

FADING SUPPORT IN COLLEGE: U G N H F K T G E

USE A HIERARCHY OF PROMPTS

6Q KPETGCUG UVWFGPV KPFGRGPF
EQNNGIG ECORWU C RNCP UJQWNF
CEEQWPV TGFWEGF NGXGNU CPF KP
UWRRQTV 6JGUG KPENWFG RTQORV
OQFGN C DGJCXKQT EQCEJ C RGTU
CP CEVKXKV[QT RTQXKFG RQKPKF
FKTGEV UQOGQPG VJTQWIJ C VCUM

“WATCH ME”

CHECK IN WITH THE STUDENT'S TRANSITION TEAM

5VWFGPV VTCPUKVKQP VGCOU WUWCNN[OCFG
WR QH UEJQQN CPF EQNNGIG RTQITCO
RGTUQPPGN JCXG RQNKEKGU TGICTFKPI
UVWFGPV UWRGTXKUKQP VJCV XCT[ITGCVN[
6JGUG RQNKEKGU QHVGP TGfGEV VJG VGCOoU
CFJGTGPEG VQ UCHGV[CPF UVWFGPV RTQVGEVKQP QP
C EQNNGIG ECORWU CU YGNN CU OQPKVQTKPI UVWFGPV
DGJCXKQT KH KPFKECVGF QP CP +'2
4GICTFNNGUU QH VJGUG RQNKEKGU KV KU KORQTVCPV VQ
EQPUKFGT GCEJ UVWFGPVoU KPFKXKFCN PGGFU CPF JQY
C VGCO ECP KPEQTRQTCVG HCFKPI UWRRQTV KPVQ VJG
UVWFGPV UWRGTXKUKQP RNCP

Sample products for an education coach portfolio related to digital literacy and skills development on the campus

- Sample checklist with target dates for decreasing cues
- Simple data sheet with evidence of decreased student su
- List of apps and technology shared with students to incre