

NCS Online



Learning Coach Guide

Every NCS Online student is expected to have a designated and consistent learning coach to assist in the online learning process. A learning coach may be a parent, guardian, grandparent, tutor, or other trusted adult. The learning coach's role is to assist the student in accessing online content, completing and submitting assignments, checking non-graded work for accuracy, and managing the student's schedule.

Assessments

Students will take assessments independent from the Learning Coach.

Unless otherwise directed, each assessment will be closed book. This means there will not be access to notes or textbooks during the assessment.

Attendance

Establish routines that create lifelong skills. Set a window of time that the student understands is a time for school to begin and end. Best practices include having the student dressed and at a desk or table at the same time each day. Provide the student with a quiet environment with few distractions. Relocate pets or younger siblings.

The chart below shows general guidelines of attendance requirements. Your facilitator will communicate your child's progress.

Grade Level	Daily Hours	Weekly Hours
K-5	4-5	20-25

An online education program allows you the freedom for you to choose when you complete the modules.

If your child needs an extension due to illness or emergency, please contact the facilitator to work out a revised schedule.

Brain Breaks

After 20 minutes of work, it is important for the student to take a mental break. You may write your options on popsicle sticks to have the student choose.

- Taking brain breaks makes homework less frustrating for kids
- Includes physical activities or relaxing, quiet activities
- Pre-planned with set ground rules

Here are a few effective Brain Breaks:

- Simon Says
- Jumping jacks
- Stretching that include yoga poses (dog, cat, cow, bug, rock) and animal walks (walk like a bear, hop like a frog, stand like a flamingo, fly like a bird)
- Wall push-ups, Regular push-ups
- Sit-ups
- Running in place (slow, fast)
- Rocket ship jumps (bending down, touching toes and bouncing while counting down from 10, then blastoff)
- Keep a beach ball from hitting the ground. Add two or three balls.
- Would you Rather

Course Materials

We recommend that you preview the week's lessons the night before. Print and cut out necessary materials needed. Keep these in a folder to be reused throughout the week.

In some lessons for grades K-2, there will be a script for you to print or read from as you work with your child. This is a convenient guide to enhance learning and make sure your child is being taught all the necessary skills for the appropriate age level.

NCS provides a combination of digital and physical textbooks and workbooks for students. In the case that you would prefer to purchase additional physical books, please contact your facilitator for more information.

Daily Suggested Schedule

K-3rd Grade

Time	Subject
8:00 - 8:15	Daily Devotion
8:15 - 9:00	ELA Vocabulary/Reading (5 Min. Stretch or Brain Break)
9:00 - 9:30	ELA Spelling/Grammar
9:30 - 10:00	Recess/Break
10:00 - 10:45	ELA Writing (5 Min. Stretch or Brain Break)
10:45 - 11:15	Bible
11:15 - 12:15	Lunch
12:15-1:15	Math (5 Min. Stretch or Brain Break)
1:15 - 1:45	Recess/Break
1:45 - 3:00	Social Studies OR Science

4th-5th Grade

Time	Subject
8:00 - 8:15	Daily Devotion
8:15 - 9:00	ELA Vocabulary/Reading (5 Min. Stretch or Brain Break)
9:00 - 9:30	ELA Spelling/Grammar
9:30 - 10:00	Recess/Break
10:00 - 10:45	ELA Writing (5 Min. Stretch or Brain Break)
10:45 - 11:15	Bible
11:15 - 12:15	Lunch
12:15-1:15	Math (5 Min. Stretch or Brain Break)
1:15 - 2:00	Social Studies
2:00 - 2:30	Recess/Break
2:30 - 3:15	Science

Essential Questions

At the beginning and end of each module, the Essential Question (EQ) and the Bible Essential Question (BIEQ) will be posted. These are the main idea questions that focus the student to the main idea. If the student can answer these questions, you have a good idea that the main concept was understood. Because God created all the subjects, there is a focus on what the Bible teaches on the subject.

Please review these questions and encourage the student to answer these questions at the end of the module in a journal or discussion.

Expectations of the Learning Coach

The learning coach will have the responsibility to assist the student with content and assignments, and facilitate any assessments. However, the learning coach should recognize that struggling is part of the learning process. The learning coach should be helpful but not too quick to jump to aid the student without first allowing the student to work through the problem on their own. Every child learns differently and at a different pace. It is the responsibility of the learning coach to recognize the needs of the individual child and assist as appropriate without overstepping the learning process. It is expected that the learning coach will not complete any work on the child's behalf.

K-2 students

Students in Kindergarten, 1st, and 2nd grade will rely heavily on the learning coach. Students at this age will not be able to read at the level required to understand all instructions given in the online platform. Students in this age range will need a full-time learning coach to read instruction and assist them in completing learning activities. Lessons for students in this age range are organized with the learning coach in mind. Learning coach scripts are provided where appropriate and many are available to be printed or used on a separate device.

3-5 students

Students in 3rd, 4th, and 5th grade will be able to be more independent in their learning. Students at this age should be able to read the instruction and complete most activities independently. Students in these grades may need help from a learning coach to learn how to navigate the learning management system, use technology applications, clarify instructions and content, and to facilitate formal assessments.

Grading/Weighting

The student's grade will be culminated from several areas of instruction. The main two areas are formative and summative.

Formative	Summative
progress monitoring	evaluation of content knowledge attained
used to guide instruction	given at the end of the unit
daily work, homework	tests, projects
low point value	high point value
provides descriptive feedback	evaluative feedback
informal	formal
60% of grade	40% of grade

Math: Math fact assessments are included in the grading process. Once a month, the student will test on each operation (+, -, X, ÷).

- Grade Weights:
 - Mastery Drills: 20%
 - Formative assessments: 45%
 - Summative assessments: 35%

How to Create a Successful Learning Environment

There are many great practices you can use in order to be successful as an online learning coach. We have compiled some of the most important things to keep in mind when setting up your online learning environment.

Make sure that you designate a work/learning space

- Free of Clutter and Visual Distractions
- Organized - have all needed supplies and textbooks within reach - This will eliminate wasted time looking for books and other necessary supplies
- Quiet Area - Choose an area of the house that supports a quiet work environment
- Post a Schedule/To-Do List - This will help to keep your child motivated and on task
- Reliable Internet - Make sure that you have reliable internet access prior to the start of the school year
- Ask for Help - Make sure to ask for help when needed throughout the school year.

Daily Schedule

- Kids love the structure and consistency of a daily schedule. It will help keep the day on track and take the guesswork out of what to do next.
- Color code by subject - Color coding helps the different content areas to stand out

Brain Breaks

- Brain breaks are times that you build into your child's day to get them up and moving. This gets their blood circulating and their brain ready to take in more information. They can also help in reducing frustration that might stem from a more challenging lesson.
- A student should have a kinesthetic brain break about every 25-30 minutes during longer lessons. These breaks can last anywhere from 1-3 minutes.
- Recess is typically a longer break that allows students to let out energy, decompress, and regain focus in order to absorb more new material.

Learning Above and Beyond

- Encourage learning to take place even after the school day is done. Think of creative ways to extend your child's learning through fun and creative ways.
 - Examples - Play a board game -
 - CandyLand - teaches color matching and recognition
 - Uno - teaches number and color recognition
 - Scrabble - reinforces vocabulary and spelling
 - Monopoly - teaches mental math and problem solving
- Baking and Cooking Together - teaches skills for reading functional text and calculating fractions
- Library - Visit your local library - This allows you to immerse your child in books, without having to purchase a home library.
- Museums and Zoos - Fun family outings to museums and zoos can be learning experiences as well. Try to match local museums/zoos/ aquariums to what your child is currently learning.

Individualized Learning Plan

Facilitators will work with each student individually to develop an ILP if needed. The ILP will be reviewed and updated to ensure that student expectations are being met. Appropriate interventions will be provided to aid the student to meet state standards and personal goals.

Roles and Responsibilities

As we begin a new school year online, it is important that the roles and responsibilities of both the elementary facilitator and learning coach are clear to help us all work together successfully! Please take a moment to read through the listed expectations to make sure you have a clear understanding of each role.

Elementary Facilitator

- Provides coursework content in a timely manner on Canvas
- Provides Clarification on lesson content if assistance is needed from the learning coach
- Checks to ensure assignments are submitted by students so that students are pacing through the coursework appropriately
- Grades coursework
- Facilitates benchmark assessments
- Communicates with the student and learning coach on a regular basis

Learning Coach

- Implements a daily routine/schedule for coursework with students
- Understanding of a significant time commitment on the part of the learning coach (5 or more hours throughout each school day)
- Guides students in their learning by playing an active role in assisting with lessons
- Facilitates assessments within modules
- Helps students pace appropriately in coursework and complete daily assignments
- Ensures that student assignments are completed and submitted on Canvas by their due dates
- Communicates with the elementary facilitator on a regular and/or as needed basis