## Synchronous Learning

### What is Synchronous Learning?

- Live Teacher Instruction
  - Students *may* have some control over the pace of their learning, but they do not control the time or the place.
  - Students can access content, resources, and activities at a specific time and location.
  - Students have access to teacher and peer support while completing assignments and tasks.

### Synchronous Learning

Please references our *Expectations for the Virtual Learning Environment*.

Students are expected to attend each session. Attendance will be recorded each class period.

Daily lessons include:

- **Building Background**
- **Think About It** - Introduction of New Learning
- **Learn About It** - Engaging Practices
  - Examples: teacher/student discussion, collaboration, small group discussion
- **Try It** - Optimistic Closure

## Asynchronous Learning

### What is Asynchronous Learning?

- Students can access content, resources, activities at any time, and from anywhere.
- Students work independently to complete assigned tasks.
- Students can control the pace of their learning.

### Asynchronous Learning

In a typical week, this type of learning occurs every day during independent work time. Students may engage in one or more of the following as communicated by the teacher:

- Small group work with teacher as a resource as necessary
- Reinforcement and/or extension of a concept
- Investigation
- Research
- Resource videos
- Posted assignments
- Minor and major summative assessments
- Individual support from teacher for formative/summative learning components
- Independent reading assignments
On Wednesdays, our school counseling team will host student support groups. The groups meet at 1:00 p.m. The groups are listed below:

<table>
<thead>
<tr>
<th>SYNONCHRONOUS LEARNING</th>
<th>ASYNCHRONOUS LEARNING SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mr. Briggs</strong></td>
<td><em>Organizational Help and Guided Meditation</em> <a href="mailto:sbriggs@bcps.org">sbriggs@bcps.org</a> Students with last names ending in A, H and P</td>
</tr>
<tr>
<td><strong>Ms. Hanley</strong></td>
<td><em>Mindfulness for the Student Athlete</em> <a href="mailto:hanley@bcps.org">hanley@bcps.org</a> Students with last names ending in B thru G</td>
</tr>
<tr>
<td><strong>Ms. Jacobs</strong></td>
<td><em>Ladies of Distinction and Brother to Brother</em> <a href="mailto:kjacobs@bcps.org">kjacobs@bcps.org</a> Students with last names ending in Q thru Z</td>
</tr>
<tr>
<td><strong>Ms. Petras</strong></td>
<td><em>Stress and Anxiety</em> <a href="mailto:mpetras@bcps.org">mpetras@bcps.org</a> Students with last names ending in I thru O</td>
</tr>
<tr>
<td><strong>Ms. Raley</strong></td>
<td><em>Student Success in a Virtual World</em> <a href="mailto:craley@bcps.org">craley@bcps.org</a> All freshmen</td>
</tr>
<tr>
<td><strong>Ms. Wright</strong></td>
<td><em>Managing Transitions for LPP and College</em> <a href="mailto:swright7@bcps.org">swright7@bcps.org</a> Students in the Law and Public Policy Program</td>
</tr>
<tr>
<td><strong>Ms. Yelton</strong></td>
<td><em>Growth Mindset Group</em> <a href="mailto:jyelton@bcps.org">jyelton@bcps.org</a> <em>Application Support Group</em> School Social Worker</td>
</tr>
</tbody>
</table>

*Our administration will also be meeting with freshmen that have been identified in need of additional assistance.*