man over a woman, or a white person over a person of color, should those happen to be their biases. But hiring managers also only have access to the resumes they receive — if you are receiving resumes from an agency, you also need a system that works around their implicit biases as well. A way around that is to insist that fifty percent of the resumes they send be women or people of color, if those are the populations historically being under-represented in those positions.

In the classroom, unconscious bias has shown itself in the rate at which black students get punished for similar infractions to white students. (<http://bit.ly/33ZZgjp>) One of the reasons for this is the unconscious bias leading teachers and administrators to perceive black boys as

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“older” than white boys of the same age. (<http://bit.ly/38fhmBv>) “The evidence shows that perceptions of the essential nature of children can be affected by race, and for black children, this can mean they lose the protection afforded by assumed childhood innocence well before they become adults,” said co-author Matthew Jackson, PhD. “With the average age overestimation for black boys exceeding four-and-a-half years, in some cases, black children may be viewed as adults when they are just 13 years old.”

One way around this problem is to have very clear and detailed standards of behavior and what the responses are for each infraction, keeping the decision making out of the hands of an individual who might be subject to unconscious bias.

What are ways your organization might be subject to unconscious bias, and what systems can you put in place to avoid it?

Diversity — not just a buzzword

Diversity is more than just black and white. A truly diverse staff is a more *effective* staff, because the array of experiences means you have people on top of problems before they have a chance to develop. The *less* diverse your staff, the more subject you are to blind spots.

When you have a meeting and a microphone is set up, does everyone use it? Jessie B. Ramey, director of the Women’s Institute at Chatham University and chair of the Gender Equity Commission for the City of Pittsburgh, points out that this is an area where organizations often exclude populations without ever being aware of it. “Refusing to use a microphone is like scheduling a meeting in a room accessible only by stairs,” Ramey explains. “And then when your colleague in a wheelchair shows up and asks for a ramp so she can attend, you stand at the top of the steps and say, ‘No thanks, I’m good.’ Those of us with low hearing, a hearing impairment, or a hearing-assistive device need you to speak into the microphone so we can fully understand your words.” <http://bit.ly/2P2sXw8>

This microphone situation is the kind of unintentional misstep that having a hearing-diverse staff member would be able to predict and prevent. Multiply this by the variety of humans with different disabilities and different cultural experiences and you can see the weaknesses an organization subjects itself to when it isn’t diverse!

Inclusion

Let’s say your administration has done the heavy lifting. You’ve made diverse hires, you’ve assessed your systems and made changes. The next step is making sure people feel included. True inclusivity goes beyond just following the new guidelines preventing bias — it means thinking ahead.

You may have seen instances of people declaring their personal pronouns in their email signatures, but if you haven’t, you soon will. In some industries they are already common practice. Personal pronouns are *he/him/his* and *she/her/hers*, and with widening inclusivity towards non-binary and genderqueer individuals, also *they/their/theirs*. Trans individuals whose appearance doesn’t fully match their gender, and people with gender-neutral or ambiguous names have been using them for years to avoid being misgendered, but ideally it is their colleagues who should be creating a culture where declaring your pronouns is the standard. <http://bit.ly/2LzwpMx>

“I love seeing folks use their pronouns in their email signature,” says E Napoletano, a non-binary journalist. “It’s effortless, ridiculously inclusive, and helps avoid many instances of

needless misgendering. In my signature, I have a link below my pronouns that says ‘What are these? Click here to learn more.’ which goes to a site that explains gender-inclusive pronouns. This lets people new to pronoun declarations learn in private. Because the truth is we’re all still learning, no matter how we identify.”

Diversity training can cover all of these issues. As you take a look at your organization and its preparedness for the work it does in your community, consider diversity training as a tool to make your team more effective.

Contributed by Megan J. Wilson, Los Angeles-based freelance writer and communications consultant.

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Your intranet: Make it ‘Grand Central’ for everyone

Is the intranet still on your radar? This internal web platform should be. Intranets can be your information hub for everyone, from principals and board members to support staff. In one or two clicks, they keep everyone in the loop — and help them become your ambassadors with the public. Staff get secure login codes, you save time and money by avoiding paper, and in some cases, staff meetings. Reinforce the site as their “go to” location at staff meetings and huddles.

The bottom line is that everyone gets the *same* accurate message as *quickly* as they want it.

Useful tips

Content must be relevant. This is an information and resource page. In addition to the essentials (HR policies, emergency plans, training resources, phone/email lists), you should base content on what your staff want. To learn what that is, use focus groups or surveys to define your content and check in regularly to stay on course.

Content should support your mission, while sounding personal and informal. Consider making priority topics most prominent. Remember the reading route that viewers normally take: the upper left corner is where readers typically start to scan, unless you have a compelling visual.

Define the information they need (and want):

- Upcoming events and schedules
- Training opportunities
- School board updates
- Links to departments, like HR for benefits and salaries
- Links to each school website/social media pages
- Forms to download, including how to nominate co-workers for awards
- Links to off-site resources and “job alike” associations
- Internal job postings
- Consider your own “classified ad” section where staff can sell/donate items (but clear the idea with legal dept.)
- “Kudos” section to honor and thank employees
- Don’t forget the search box!

The hospital where I work has key sections under colorful banners, all based on researching what our staff values most with one main news section called “Daily Dose” that’s updated almost daily.

Keep it current. Regular updates and purging are critical. Stale content gives the impression you don’t care; that you’re unreliable. During a crisis, this is the best way to reach everyone

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instantly with the same message to prevent misinformation, provided you also use social media and emails, driving staff to “the source” of what’s really going on.

Invite tough questions. The most popular section of my hospital’s intranet where I work in internal communications is called “Rumor Has It.” Anyone can ask almost anything — and we answer! Transparency builds trust — and trust can stop rumors or “fake news” in its tracks.

Ownership and schedules are critical. Identify content owners and create an accountability structure (e.g. check-in meetings, which can be virtual). Make this group responsible to review “click rates” to guide changes. If you have the budget for a PR staff, it could be someone’s part-time job, working with the tech team (or person) who can track usage. Create a master calendar of key events and plug them into a task list; make that part of your regular check-ins so you don’t miss something.

Stay flexible. If something isn’t getting many clicks or seems useless, don’t keep it just because someone thought it was a good idea. “That’s the way we’ve always done things” doesn’t fly here.

Use engaging visuals. You know photos draw eyes (and clicks), so take advantage of that. Student-generated art, action photos, or even just including staff photos with content written by staff will draw more readers. Short videos are great “click-bait” and can be done by almost anyone (get permission, or make sure parent permission on file as part of student registration).

Show you care. Consider a “community matters” section where staff is featured helping the community beyond the classroom. Got any Habitat for Humanity, food bank, humane society, or senior citizen service volunteers? Brag about them.

The biggest benefit of a lively, engaging intranet is that everyone will feel part of a team focused on the same vision. If your public-facing website shows how great you are, it won’t matter unless the internal work is done first, which means happy, informed and inspired staff who share your message everywhere from parent nights to the grocery store.

Contributed by Shannon Priem, APR, former communications director for Oregon School Boards Association; internal communications specialist for Salem Health

Here's to You!

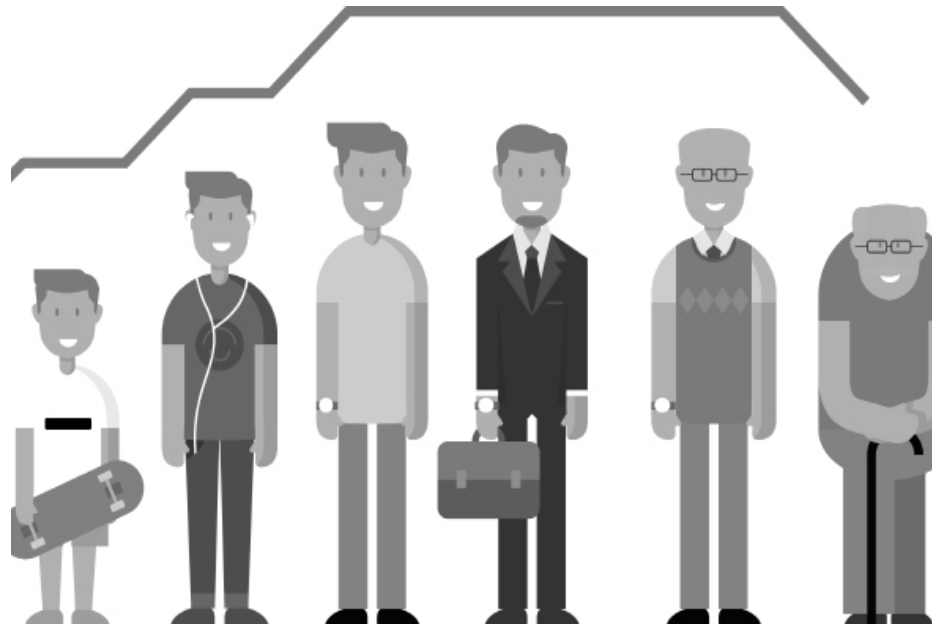
Tips for your good health provided by your district

January 2020

Tips for living longer and better

According to scientists, life spans are increasing. Futurity.org estimates an additional three years for each generation and no end to that trend (<https://bit.ly/2DMAuZq>).

Researchers continue to dig into reasons for longevity, but most agree that several common factors can impact life quality and quantity. Here is a reminder of what you should do to live longer and some news about new ways to increase your life span.



Conventional wisdom and new research for longevity

By now, we know the standard wisdom for health: **Don't smoke, maintain a healthy weight, exercise, eat well.**

This reminder by Johns Hopkins Medicine (<https://bit.ly/2PfFnj4>) about conventional health wisdom should be familiar by now, even if it is easier said than done. Add to that the need for adequate sleep, and most bases are covered.

There is new research, however, about longevity that suggests additional dietary changes to dramatically increase longevity.

A Harvard geneticist suggests that humans will be able to easily surpass 120 years with

supplements and lifestyle changes.

NMN: A compound that has shown promise for reducing inflammation in mice. Additional studies are needed for human use. This compound is also found in food such as broccoli, cabbage, cucumber, edamame, avocado and tomato.

Resveratrol: Found in red grapes, wine and berries, this compound may be an antioxidant and could be beneficial for anti-aging.

Calorie restriction: Studies show that reducing calories regularly or on occasion can be healthy. Read more by the National Institute on Aging: <http://bit.ly/2sP7Ep6>.

Read "The End of Aging" for more information: <https://bit.ly/2RIFf42>.



For health and longevity, get a dog

According to the American Heart Association, studies have found that dog owners tend to live longer than non-owners. And recover better after major health events, especially if they live alone.

Specifically, dogs can reduce stress, blood pressure, cholesterol and depression. They can motivate people to move more through play or regular walks, and they can boost “happy hormones” like oxytocin to increase a sense of well-being.

Consider these statistics:

- Heart attack survivors living by themselves had a 33% reduced risk of death if they owned a dog; survivors living with someone else (a partner or child) had a 15% reduced risk.
- Stroke survivors living by themselves had a 27% reduced risk of death if they owned a dog, while survivors living with someone else (a partner or child) had a 12% reduced risk.
- Dog owners are 31% less likely to die from a heart attack or stroke than non-dog owners. <https://bit.ly/2LoQrsQ>

Wearable technology can motivate you to move

Activity trackers can provide a helpful boost to motivate you to move more. WebMD.com recommends trackers for weight loss. These devices, such as Fitbit, Garmin, Apple Watch or Nike Fuelband, can remind you to move, track your heart rate and sleep patterns. Most also have online accounts to see progress over time or help set up friendly fitness-related competitions with your social circle.

Fitness Inspiration

The New Year often brings new goals for healthy improvements.

A survey about New Year’s resolutions published by Inc.com has found that diet and healthy eating is top of the resolution list for Americans as they welcome 2020. <http://bit.ly/2OUiPh>

Exercising more comes second (65 percent) followed by losing weight (54 percent).

If you have specific goals or just want to find new ways to stay healthy, there are role models and coaches at your fingertips through online services, blogs and Instagram personalities.

Fitness experts can be intimidating, but there is a role model for everyone. Find a list of the best fitness influencers on blogs and Instagram and follow along as they share workout and health tips.



12 Influencers and Bloggers Over 50: <http://bit.ly/33TXDDG>



The 50 Best Female Influencers on Instagram: <http://bit.ly/2LGOOHt>



These Top 20 Fitness Influencers that have over 90+ Million Followers: <http://bit.ly/2OXaBN3>



50 Body Positive Influencers You Should Follow: <http://bit.ly/2rZ8FdI>



Mid-Year Check-In



**January
2020**

INSIGHTS FOR FAMILIES is provided by your child's school in recognition of your role as a partner in education. Insights is produced by Marcia Latta, communications consultant.

“Efforts and courage are not enough without purpose and direction.”

—John F. Kennedy

The new year is a great time to pause to evaluate our progress and goals. As the school year is nearly half over by the first of January, it is also a natural time for students to reflect on the school year so far and set new goals for the future.

Self-reflection is a valuable practice that can benefit students of any age, and is a helpful skill in the workforce after graduating. It is an important part of learning and should be the first step in the goal-setting process.

Student-centered approaches to learning

Self-reflection is active, requiring students to engage and pay attention. When students are engaged in their own learning, they are empowered to take charge of their own studies and become advocates for their achievement.

Called self-regulated or student-centered learning, students participate actively and reflect on ways to improve.

The University of Washington Center for Teaching and Learning promotes student engagement to educators through a variety of tactics for the classroom. “Research has demonstrated that engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills, and promotes meaningful learning experiences.” <https://bit.ly/2sR2ARf>

Encouraging students to monitor their own progress

Technology tools offer opportunities to monitor progress for continuous improvement. Learning apps like Khan Academy offer built-in progress checks in the platform's online study programs: “One way to help empower and drive students as they're learning is to encourage them to monitor their own progress. This allows learners to track their own improvement, figure out what they need extra help on, and set their own goals.” <https://bit.ly/2PIEZ2m>

Most digital education programs provide immediate feedback through tests and progress check-ins. Students can be motivated by seeing their own progress or by the digital badges or scores that are often built into the program. These programs can provide the data students need so they can see areas they should focus on for improvement.

Reflection

Literacy consultant Patty McGee writes, “Reflection is the stickiest glue for the brain. When students take time to consider what they have learned and how they have grown, the learning is longer lasting and much more impactful. As John Dewey has written, ‘We do not learn from experience...we learn from reflecting on experience.’”
<https://corwin-connect.com/2017/02/help-students-reflect-set-goals-powerful-learning/>

Many teachers ask students reflective questions to help them review what they have learned and what they want to learn next:

- What was significant learning for you in the last unit?
- What did you learn about yourself as a learner (or writer, reader, social scientist, mathematician, or whatever the subject area)?
- What was your favorite mistake and what did you learn from it?
- What feedback did you get from your teacher or other students that was important to you?
- What are strengths you noticed about yourself?
- What are next steps in your learning journey?
- Looking ahead to the next unit, what are some challenges you imagine?
- What strengths can you bring to meet those challenges?

Goal setting

Goal setting is an essential follow-up to reflection. The cycle should include reflection, goal-setting, planning, repeat.

Students may have experience setting goals. If not, give them sample goals to help them get started. Goals should be easy to understand, in kid-friendly language, not too broad or too specific. Kids should understand that they are a starting point and will likely expand or narrow.

The goals should have a plan built in. The following prompts can help guide them:

- List what you know you need to still learn in order to reach your goal.
- What strengths and knowledge do you already have that will help you reach the goal? How do you plan on using this?
- What do you imagine having to do first? After that?
- Who can help you reach this goal? Specifically, what will you need from him or her?
- What are important habits you will draw on daily to help you reach your goal?

After the reflection, goal-setting and planning process, students should begin again. This amazing, cyclical, and transformative process learners take to consider where they have been and where they want to go—the cycle of reflection into goal setting into more reflection—is one of the most powerful experiences you can create
<https://bit.ly/2PfoVb>