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Planning

Session 1

1. Review the **About EduGuide** document as a class.
 - Explain that the Core Learning Path is a personal space, meaning no other students can read what they are writing.
 - Teachers will mentor students online around the comments they share in response to the questions in the Core Learning Path activities.
2. Use the **Joining EduGuide** document to assist students in creating an account.
 - They will be asked to upload a profile image and share a vision statement.
 - Have students write down the email they use & the passwords created, so they will have an easy time logging back in when returning to their Core Learning Path.
 - If they lose this information, the Team Coach can reset the password online too.
 - Students start their first activity in the Core Learning Path called, Your Path to Growth.
 - If you would like to include a class activity on the first day, have students stop once the survey is completed. Otherwise they can continue with their online work.
3. Lead class with the EG - Class Activity: **Science of Character**.
 - Connect to a short 8-minute video to watch together as a class.
 - Review the follow up questions in small groups and then as a class.

Session 2

1. Students login the account created on the first day at: **Login.EduGuide.org**.
 - They will start back where they left off in their first activity or the start of the second.
2. Team Coaches should plan on quickly responding to at least 1 comment/student.
 - The next time students return to the Core Learning Path, the very first screen they will see are comments and questions from their teachers.
 - They will also receive an email notification when you comment or cheer them on using the thumbs up too, so keep the conversation going right from the start.

Session 3

1. Continue to use resources and materials available in the Team Library to lead class discussion.
 - For example, guide students through questions with the **Guided Discussion** document.
2. Practice taking some of the learning offline with students.
 - Create a sample student account to work online together as a part of blended learning.

A Year at a Glance

EduGuide’s curriculum is spaced, spiraled and self-paced to for greater learning impacts (Son & Simon 2012).

- Spacing activities once a week for time to connect learning to life and make changes.
- Spiraling students back to sharpen mindsets, habits and skills key to learning.
- Self-pacing empowers students to build a solid foundation before advancing further.
- Because some students may start the sequential activities at a different time, they will be at different places in the path so comprehension of the content is ensured.
- Each student has an individual Core Learning Path journal archived online.
- An online dictionary, translator and vocabulary builder to support learner autonomy.

Optional blended learning activities can be found in the Team Library.

- Students can review EduGuide lessons individually, in pairs, small groups, or as a class to create dynamic interactions with the content.
- Blended learning activities open students up to different perspectives and engage in reflection together.

EduGuide’s curriculum is focused on delivering experiences that reframe the way students approach learning and life to boost achievement.

- In examining past experiences, reflecting on current challenges, and planning for the future, students practice skills essential for personalized success.
- Written reflection on the past, present, and future in response to guided questions gives students insight into ways in which to process and react to events.

Challenges are presented at the end of activities in the online Core Learning Path.

- Each week, learners are encouraged to put the Core Learning Skills into action.
- Each challenge correlates with learning objective to create positive habits.
- Practicing ways to confront challenges guides students in knowing how to best approach difficulties or obstacles.

A common framework referencing specific learning skills, vocabulary and concepts enables communicate with learners and nurtures relationship building.

- The focus is on creating catalytic experiences for growth through new attitudes, behaviors and strategies to overcome challenges and achieve goals.
- An online mentoring tool is used to guide students through open-ended questioning.

1st Quarter

Transcendent Purpose. Students identify personal motivations to persevere in developing their potential, driven by how they want to contribute to their world.

Mentor Training. Students develop a metacognitive perspective, thinking about how to help others learn and grow by practicing on Quinn, whom they imagine as their younger self.

Growth Mindset. Students learn how the brain grows through challenges and develop self-talk skills to reframe their mindset for growth when they face obstacles or setbacks.

2nd Quarter

Smarter Learning. Students identify and practice key strategies for accelerating their learning and growth, even when a subject is hard.

Stress Management. Students practice tactics to control stress that interferes with learning.

Social Persistence. Students gain confidence to persevere by learning that it's normal to go through periods of feeling like an outsider and a failure, but it is also normal for students to improve over time with persistence.

3rd Quarter

Help-Seeking. Students learn to proactively seek the resources around them to tackle challenges.

Question Framing. Students practice reframing questions to open more doors to learning.

Gratitude. Students learn ways to stay positive and growing even when they face negative events.

4th Quarter

Self-Control. Students practice developing their willpower to improve achievement.

High-Performance. Students learn tactics to perform under pressure.

Values for persistence. Students reflect on the values that motivate them to persist under pressure.

About EduGuide

What is EduGuide?

- Online training program to strengthen your core learning skills
- A personal space to build a support network of teachers and mentors
- Weekly activities raise your academic achievement in the classroom and beyond

Why use EduGuide?

Discover:

- Ways learning is connected in and outside of the classroom
- How to break down your goals into simple steps for success
- Resources to help you build your strengths to accomplish your goals

Develop:

- Strategies to overcome future obstacles by preparing for them now
- Strong leadership skills you can practice using now for the future you want
- A plan, look for opportunities, and measure progress on your personal path

Connect:

- With teachers and other mentors to create a network of support
- By reflecting on the past to learn more about yourself and others
- New ideas through critical thinking and questioning to become stronger each day

How It Works

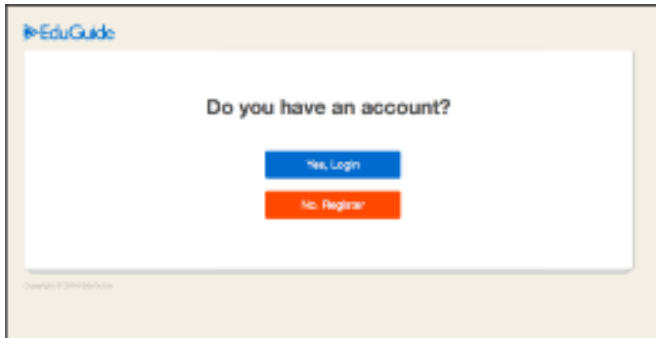
- Can be used on computer, netbook, tablet, or smart phone
- Private account through email so can be accessed anywhere with an internet
- A weekly 15-20 minute activity is released in your own personal path
- Explore articles, videos, music, games and more in individual activities
- Reflect & respond to questions to explore thoughts, feelings, and new ideas
- Team Coaches, teachers & mentors, engage & interact online with students
- Explore new thoughts or ideas with those in your support network online
- Commit to changes & make them during the week to take EduGuide offline
- Participate in class discussions & complete projects on selected weekly topics
- Research weekly topics further by studying bonus blended learning options

Joining EduGuide

7 –Digit Invitation Code for Group: _____

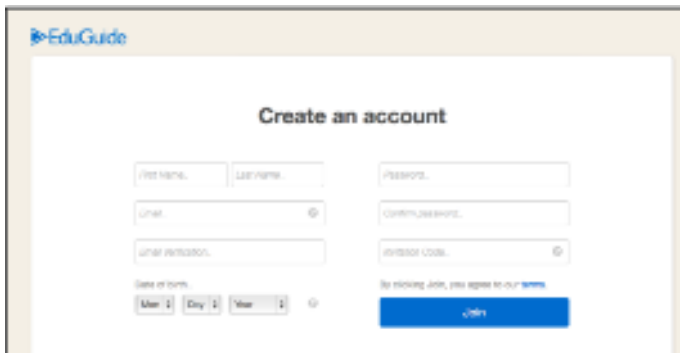
Go to: Join.EduGuide.org

If this is your first time using EduGuide, simply click ‘Register.’



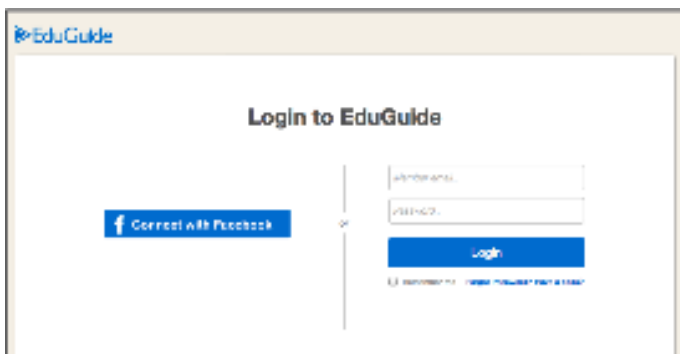
Create an Account

Use the 7-digit invitation group code to join your team.



When you return: Login.EduGuide.org

Always use this address to log back in the next time.



Class Activity: Science of Character

Directions: Use the video, Science of Character, from the website Let It Ripple and this document as a guide to lead students through an introduction to the EduGuide program. Pair it with About EduGuide, so students have clear expectations and are ready to begin.

Link to Film: Science of Character

<http://www.eduguide.org/video/view/51>

Students will examine various elements and areas of character study, as well as ways in which learning these key Core Learning Skills helps us to not only achieve personal academic goals, but also helps later on in life with career and relationships. Identifying ways character strengths create an integrated identity and ultimately relationships. Further the discussion by watching the video together and sharing in a group discussion. Review these concepts at the start of the program to get the conversation going and give students a better idea of what they will be working on this year through their own personal path of exploration, online with EduGuide.

Questions for Exploration

1. What are your strengths? Which strengths would you like to continue to develop?
2. How could building on your strengths create a better space for learning?
3. How do you think EduGuide could help build on your strengths?
4. How does your attitude help shape your learning environment?
5. What kind of traits do you want your teachers to have? Why?
6. What kind of example do you want to set for other students at your school?
7. What are some ways you can help others learn about their own strengths?

Questions for Further Discussion

1. How can these skills help you achieve academically? In life? In relationships?
2. Which are your weaker areas? How could you improve on these?
3. Think of someone you admire. What are their 3 strengths?
4. Brainstorm together as a class or in small groups: What are some of the ways in which character intersects with education, culture, work, faith, citizenship, science, art, philosophy, and politics?

Tips: Explore the *Let It Ripple* Website

<http://www.letitripple.org/character>

Download the periodic table of character strengths and revisit with students during the year as they continue to explore these areas through their EduGuide activities.

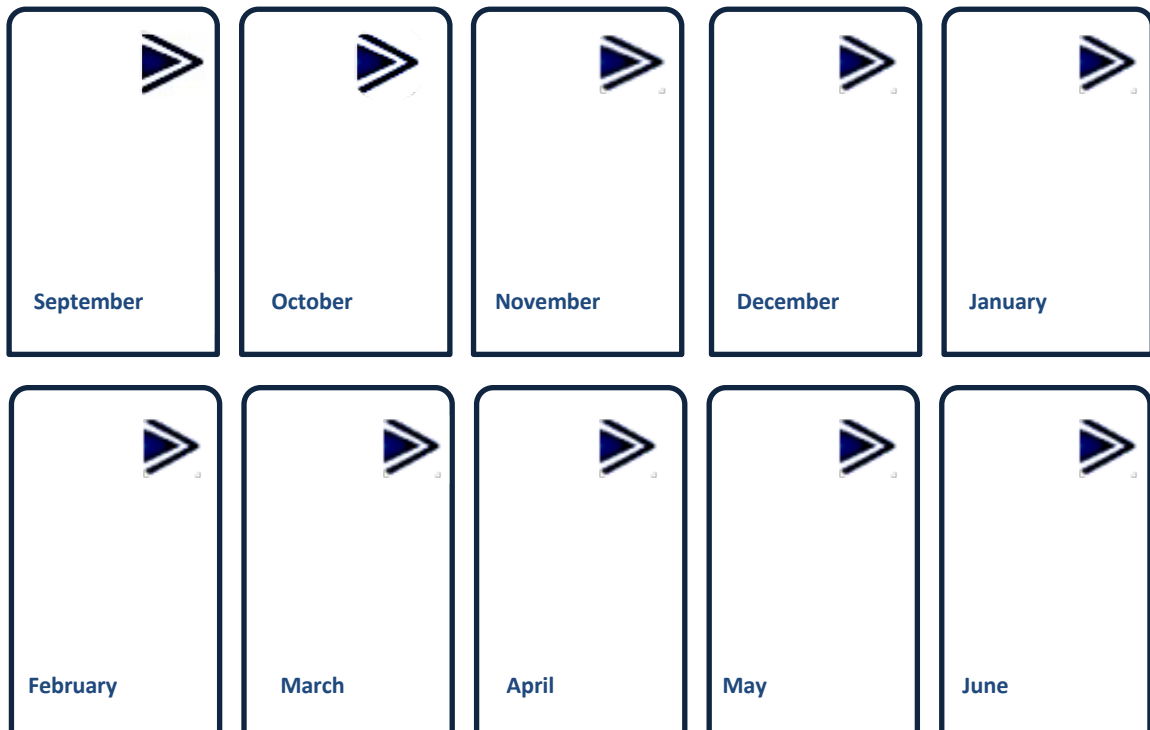
Core Learning Path

Objectives

1. Recognize that people admire those who persist under pressure even when they fail.
2. Reflect on how they aspire to grow and to help others to grow.
3. Role-play a mentor writing to their younger self as Quinn.
4. Write about personal values that motivate persistence and growth
5. Identify in what ways the mind is like a muscle and grows with exercise.
6. Analyze a metaphor to identify 3 ways building a bridge is similar neural pathway learning.
7. Explain the differences between a growth and fixed mindset.
8. Practice identifying fixed and growth mindset attitudes.
9. Understand and use the 2 fundamental self-talk strategies when faced with a challenge.
10. Learn how neuroplasticity means that you can rewire your mind like a computer.

Planning & Preparation

Look ahead at the calendar. Plan where you'll be in the Core Learning Path.



Anticipation Questions - Review with Students

Directions: Learn more about the subjects that will be in your Core Learning Path on EduGuide by reviewing the concepts and vocabulary on the next two pages with students:

- Put a check mark next to the concepts and vocabulary words you know very well.
- Select the 5 words or concepts that are most familiar.
- Describe each of them in your own words.
- Circle 5 concepts or vocabulary words you would like to learn more about soon.

Directions: After reading the list of activities and reviewing the vocabulary words in the Core Learning Path, respond to these questions to prepare for activities to be completed in the upcoming year.

- **After reading the titles of the activities, list 2 subjects are you familiar with already?**
Describe how past experiences that give you knowledge about these subjects.
- **List 2 activities you are looking forward to working on this year on EduGuide.**
Why do you think they would be positive changes?
How would these activities benefit you or help you achieve your goals?
- **List 2 key concepts or vocabulary words you think are the most important to know.**
Why do you think these words are key words to know?
- **Use 1 word to describe what you think about EduGuide so far in your first year?**
- **Focus on the Positive: What do you think you will like the most in general about EduGuide this year?**
Why is this something that is positive for you?

Core Learning Path Menu – Review with Students

Directions: Explore online features available within the Path Menu. Click on the three gray lines in the upper left side of the screen in the Core Learning Path on EduGuide.

Path Journal: After completing your first activity, click the 3 gray lines in the left corner to exit, and select 'Path Journal' to review the work you've done already on EduGuide:

- Read comments from previous activities, and add to what you've learned.
- Return to this guide to reflect on personal growth & development over time.

Glossary: Build vocabulary by clicking on any word in the Core Learning Path, reading the definition, or translating it in another language. These words are stored in your glossary.

List of Activities: Core Learning Path

- 1 Your Path to Growth:** Understand perseverance and how to build grit. Investigate how Core Learning Skills, like grit, make us stronger, ready for challenges, and growth.
- 2 Your Mind is Like a Muscle:** Learn how the brain needs exercise, just like any other muscle. Grow powerful neural connections.
- 3 Your EduGuides:** Reflect on who has been an inspiration for you in your life, and find ways in which you can support the success of others.
- 4 Fixed vs. Growth Mindset:** Identify two different kinds of mindsets and ways we can work to change our perspectives for the better.
- 5 Your Core Purpose:** Explore personal motivations, how they drive accomplishments forward, and lead to taking the precise actions.
- 6 Talking Back to the Fixed Mindset:** Find out ways to cultivate a growth mindset, how to change perspective, and begin to plan your personal path towards realizing your goals.
- 7 Finding Your Way Around the Change Curve:** Identify life transitions that lead to personal growth and change. Be ready to accept, adapt, and advance with each change.
- 8 Effective Encouragement:** Explore how the right kinds of encouragement create a supportive environment to keep trying.
- 9 Encouragement Mentoring:** Practice effective mentoring to inspire others around you to reach their maximum potential.
- 10 Neurons that Fire Together, Wire Together:** Investigate how the brain works. Learn more about how neurons connect to create pathways, so they work better together.
- 11 Neurons that Wire Together, Inspire Together:** Study ways new neural connections enhance learning. Understanding the power of neuroplasticity links knowledge to enthusiasm.
- 12 Never Give Up:** Return to the past to reflect on why we may have given up. The past reveals information about our core purpose, how we react to challenges, and ways to continue moving forward through difficulties.
- 13 The Road to Success Passes Through Failure:** Learn what distinguishes a champion, and find out how to nurture your inner winner.
- 14 Rediscovering a Core Purpose More Powerful Than Fear:** Find new ways to think about mistakes. With the powers of observation and retrospection, the core purpose triumphs.
- 15 Slow Down and Enjoy the Journey:** You have come a long way so far. Always take time to reflect back on all you've learned to progress.
- 16 You Only Truly Lose if You Don't Learn From Your Loss:** Learn how The EduGuide Arrow keeps you focused on your target by using effort, strategies, and support to grow.
- 17 Self-Test is Best:** Memorize and practice habits for self-testing to take learning further.
- 18 4 Times to Build a Self-Testing Habit:** Learn self-testing methods for before, during, and after learning to confirm understanding.
- 19 Know Your Values:** Identify core values to drive inspiration, courage, and motivation. These personal beliefs make you who you are.
- 20 Use It or Lose It:** Build routine habits of self-testing to realize learning goals. With time and repetition, we recognize our potential.

Key Concepts & Vocabulary: Core Learning Path

- | | | |
|---|---|---|
| <p>1. Social & Emotional Learning (SEL)</p> <p>2. “Non-Cognitive” or “Soft” Skills</p> <p>3. Science of Character</p> <p>4. Mindfulness</p> <p>5. Reflection & Retrospection</p> <p>6. Grit:</p> <ul style="list-style-type: none"> - Long-Term Goal - Short-Term Goal - Goal Steps - Challenge - Obstacle - Failure - Success <p>7. Types of Motivation:</p> <ul style="list-style-type: none"> - Intrinsic Motivation - Extrinsic Motivation <p>8. Success vs. Failure</p> <p>9. Advice & Mentoring</p> <p>10. Building a Core Learning Community</p> <p>11. Brain Science:</p> <p>12. Neurons</p> <p>11. Synapses</p> <p>13. Neural Pathways & Neural Connections</p> <p>14. Core Purpose & Values</p> | <p>15. Fixed vs. Growth Mindset</p> <p>16. Effective Encouragement</p> <p>17. Famous Failures:</p> <ul style="list-style-type: none"> - Michael Jordan - Albert Einstein - Oprah Winfrey - Walt Disney - Lionel Messi - Steve Jobs - Eminem - Thomas Edison - The Beatles - Dr. Seuss - Abraham Lincoln <p>18. Change Curve:</p> <ul style="list-style-type: none"> - Transitions - Anticipation - Disruption - Exploration - Acceleration <p>19. Champion Tools:</p> <ul style="list-style-type: none"> - Accept - Study - Rediscover <p>20. Recalling & Remembering</p> <p>21. EduGuide Arrow:</p> <ul style="list-style-type: none"> - Effort - Strategies | <ul style="list-style-type: none"> - Support <p>22. Self-Testing:</p> <ul style="list-style-type: none"> - Quiz Yourself - Flashcards - Raise Hand to Answer & Ask Questions - Participate in Class - Try New Skills Early - Teach Someone Else <p>23. 4 Times Self-Testing:</p> <ul style="list-style-type: none"> - Before, - During, - After, - Regularly <p>24. Memory:</p> <ul style="list-style-type: none"> - Working - Short-Term - Long-Term <p>25. 5-Fingers of Active Learning:</p> <ul style="list-style-type: none"> - Connecting - Visualizing - Discussing - Writing - Questioning <p>26. Types of Learning:</p> <ul style="list-style-type: none"> - Active Learning - Passive Learning |
|---|---|---|

Coaching Principles & Prompts

Coaching students' writing on EduGuide can build a bond of trust as you support learners in their growth. Students are notified of your responses and can choose to reply via email or the next time they login. Here are a few suggested principles and prompts to get you going.

Principles

Ask open-ended questions. Most prompts should be questions. Questions ignite critical thinking skills as students search for answers, even if they don't reply. Questions broaden the impact of the activity and spark reflection over time. They also prompt reluctant writers to dig deeper and clarify their own ideas, which in turn supports the English Language Arts curriculum.

Be personal. Prompts can be as simple as "Can you tell me more," but you'll have more fun and so will your students when you make your coaching personal. This builds trust for learning.

Focus students on the activity, not their grammar. For these activities, students grow more when they are prompted to do more free writing, rather than being directed to go back and make corrections. EduGuide writing can be used later to build compositions.

Praise effort, not talent. Telling someone they're smart can put them in a fixed mindset, afraid to take risks that might make them look dumb. Instead of saying, "you're a great writer," try, "I like the work you put into your answer. Really made me think. Keep at it, and you'll go far."

Be supportive. Growth involves wrestling with emotional setbacks; sometimes all a student needs is validation of their feelings and to know someone cares. Show support by responding to students' posts. If a particular student needs more help, this is a great chance to get it for them.

Prompts

Could you tell me more about...?

I'm not sure I understand what you are saying. Please tell me more.

Could you give me another example of what you're saying?

When you said... what did you mean?

Could you give me more details about that?

How did... happen?

Did you expect... to happen?

Why do you think... happened?

What stood out to you about this video?

What made you do/feel/say/think that?

What did you do/feel/say/think when... happened?

How big a priority is changing this for you: from a low of 1 to a high of 10?

What would make this a higher priority for you?

That must be difficult. I'm sorry to hear about this.

It sounds as though this must have made you upset.

Let me know if you would like to talk about that more.

Team Library

Blended Learning Options

EduGuide’s online student activities and your coaching responses are the program’s foundation. As time allows, you can add more impact by adding these blended learning options.

Explore. Students can do a variety of short and longer projects, on their own or in small groups, after completing the online activities.

- Provide an EduGuide mind map to make connections between the activities and their lives.
- Invite them to interview each other about what they learned.
- Ask them to write a brief letter helping a person or literary character who could benefit from understanding the point of the activity.
- Challenge students to create a speech, video or poster that helps others understand what they’ve learned.
- Assign an essay based on an activity. Recommend one or let them choose.

Review. After students complete their online activities, discuss them. But keep in mind that because the activities are self-paced, students may be on different activities.

- Ask them to talk about what stood out to them in their activity.
- Invite them to share how they answered questions, recognizing that some may not wish to share answers to more personal questions.
- Engage them in summarizing their activity and then turning it into a slogan.
- Discuss how it relates to characters in literature, movies, history or the news.
- Talk about how the activity relates to school, work, sports and other areas of life.

Preview. If students seem to be missing key activity concepts, consider walking through the activity beforehand with them as a group or one-on-one.

- Ask anticipation questions to help students process the content.
- Discuss the meaning of key vocabulary and concepts.
- Engage students in talking about how they might answer the questions.
- Model ways to answer the question to make your expectations clear, while encouraging them to find their own answers.
- Assure them that this is a free writing exercise, focused more on expressing ideas than having perfect grammar, and that your role as their coach will be helping them go deeper in their thinking.

Tip: You’ll find more ideas each week to boost your students’ outcomes in the coach’s activities.

EduGuide Platform: Main Menu

Once you are in the EduGuide platform, access the Main Menu by clicking the 3 gray lines in the upper left. The Main Menu provides Team Coaches with additional tools to support student learning online.

Path

The activities are located in the Core Learning Path. Go here to enter your Coaches' Core Learning Path. This path is the exact same Core Learning Path as the students, except there is an Orientation Activity and Tips & Tools for Team Coaches to support learning.

Team Name (This space is not accessible to students)

Click on the team name to access the following features listed below.

Metrics

This is the space where Team Coaches will respond to students' individual Core Learning Paths. Check on group and individual student progress. Click on the three gray dots next to a name to navigate to the Member Management tool to change word counts, passwords, and open up activities.

Setup (Only accessible to Team Captains & Admin Coaches)

1 Get Started

This tool can get your EduGuide team started in as little as 30 minutes. It can be updated any time. Questions? Call Laura at 517-374-4083.

2 Test It

First, message your IT contacts to make sure that EduGuide is always easy to access. Once they accept the invitation they'll need to run through a few steps to ensure EduGuide is compatible with your network and the devices your students will be using.

3 Confirm Auto-Grouping

EduGuide "Groups" make it easier to track students. When students join, they simply enter a group code to be placed in their coach's group.

Autogroups ON

ON is recommended for most teams. Coaches quickly create their own groups and invite members to get started.

Autogroups OFF

OFF is better IF you need a custom group structure and don't want to leave it to coaches to create their own. IF OFF, Admin Coaches like yourself must take the responsibility to create groups and assign all coaches. If turning OFF you may want to review our help materials on planning groups.

4 Select Captain

Next, the success of each team is guided by a local captain who helps your coaches stay on track and overcome obstacles. This is a critical leadership role. For campus-wide programs it may take about an hour per week. Learn more about the Team Captain role in the EduGuide Solutions.

5 Invite Coaches

Next, add staff as Coaches to support students on EduGuide by sending an invite.

Admin Coaches

- Coach Team Coaches
- Completes the Coaches' Core Learning Path

Lead Coaches

- Delivers Activities in Class
- Online Mentoring Tool Support
- Completes Coaches' Core Learning Path

Lead Coaches

- Online Mentoring Tool Support
- Reference Core Learning Skills learned
- Completes Coaches' Core Learning Path

6 Schedule Support

We assign an EduGuide Results Coach to monitor your progress and recommend strategies to grow your student impact. Schedule a few dates in advance now.

- Team Captains should meet with their EduGuide Results Coach as soon as possible for a Team Captain Planning Meeting. Other leaders can attend too.
- A Team Coach Orientation & Training is available if needed for Team Coaches who will be using the EduGuide platform to mentor students.
- Choose another date about a after you expect to start students to discuss how to improve impact at a Coaching Session.
- Choose another date near the end of the year to debrief on results, lessons learned and future planning.

7 Start PD Path

Get started on your Coaches' Core Learning Path by completing the Coaches' Orientation Activity. All Team Coaches have this same training to prepare them to

deliver the program. After the orientation, it will walk you through the student activities with tips on how to coach students.

Groups

Manage workflows by placing students in the appropriate groups. Students can be followed by multiple Team Coaches, so they may be a part of many different groups. Create groups appropriate for your team. From this page, you can assign Team Coaches to groups and invite students to join the team through a particular group using a 7-digit invitation code.

Coaches

Review the list of Team Coaches working with students. Navigate to their Personal Page for 1-to-1 communication. Assign them to work with groups.

Members

Navigate to a list of all students on the team. Assign students to work in different groups or go to the Member Management tool.

Board-Library

This is where Team Coaches can communicate and collaborate with one another. Use the Team Dashboard as a space to share information and give shout outs for good work done.

Upload links and other documents to share with other Team Coaches by clicking the paperclip.

The Team Library is where you can find resources to assist you in the implementation and delivery of the Core Learning Path with students. Use this space to store and share information too.

My Pages

Dashboard: This is a space where you can journal and save links to websites or documents you create. Use this as a personal space to store information. Team Coaches can also communicate with you using this page to communicate and share resources.

Goals: This is a tool you can use to track Team Goals created by your Team Coaches.

My Settings

This is an area where you can change personal profile information.

- Change Photo
- Change Password
- Change Profile

My Email Notifications: Control the email alerts received related to EduGuide work.

- **Global**
 - **Advisor Request:** Students may request a Team Coaches as a guide for Team Goals.
 - **Cheer Received:** Another Team Coach may give you a cheer. Encouraging positive mindsets and modeling Core Learning Skills our students are working on in EduGuide.
 - **Connection Request:** Make connects with others on the Team for support in work.
 - **Due Date Reminders:** For Team Goals, there will be alerts sent to remind you to complete a step on the path towards achieving the larger goal.
- **Dashboard**
 - **Posts And Comments on My Dashboard:** Team Coaches may choose to communicate with one another using the Personal Dashboard space on EduGuide. Team Coaches can also communicate with individual students using this tool. There is a space to share websites and other documents for resources. Students can journal here too.
 - **Comments on Posts I've Participated In:** These alerts will keep you in the conversation more easily with other Team Coaches. Stay to stay engaged in dialogue.
- **Teams**
 - **Path Comments:** Notifications will be sent when students or other Team Coaches respond to a comment you've made in response to a question on the Coaches' Core Learning Path or in individual student's Core Learning Paths. This is key for dialogue.
 - **Posts And Comments On My Goal Dashboards:** These alerts help you remember to return regularly to the work you are doing on the Team or Personal Goals.

Help & Feedback

EduGuide Ticket: If there is ever a technical problem on EduGuide, simply click on 'Help & Feedback' to ask for help, send a question or difficulty to the EduGuide technical team.

EduGuide Solutions: If you have a question about the program, click on 'EduGuide Solutions' to try to find the answer. This is a user knowledge base to help you understand how to use the platform and get the most out of your learning experience.

Sign Out

Don't forget to click here at the end of each EduGuide adventure. This makes sure your Core Learning Path remains a personal space where no one else can read what you share.

EduGuide Platform: Core Learning Path Menu

Once you are in the online Core Learning Path, access the Path Menu by clicking the 3 gray lines in the upper left corner. The Path Menu provides Team Coaches and students with additional features to get more out of the online learning experience.

Path Preview

- Provides an online list of Core Learning Path activities.
- This is only available for Team Coaches. Students cannot access this tool.
If you would like a way for students to preview the path:
 - Use the EG – Students Getting Started document, which has a list and a brief description of each activity within the Core Learning Path.
 - Or distribute the EG - Guided Discussions document, which provides a thorough outline of all steps and questions for each activity found in the online Core Learning Path.
- The plus sign opens and expands the list of steps within the activity.
- Click on any of the blue links to go to that part of the activity.
- IMPORTANT: Any work being done in the path preview mode is not recorded on the platform. Team Coaches can prepare & plan for work to come by going through the activity quickly using the Path Preview.
- Go back to the Coaches' Core Learning Path to resume your work by clicking 'Continue Path' in the Path Menu once you have finished previewing the work to come.

Path Journal

- This feature is available for both Team Coaches and students.
- The Path Journal is an archive of all of the work done in each student's personal Core Learning Path on the platform.
- Students can go back in the Core Learning Path by using this tool to add to what they have already shared at an earlier point in time. It is useful for deeper reflection and to push thinking further.
- Since EduGuide is a multi-year program, this tool becomes very valuable each year students are working on their personal Core Learning Path. The Path Journal archives information students share in their activities on EduGuide. It is also useful for reviewing development and progression of student writing.

My Glossary

- As users are completing the Core Learning Path, they can click on any word to find the definition and translate different terms. These words are then saved to each student's individual glossary tool.
- Click on 'My Glossary' to go back to review the definitions of words each student has selected throughout their work on the Core Learning Path.

Metrics

- The Metrics page is where Team Coaches respond to student writing and track progress made in the Core Learning Path.
- This will take us to the central place where we want teachers to focus their time since this is where they do the online mentoring to support students as they work through their Core Learning Path.

Help & Feedback

Students and Team Coaches can use this tool. Users should use this feature as a way to reach out to EduGuide whenever they need technical or support or assistance in completion of the program.

Sign Out

Don't forget to click here at the end of each EduGuide adventure. This makes sure your Core Learning Path remains a personal space where no one else can read what you share.