


SCHOOL SUPPORT INSTITUTES

Defining our Approach to Addressing Unfinished Teaching and Learning in Math

Presenter Name
Date



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Zoom Norms

- Be present:** keep camera on when possible
- Audio:** stay on "mute" if you are not speaking
- Engage with others:** Zoom Breakout Rooms feature!
- Chat:** use the chat feature when prompted
- Materials:** Soft copy of the note catcher; links in chat box

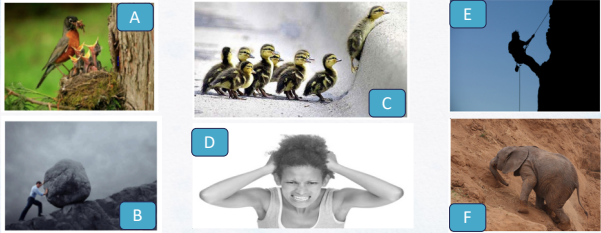
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Learning Series at a Glance

Session 1	Session 2	Session 3	Session 4
Defining our Approach to Addressing Unfinished Teaching and Learning in Math	Assessing and Diagnosing Unfinished Learning in Math	Plan and Take Action: Planning Intentional Core Supports	Team Planning Summit: Looking Ahead


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Which image best expresses your experience addressing "unfinished learning"? Why?



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Defining Unfinished Learning



Opportunities to solidify student understanding of a skill, topic, or idea expected in foundational standards due to unfinished instruction and/or emerging understanding.

Image: Council of the Great City Schools (2020) Addressing Unfinished Learning After COVID-19 School Closures, pg. 13

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Today's Objectives...

1. Understand the **acceleration approach** to addressing unfinished learning in an **equitable way**
2. Identify a process for **identifying** and **responding to unfinished learning**
3. Identify actionable steps to effectively **plan for supporting teachers** with addressing unfinished learning
4. Be equipped to **self-assess** current context and approach for addressing unfinished learning

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Session Agenda

Time	Topic
10 min	Getting Started
20 min	The Why: A Tale of Two Schools
50 min	The What: Three Key Actions for Math Acceleration
15 min	Conditions for Success
20 min	Consider Your Context
5 min	Wrapping Up

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Access Your Materials

<https://tinyurl.com/LDOEMathULSession1>

 Google Docs

Copy document

Would you like to make a copy of NDE Day 1_6-12_Notecatcher?

[Make a copy](#)


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- ### Our Agenda
1. Getting Started
 2. **The Why:** A Tale of Two Schools
 3. **The What:** Three Key Actions for Math Acceleration
 4. Conditions for Success
 5. Consider Your Context
 6. Wrapping Up


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A Tale of Two Schools

- **Read** the two scenarios
- **Reflect:**
 - What is similar about how the schools approached unfinished learning? What is different?
 - What might the potential impact of each school's approach be on students' mathematical experience?




(1) Piedmont Valley




(2) Brightwood Academy

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Let's Chat




(1) Piedmont Valley



(2) Brightwood Academy


What is similar about how the schools approached unfinished learning?

What is different?




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Let's Debrief




(1) Piedmont Valley




(2) Brightwood Academy

What might the potential impact of each school's approach be on students' mathematical experience?



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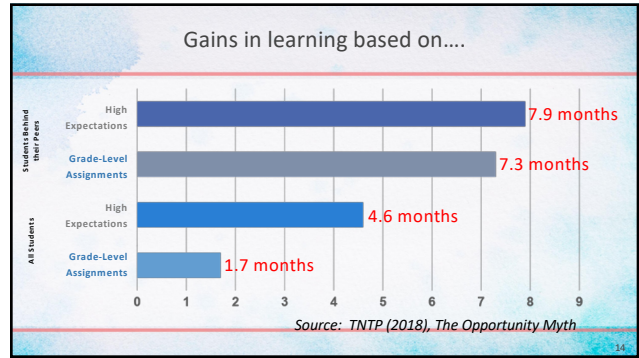
The Premise of Brightwood's Approach



- 1) Have high expectations
- 1) Consistently provide grade-level assignments

- 1) Provide strong Instruction
- 1) Deeply engage all students

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NCTM: Access & Equity

Another obstacle to access and equity involves **differential opportunities to learn high-quality, grade-level content** and to be held to high expectations for mathematics achievement. This often occurs as a result of tracking, or separating students academically on the basis of presumed ability- an unquestioned or commonly tolerated policy that is found in over 85 percent of U.S. schools and limits participation and achievement for students.

(Principles to Action, 2014, pg. 61)

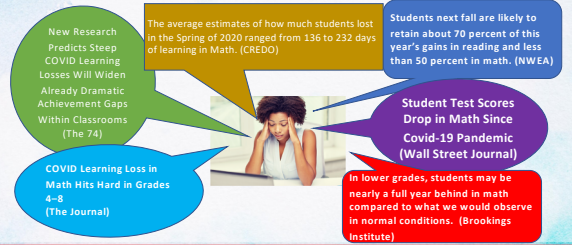
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Key Point

All students must have access to grade-level math instruction → this is an **issue of equity**.

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Impact on Learning



- New Research Predicts Sleep COVID Learning Losses Will Widen Already Dramatic Achievement Gaps Within Classrooms (The 74)
- The average estimates of how much students lost in the Spring of 2020 ranged from 136 to 232 days of learning in Math. (CREDO)
- Students next fall are likely to retain about 70 percent of this year's gains in reading and less than 50 percent in math. (NWEA)
- COVID Learning Loss in Math Hits Hard in Grades 4-8 (The Journal)
- Student Test Scores Drop in Math Since Covid-19 Pandemic (Wall Street Journal)
- In lower grades, students may be nearly a full year behind in math compared to what we would observe in normal conditions. (Brookings Institute)

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Misaligned Approach

- Views students through a deficit lens
- For students to learn new information, they must go back and master everything they missed
- Instruction attempts to reteach missing skills usually identified by Beginning of Year diagnostics
- Skills are taught in isolation and not connected to current learning
- Goal is to master basic skills and "catch-up"



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Aligned Approach



- Views students through an asset lens
- Readies students for new learning by connecting key prior knowledge to new information through “just in time” supports
- Instruction accelerates learning by targeting emerging understanding of concepts/skills identified by timely formative assessments
- Connects to current grade level learning
- Goal is to learn on time with peers

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The Power of Progressions



“Much unfinished learning from earlier grades can be managed best inside grade level work when the progressions are used to understand student thinking.”
 -Phil Daro, Bill McCallum, Jason Zimba

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Remediation vs. Acceleration

REMEDICATION	ACCELERATION
Deficit-Based Mindset about Students	Asset-Based Mindset about Students
Focuses on Gaps	Focuses on Opportunities
Backward movement leads to a sense of futility and lack of progress	Academic progress is evident
Focuses on mastering concepts of the past	Strategically prepares students for success in the present
Instruction attempts to reteach every missing skill: Just in Case	Skills are hand-picked just in time for new concepts: Just in Time
Skills are taught in isolation and not applied to current learning	Students apply skills immediately

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Key Point

An equitable approach to addressing unfinished learning in math is to **accelerate** instead of remediate.


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What Do We Mean by “Accelerate”?

<p>Accelerate DOES NOT mean...</p> <ul style="list-style-type: none"> • Speed up • Cram more content into one year • Group students based on perceived ability (e.g., low, middle, high groups) 	<p>Accelerate MEANS...</p> <ul style="list-style-type: none"> • Connect unfinished learning in the context of new learning • Integrate new information and the needed prior knowledge
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Now, the question is...how?



How do we address unfinished learning in an equitable way that accelerates learning?

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1. Getting Started
2. **The Why: A Tale of Two Schools**
3. **The What: Three Key Actions for Math Acceleration**
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Three Essential Actions for Acceleration



UNDERSTAND.



DIAGNOSE.



PLAN & TAKE ACTION.


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Meet Ms. Franklin

Review the Standards Analysis Case Study.

Reflect:

- How does Ms. Franklin’s approach to standards study support teachers with identifying unfinished learning?



Ms. Franklin
Brightwood Academy
Math Content Lead

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Let’s Chat

How does Ms. Franklin’s approach to standards study support teachers with identifying unfinished learning?

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Prioritize Content & Learning

In order to allow sufficient time for in-depth instruction and just in time learning..., curriculum leaders will need to articulate the district’s instructional priorities for schools and teachers—what is most important to teach within the major curricular domains at each grade level. It is important that teachers know where to invest their time and effort, what areas can be cut, and where they should teach only to awareness level to save time for priorities.

Council of the Great City Schools, Addressing Unfinished Learning After COVID-19 School Closures, pg. 4

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How do we know what major work to prioritize?



DEPARTMENT OF EDUCATION
Louisiana Believes

ANet


Louisiana Important Prerequisite Math Standards

More than ever, all students deserve access to engaging, challenging grade-level math instruction. This is especially true for students who have been underserved and are struggling to keep up in science, reading, and math. Louisiana’s new standards, which are aligned with the most rigorous standards in the world, ensure that all students have the opportunity to learn and grow. The standards are designed to be challenging and to provide a strong foundation for the future. The standards are designed to be challenging and to provide a strong foundation for the future. The standards are designed to be challenging and to provide a strong foundation for the future.

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Key Point

Focus on major work and critical prerequisite standards for all students.



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Three Essential Actions for Acceleration



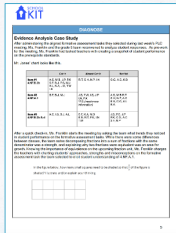
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Revisit Ms. Franklin: Diagnose

Review the Evidence Analysis Case Study.


Reflect:

- What stands out to you about how the team elicited and interpreted evidence of student understanding to diagnose unfinished instruction?



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Let's Discuss



What stands out to you about how the team elicited and interpreted evidence of student understanding to diagnose unfinished instruction?

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Three Essential Actions for Acceleration

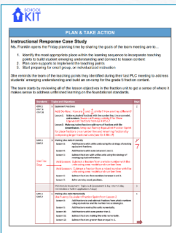


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Revisit Ms. Franklin: Plan & Take Action

Review the Instructional Response Case Study.

Reflect: What stands out to you about how the teachers used the formative assessment evidence to create and implement an instructional response plan?






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Let's Chat 

What stands out to you about how the teachers used the formative assessment evidence to create and implement an instructional response plan?




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Plan & Take Action to Accelerate Learning

-  Targeted unfinished learning by building on student strengths
-  Just in time delivery in learning sequence to bridge up to grade level content
-  Utilized High Quality Curriculum resources from previous grade levels to plan just in time supports

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Plan & Take Action to Accelerate Learning


-  Leveraged time outside of regular math block
-  Selected problem-based tasks for small group instruction
-  Intentionally planned opportunities to engage small groups in the Mathematical Processes

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Resource Spotlight

K-12 MATH PLANNING RESOURCES

ACCELERATION GUIDANCE	TIER 1 ACCELERATION TOOLS
<ul style="list-style-type: none"> File Kindergarten Learning Acceleration Guidance PDF Grade 1 Learning Acceleration Guidance PDF Grade 2 Learning Acceleration Guidance PDF Grade 3 Learning Acceleration Guidance PDF Grade 4 Learning Acceleration Guidance PDF Grade 5 Learning Acceleration Guidance PDF Grade 6 Learning Acceleration Guidance PDF Grade 7 Learning Acceleration Guidance PDF Grade 8 Learning Acceleration Guidance PDF Algebra 1 Learning Acceleration Guidance PDF 	<ul style="list-style-type: none"> File SpringBoard Louisiana Algebra 1 Skills Workshop - Student Edition ZIP SpringBoard Louisiana Algebra 1 Skills Workshop - Teacher Edition ZIP Eureka Remediation Introduction PDF Eureka Remediation Grade 4 ZIP Eureka Remediation Grade 5 ZIP Eureka Remediation Grade 6 ZIP Eureka Remediation Grade 7 ZIP Eureka Remediation Algebra 1 ZIP


 Tools to Support Teacher Instruction

<https://www.illustrativemathematics.org/HS/index.html>


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Pause Point: Consider Your Context


- To what extent are these 3 essential practices happening effectively? How do you know?
- What urgent first step or next step will you take in your school to engage in this process with your teachers?



UNDERSTAND.



DIAGNOSE.



PLAN & TAKE ACTION.

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Consider the Conditions for Success

What are the **conditions for success** (including systems/structures) that are in place to support the work Ms. Franklin and the team engaged in to identify and address unfinished learning?



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Conditions for Success

Strategic Use of Time

Strategically Leveraging Resources & People

Strategic Grouping

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Strategic Use of Time

- Math blocks are *at least 75-90 minutes* long
- Additional **"intervention block"** time is in the daily or weekly schedule
- Leverage **flex days in each module/unit to address unfinished learning**
- Teachers have sufficient, protected **daily planning time and supported weekly Common Planning Time**

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Strategically Leveraging People & Resources

- Leverage coherence in high-quality curriculum
- Leverage Acceleration Guides and Tools from Louisiana Believes Teacher Toolbox
- Content leaders support teachers with planning, or coach other leaders to do so
- Teachers support each other and plan together through collaborative Common Planning Time meetings

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Strategic Grouping

- Teachers administer a diagnostic to assess prerequisites for each major work module/unit or topic
- Teachers strategically and flexibly group students based on common needs

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Let's Reflect

Strategic Use of Time

Strategically Leveraging Resources & People

Strategic Grouping

- What is currently happening effectively at your school?
- What specifically could be improved? How?

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Self Reflection

Independently reflect:

- To what extent is this work currently happening at your school/in your classroom?
- What has been successful and/or what conditions are in place to support this work in happening?
- What has been challenging? What potential barriers might you anticipate?

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Discuss in Breakout Rooms



- To what extent is this work currently happening at your school/in your classroom?
- What has been successful and/or what conditions are in place to support this work in happening?
- What has been challenging? What potential barriers might you anticipate?

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Let's Reflect!

What is one, bite-sized action you can take to support this work in happening more effectively at your school?

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What's next?

Before our next session...

Complete the self assessment and be ready to share your findings!

<https://tinyurl.com/LDOEMathSelfAssessment>



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Make a Plan

- **When** will you complete this self-assessment?
- **Who** will be the point person for holding the team accountable for completing the assessment?
- **How** will you work together as a team to complete and norm on this self assessment?

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Looking Ahead

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Thank You!

Please give us your feedback:

<https://tinyurl.com/SSICoPSession1Survey>

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