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teachers in this new landscape, and while this may feel intimidating, it has been equally liberating and has inspired incredible collaboration among our faculty, newfound creativity, and a critical rethinking of how and why we teach the way we teach that will most certainly impact Proctor's educational model post-COVID-19.

Here are thoughts from our teachers on their own journeys transitioning to online teaching this spring:

**Peter Southworth  
English Department**

I'm more aware of the time I'm talking (explaining, reviewing, introducing new ideas, etc.) with student's attention spans in mind, which has been a powerful evolution for me in my teaching. I'm more conscious and committed to implementing activities and exercises that encourage student application now that we are online.

I am prioritizing my student's social connection and I feel the need for all my online students to share something at the start of or during class – something silly, a glimpse into their lives, or a reaction to our classwork.

**Annie Mackenzie  
Learning Skills**

This is all new, so I am learning a ton. Specifically, I am learning how to share screens and help someone walk through a math problem while we are both doing it independently (together).

As a teacher, I am learning how important it is to focus on the nuances of what kids are saying. Each one of them is navigating all of this from such different places in such different ways. An unfinished homework assignment may not be as black and white as it seems, and we must understand and appreciate these nuances as we work with our students.

**Adam Jones  
Technology Department**

Moving to a distributed learning environment meant having to rethink how my classes were designed, from the ground up. I learned that I needed to start over – and not try to simply translate (or carry over) what I was doing in the classroom pre-COVID-19. I needed to let go of that class and re-examine my assumptions about what was important, possible, and effective.

That is a thrilling project, because starting at square one means that I have to listen, respond, and iterate at a faster pace than usual because many of the variables had shifted – and would continue to do so. Teaching is an art form – it is a dance – and therefore, I needed to be flexible, adaptable, and ready to start over again and again.

**Tom Morgan  
English Department**

The experience of abruptly switching from teaching in-person to online has reinforced my commitment to in-

tegrating the personal experiences of my students with class content and skill-building. Highlighting and making use of students' stories, thoughts, and reflections is even more essential in online education as informal interactions – in the dorm, on the field, at the beginning of class, outside of assembly, in the Dining Commons – that help us create community here on campus are missing.

While these personal touches do not make up for in any way or replace the lived experience of Proctor, they can bridge some of the distance that I felt during this prolonged quarantine period. Proctor is so much more than an assemblage of academic classes and organized events. As we move forward with online learning, we need to figure out how to create and highlight more of these moments.

**Kyle Connolly  
Social Science Department**

Being in the presence of someone gives you so much insight into how they are doing and what is or is not working with them. In the absence of that, I have found that I have had to be much more direct and deliberate with my communication with students.

One way I have attempted to go about this is through journaling in class; I try to write back to each individual student once or twice a week so we can have digital conversations about the class, their ideas, and their curiosities.

**Jon Beard  
World Language Department**

Having a sense of humor and a lot of flexibility and patience has been crucial. Sometimes students show up late, are confused, their internet connections are unstable, and their voices or images get all broken up. They sound like they're trapped in some kind of digital purgatory, and it's necessary to be able to laugh rather than give in to the internal terror I am experiencing.

It has been helpful for me to just take classes one simple step at a time, and to really slow down my speaking and transitions to show the students that I'm not in a rush and that I care more about supporting them during class than getting through a rigid agenda.

I'm also learning to spend more time making the instructions for both in-class activities (in groups as well as individually) and homework assignments more clear and succinct while still providing enough details to support the students. When teaching on campus, I always try to make my expectations clear, but in person it is much easier for me to turn to a confused student and clarify instructions using the whiteboard, body language, or an example of another student's work.

Online, I've realized it is even more important to make expectations crystal clear at the onset of any activity so that students can spend more time focusing

on language skill development, and so that I do not get inundated with too many questions in chat windows or via e-mail while trying to check in on various small groups and individuals online.

Obviously, I'm available to support students throughout class no matter what, and they know this, but the less I need to help students understand instructions, the more I can focus on helping students interact in another language. Spending more time making a daily plan easy to understand makes a big difference for the students while

they are making this transition.

**Sarah Whitehead  
Math Department**

I have learned that students are far more patient with technical difficulties when we teach remotely than they are in the physical classroom. It's been nice to hear their verbal support when things take a couple of tries. I am appreciative of how the students can sometimes guide my technology struggles, but each day I am reminded how much I miss the students' energy and can't wait to be back in the real classroom!

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