

A Platform for Distance Learning

Educators from across the Altitude Learning network are working to address and alleviate the challenges of distance learning. Through collaboration, constant iteration, and leveraging the Altitude Learning platform they are successfully bringing some of the most critical in-school practices to distance learning—all in a way that’s manageable for students, families, and educators. **See how the Altitude Learning platform helps educators, students, and families manage distance learning.**

“Last night I made the comment, ‘Wow, I am so glad we have Altitude Learning and the kids know how to use it!’ One less thing to worry about when thinking about transitioning to distance learning.”

- 4th/5th Learning Experience Designer, Design39Campus, Poway, CA



Bringing the Best of the Classroom to Remote Instruction

Partner schools that were already using the Altitude Learning platform experienced a smooth transition to distance learning. The platform served as a single location to access lessons, manage assignments, turn in work, communicate with teachers, engage in a feedback cycle with teachers and peers, and view progress toward learning targets. **These educators brought best practices from their classrooms to life in distance learning models using the Altitude Learning platform.**

Facilitating Student Independence and Ownership

The Laurel School

Tisha Whiteley and Grant Conour, 4th grade teachers at the Laurel School in Atherton, CA, attribute much of their distance learning success to how the Altitude Learning platform empowers students to apply problem-solving skills and navigate school work independently.

The platform already enabled students to access lessons directly from their personal, educator-curated Playlist no matter where they were, so when they moved to distance learning, they were already well-versed in this essential tool. Within their **Playlist**, a student's lessons appear as **Cards**, which gives them the ability to organize their work, prioritize their tasks, and manage their time in accordance with their own schedule. Once they click into a Card, they can access all the instructions, steps, links, and downloads for a lesson in one place, checking off each step as they go. Within the same Card, they can submit work for review, engage in discussions with their teacher through **Card Comments**, and view specific, actionable feedback. **Progress** lets students continuously track their progress toward goals, standards, and learning targets.



Wednesday, 4/8 (sample card)

Good morning! Start by watching your teacher's Morning Message below, then complete the steps for today's work. **Make sure to read through all of the steps first** in case some of them need to be done at a certain time. Be sure to Capture all necessary work and turn in this card by the end of the day.

PDF

[Text Structures Anchor Chart.pdf](#)


MOV


[Morning Message.mov](#)


From their Playlist, Laurel School 4th and 5th graders access Cards that outline their tasks and provide all necessary resources to complete the project. As they work independently, they check off steps as they go, building agency and executive functioning skills. At any time, they can communicate with their teacher for guidance through Card Comments. Upon completion, they turn in the Card and are notified when feedback is available.

Sample card continued...

✓ Steps


- 
Math: First, watch the mini lesson about [Points, Rays, Lines, and Line Segments](#). Then, spend ONLY 40 minutes on practice time. You may choose from khan Academy or your SAB for practice. Finally, after you have finished practice time, complete question #1 on this card below as your exit ticket.

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Writing Workshop: It's FLEX day for writing! Complete 15 minutes of Typing Club and 30 minutes of Lexia. Both can be accessed via [Clever](#).

- 
Reading Workshop: Watch today's mini-lesson about how to recognize different **text structures**. Follow the steps on the "Ready to Read" page. Capture all of your work (notes on the gold rush, notes on your subtopic, and your scaffold). **If you are not able to print your scaffold, check out this [video](#) about how to recreate one!**


PDF

[Scaffold - Analyzing for text.pdf](#)

- 
Social Studies: Listen to the next section of our read aloud book, Staking a Claim: The journal of Wong Ming Chung. After listening, answer the questions below, using Personal Best effort.

MP3

[Staking a Claim - Session 3.mp3](#)

- 
Science: Check out this [Mystery Science](#) lesson to discover: Why is the first hill of a roller coaster always the highest? (If you don't have the right materials at home for the Hands-On Activity, try using the Life Skill of

“The platform enables independence and self-management. Students are familiar with the steps and tools and they can see rubrics ahead of time before working on an assignment.”

- Tisha Whiteley, 4th grade teacher, Laurel School

Tisha and Grant were also able to evolve their distance learning practice when they began delivering small group mini lessons. Using customized Cards, they targeted the specific needs of individual students. They were also thrilled to be adding to their bank of lessons that they could continue to use with students in a classroom or remote setting for years to come.

Fostering Interpersonal Connections

Maintaining peer-to-peer collaboration was another priority for Grant and Tisha. Using **Card Message Boards** they were able to continue the type of organic dialogue between educators and students, and more importantly, students and their peers that occurs in a classroom. On these message boards, which are built directly into Cards to contextualize conversations, 4th graders asked questions, provided input to other students, shared resources, discussed group projects, and accessed updates and announcements from their teachers. In addition to engaging with their class on Card Message Boards, Grant and Tisha could observe the student-to-student dialogue and collaboration.

Building upon this critical need to foster interpersonal connections between students, the Altitude Learning platform now features **Stream Gallery**. This new feature allows students to share work to a gallery where other classmates can view it and provide comments. Stream Gallery creates a space where students can connect with classmates to receive feedback, be celebrated, and inspire others—something that is difficult to cultivate during distance learning.

Activating a Feedback Cycle

Embark Education

For middle school educator Carissa Solomon at Embark Education in Denver, CO, it felt almost impossible to pick up on the subtle cues necessary to understand how a lesson or assignment landed for a student during distance learning. The Altitude Learning platform allowed her to easily see the product of student work but she was also seeking insight into the process of the learning experience for her students—something that was inherently visible in an in-person setting. Enter the emoticon question, which Carissa began including in every card to gauge the student experience.

Painting with shapes



Annabeth Chase



Arwen Evenstar

A few seconds ago

I really like how you used rectangles, circles, and hearts in your painting.

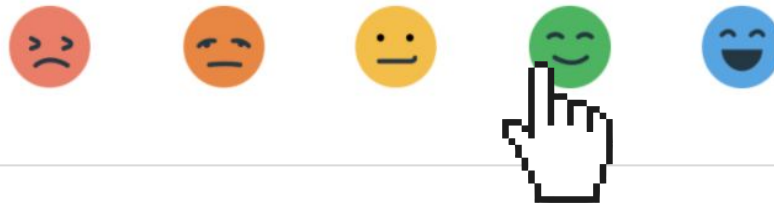
1 Comment



Comment

Stream Gallery serves as a "digital bulletin board" where students can share work with peers for feedback and celebration.

How do you feel about this card and the work you completed within it?



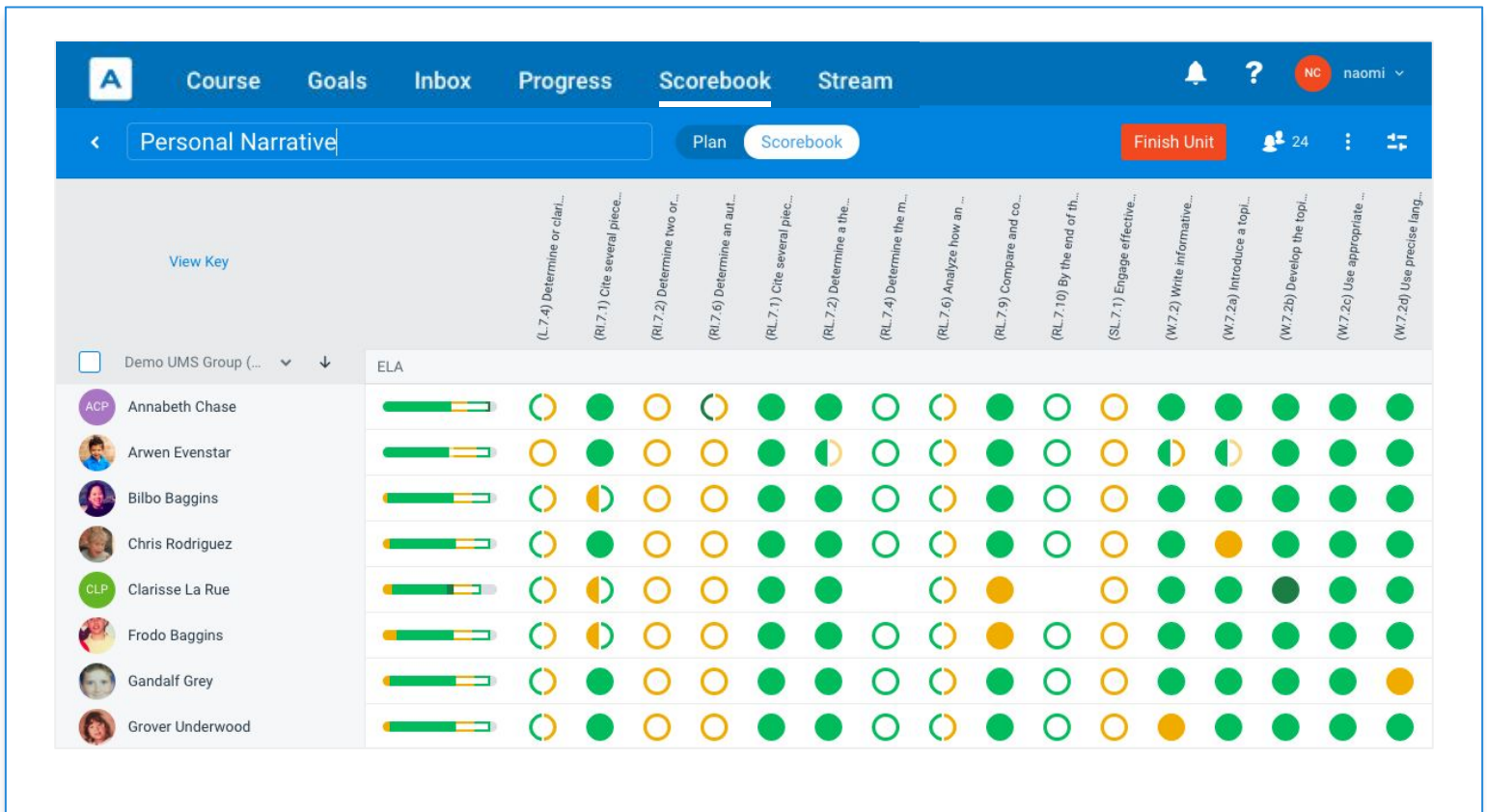
With one click, students provided a window into their learning experience, thereby opening the door to further conversations which were valuable connection points. The richest conversations occurred when a student's work product (a masterfully written short story) and emoticon feedback (a frowning face) were dissonant.

Oak Knoll Elementary

Karen Clancy's 3rd graders at Oak Knoll elementary in Menlo Park, CA, have benefitted from accessing all their schoolwork in one place and being able to engage in a nearly real-time feedback cycle specifically linked to their work.

Students have daily Cards for each subject where they comment to their teacher directly when questions arise or they need help. **Students can comment, "I don't get this part, can we hop on a hangout?" and Karen will address it in a timely manner on a video call.** Additionally, when students turn in Cards, Karen can comment if they need to revisit part of the work so the student can continue to work toward mastery.

For a clear, data-driven, competency-aligned picture of how a student is growing as a learner, **Scorebook** and **Progress** let educators track progress toward learning targets and keep families informed on academic and essential skill development. Students and educators can view a student's progress toward mastery across each assessment standard within Progress. Plus, educators can get a higher level view of their entire classroom's progress in Scorebook.



One Stop for Learning

Perhaps the most lauded benefit of the platform across the Altitude Learning network is how it serves as a single destination where students and families access curricula, share learning, communicate with educators, and gain a clear picture of student progress.

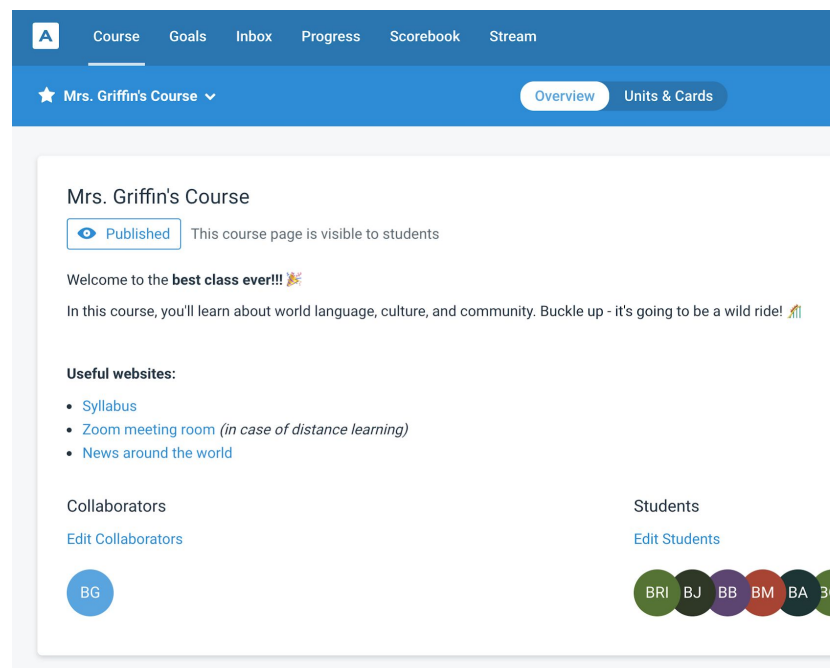
Hillview Middle School

Aruna Dutta, math teacher at Hillview Middle School in Menlo Park, CA, has been focused on planning, sharing and assessing work within the platform to streamline her workflow and support her students whether they are physically in the classroom or not. Aruna has seen a positive impact in using the Altitude Learning platform with her students and their families, especially during distance learning. **“It’s helpful for my students to have everything in one place and to be able to make changes in real time while I’m working with them over video conference.”** Aruna has found it particularly helpful in scaffolding executive functioning skills and seeing how students manage their time and assignments within their Playlist.

“I’ve heard from parents that it is a relief that they don’t have to go to multiple platforms to see how their kid is doing.”

- Aruna Dutta, Math Teacher, Hillview Middle School

For the 2020-21 school year, educators will be able to further streamline workflows with **Course Overview**, a centralized location in the Altitude Learning platform where students have ongoing access to course resources including overviews, reference tools, media posts, and virtual meeting links. Educators will no longer need to create their own web pages to keep their classes organized and provide links to useful resources.



Course Overview offers one stop for course references, links, announcements, and more.

A Whole New Level of Partnership

Technology alone doesn’t enhance learning. That’s why the Altitude Learning platform comes with a dedicated support team of educators committed to your success. As an extension of your team, partner success educators lead your implementation and offer ongoing personalized support and data reviews to ensure optimal use of the platform and continued progress aligned to your goals.

LEARN MORE

To tap into Altitude Learning’s resources and technology platform and learn how we can facilitate distance learning in your school or district, email partners@altitudelearning.com.