



# Accelerating Unfinished Learning

## What We Are Hearing Nationally

“Focus on the depth of instruction, not on the pace. ... Avoid the temptation to rush to cover all of the ‘gaps’ in learning from the last school year. The pace required to cover all of this content will mean rushing ahead of many students, leaving them abandoned and discouraged. It will also feed students a steady diet of curricular junk food: shallow engagement with the content, low standards for understanding, and low cognitive demand—all bad learning habits to acquire. Moreover, at a time when social emotional wellbeing, agency, and engagement are more important than ever, instructional haste may eclipse the patient work of building academic character and motivation.”

# Professional Learning Focus

Addressing Professional Learning in our Current Context

- Engaging our most prioritized students
- Acceleration of unfinished learning, including unit, assessment and lesson internalization
- Planning for fluidity across scenarios, including instruction in the remote environment

# Objectives

## June Leadership Week

- Leaders will be able to identify what it looks like to support unfinished learning within a classroom and make connection to the educator mindsets and social emotional practices.
- Leaders will be able to identify the upcoming district resources that will accelerate unfinished learning.
- Leaders will connect the internalization processes with accelerating unfinished learning.

## July Leadership Week

- Leaders create the schoolwide expectations and systems for accelerating unfinished learning.
- Leaders facilitate unit internalization with teachers in which they plan for supporting students' unfinished learning.

# Agenda

Definition of unfinished learning and guiding principles

Connecting academic and social emotional supports to accelerate unfinished learning

Accelerating unfinished learning

Support for 20-21 Planning

Resources

# EQUITY

Asset-Based Mindset  
High Expectations  
Feedback and Support  
Authentic Partnerships  
Conditions for Learning

INSTRUCTIONAL  
EXCELLENCE

COLLABORATIVE  
TEAMWORK

## Our Reality: Starting School in Fall 2020

- Learning over spring 2020 was not ideal for many students
- Learning about our students' thinking has been difficult, at best, for us, making it difficult to sequence learning, consolidate big ideas, and use various students' thinking to drive conversations
- There will be a big discrepancy between how much/what students learned in spring 2020
- Our first moves in starting school in August 2020 matter more than ever



# Start the School Year Productively

In the first few weeks,

- Build community with our new students
- Engage in rich learning experiences where we can notice student thinking
- Create opportunities for collaboration and discussion.

*We have no idea what next year will look like. So, whatever time we do have in classrooms, we need to build the kinds of relationships and norms that will help us when we are expected to once again learn from home.*

*Dr. Yeap Ban Har*





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# Definition and Guiding Principles

## Unfinished Learning: Definition

- the prerequisite skills and concepts that are essential to student engagement in grade-level content that students don't have **yet**
- not all prerequisite skills and concepts constituting unfinished learning have the same impact on students' ability to access grade-level content

# Guiding Principles

From the Council of the Great City Schools

1. Stick to grade-level content and instructional rigor
2. Focus on the depth of instruction, not on the pace.
3. Prioritize content AND learning.
4. Ensure inclusion of each and every learner.
5. Identify gaps in learning through instruction, not testing.
6. Capitalize on commonalities, not differences.

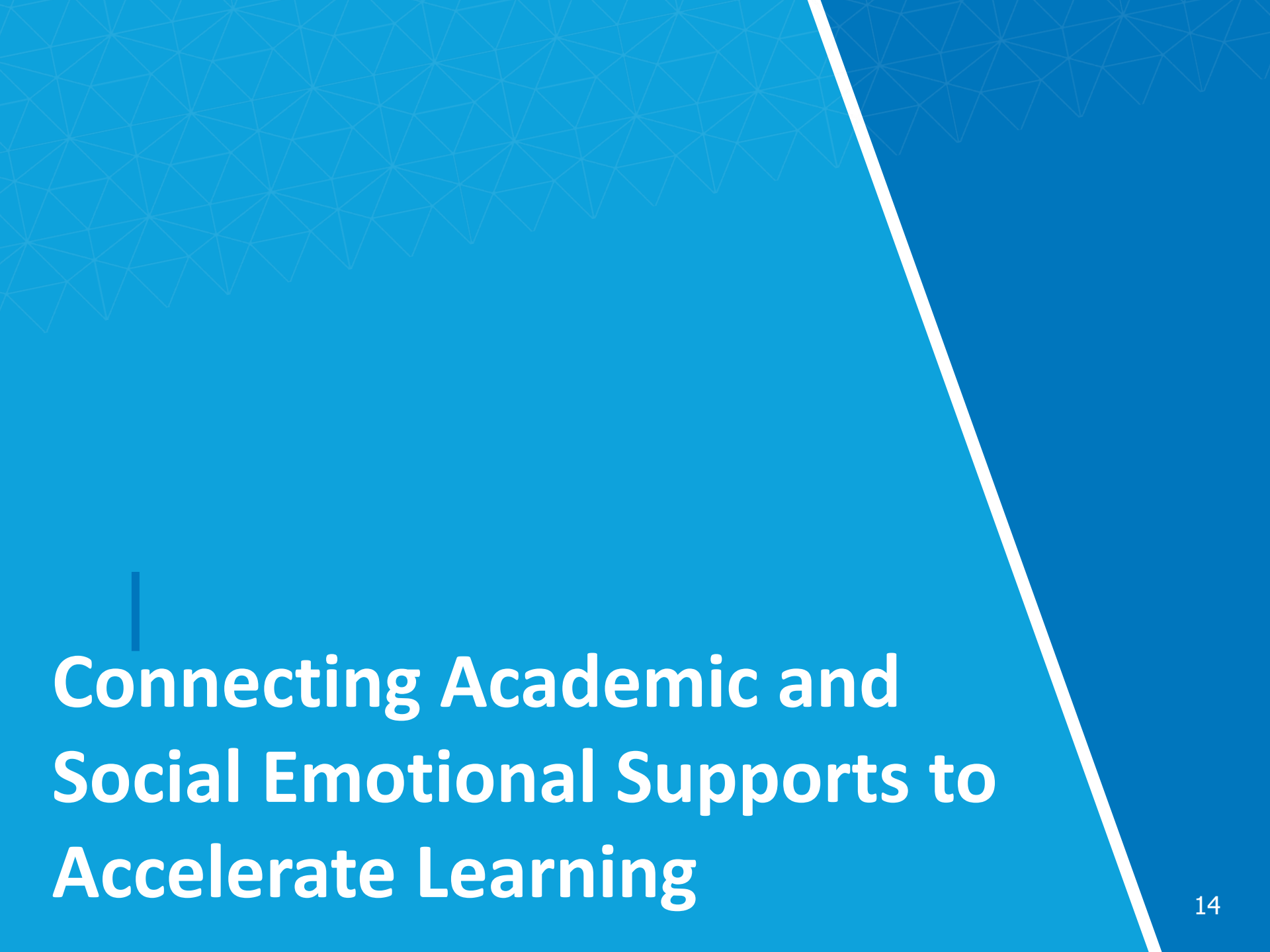
# Remediation vs Acceleration

Remediation	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: <b>Just in Case</b>	Skills are hand-picked just in time for new concepts: <b>Just in Time</b>
Skills are taught in isolation and not applied to current learning	Students apply skills immediately



## **Pause & Reflect**

Based on the differences between remediation and acceleration, what shifts will be necessary at your school?  
What type of support might teachers need?



**Connecting Academic and  
Social Emotional Supports to  
Accelerate Learning**

# Utilizing CRE Mindsets to Support Social Emotional Needs during Acceleration of Unfinished Learning

- Educators **cultivate** meaningful relationships with students and families
- Educators consistently **communicate** high expectations and **empower** students to drive their learning
- Educators **facilitate** rigorous instruction that validates and authentically **incorporates** students' lived and historical experiences

... so that all students succeed and become socially conscious contributing individuals.



# Learning Conditions

## Supportive environment:

- Prioritize creating a caring, culturally responsive learning community, where students are well-known, valued and can learn in physical and emotional safety;
  - Ex: Create consistent time and space for welcoming rituals, engaging activities and optimistic closure that allow educators to build relationships with students
- Create structures that allow for continuity in relationships, consistency in practices, and predictability in routines that reduce anxiety and support engaged learning;
  - Ex: Allow for processing time and an opportunity to preview activities for students and families

# High Expectations

## Productive instructional strategies:

- Effective and equitable teacher practices that build on students' prior knowledge and actively engage in culturally relevant meaningful tasks
  - Ex: Zaretta Hammond's lesson frame of Ignite, Chunk, Chew and Review
- Social and Emotional language and skills will need to be integrated with academic content to provide well-scaffolded opportunities to practice and apply learning
  - Ex: Teach students how to "chew" and grapple with new information connecting the learning process to content development

# High Expectations

## Productive instructional strategies:

- Well-designed collaborative learning opportunities that encourage students to question, explain, and elaborate their thoughts and co-construct solutions;
  - Ex: Teach students how to receive feedback from their peers and defend or edit their work through authentic group projects

# My Responsibility

## Social and emotional learning opportunities:

- Explicit instruction in social, emotional, and cognitive skills, such as self awareness, relationship skills, conflict resolution, and good decision making
  - Ex: Teach feeling words and hold space for feelings as a part of learning and school
- Infuse opportunities to learn and use social-emotional skills, habits, mindsets throughout all aspects of the school's work in and outside of the classroom
  - Ex: Discuss the process and or frustrations encountered during learning



## **Pause & Reflect**

How were CRE mindsets used to support your students' social-emotional needs when in person? What challenges were faced in remote learning? What are the implications for your leadership when we restart school?



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# Accelerating Unfinished Learning

# Diagnosing Unfinished Learning

## What It Doesn't Look Like:

- Using a broad diagnostic assessment that assesses all of the previous year content toward the beginning of the school year

## What It Does Look Like:

- Diagnosing at the unit level
- Using data you already have to diagnose student understanding--from classroom discussion, one-on-one conversations, and written work from in-class activities
- Diagnosing to support unfinished learning “just in time”



# Diagnosing Unfinished Learning

- Mathematics: Use rich mathematical tasks that support consolidation of unfinished learning AND also provide a diagnosis of student current understanding
- Literacy: Use grade-level complex texts and tasks; In K-2, leverage [BOY Screeners](#) to diagnose and Weekly Foundational Skills Checks to monitor progress with foundational skills and plan for acceleration

# Diagnosing Unfinished Learning: Math

## Example

Use a task from curriculum materials (example: *Bridges in Mathematics Grade 3*, student workbook, p 19)

Solve the problems below. Show all your work using **numbers, words, or labeled sketches**. Use your math journal if you need extra room.

- a Patrick measured a book that was 27 cm long. Katy measured another book that was 40 cm long. If Patrick and Katy line up the books, how long are the books together?
- b Abby measured 6 markers. They were each 25 cm long. If she lined them up in a row end-to-end, how long would the row be?

# Diagnosing Unfinished Learning: Literacy Examples

**Foundational Skills:** Conduct one-on-one video conferences with students to identify strengths and gaps with foundational skills in K-2. After the initial screeners, plan to spiral skills that trend across the class into whole group instruction and form small groups to conduct responsive phonics instruction in response to individual needs. Use Weekly Foundational Skills Checks to monitor progress throughout the year.

**3-12 Core:** Leverage daily curriculum-embedded (Expeditionary Learning, Paired Literacy, DPS Core) standards-aligned focus/central questions to gauge student proficiency with complex, grade-level text.

# What Will Teachers Need for Themselves?

## SEL

Teachers need to forefront their own self care, need to advocate for their needs and the needs of their students, and need to ensure points of connection are increased with families and the community.

Teachers must accept up front that their content has to shift and transform.

Communities' expectations of school and partnerships might shift and/or be heightened.

# What Will Teachers Need?

## Content

Deep understanding of . . .

- Standards: grade level, previous grade level(s), and next grade
- Learning trajectory over the course of the year
- Demands of grade-level texts
- Attributes of rigorous mathematics tasks
- Their curriculum materials and all accompanying resources
- Effective and equitable instructional best practices (e.g., engage students in discourse, pose purposeful questions)

# What Will Teachers Need?

## SEL

- Acknowledge and validate feelings as they arise in students. This may mean to pause the lesson to check in with where students are
- Regularly check in with each student and how they are doing both academically and socially, be aware of regression and be responsive to trauma and interrupted instruction
- Connect SEL skill development and reflections to school specific effort-based language ( values, character strengths, IB principles, etc)



## **Pause & Reflect**

What shifts are you making in your thinking about diagnosing unfinished learning? What shifts and supports will teachers need to make? How can you best leverage your ILT?





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# Implications/Support of 20-21 Planning

# Strategies for Addressing Unfinished Learning

- Identify the topics for in-depth focus that are prerequisites to future learning (Spring 2020)
- Make adjustments to 20-21 Scope and Sequence to identify opportunities for supporting unfinished learning with “just-in-time” re-engagement (Spring-Summer 2020)
- Provide professional learning opportunities with a focus on supporting unfinished learning through a vertical study of standards while engaging in lesson, unit, and assessment internalization

# Summer Professional Learning

- July Leadership Week
  - Lesson, Unit, and Assessment Internalization
  - Considerations of Unfinished Learning in each internalization process
- August Content Sessions
  - Unit and lesson internalization, incorporating unfinished learning through standards study
- August Teal Day
  - Learning progressions
  - Internalization processes
  - Accelerating unfinished learning
  - Curricular workshops

# Assessment, Unit, and Lesson Internalization

What is internalization?

Internalization allows educators to actualize the culturally responsive mindsets of high expectations and conditions for rigor by understanding the learning purpose of the assessment, unit, or lesson, when and where students are doing the heavy lifting, and how to support all students in engaging in rigorous and meaningful work.

## Why is Internalization Important?

- Deepening educators content knowledge and understanding of grade level standards
- Being better equipped to plan for and instruct with “just in time” scaffolds and feedback that address unfinished learning
- Builds a common understanding of grade-level expectations through the study of exemplars; this foundation will help educators be more nimble in transitioning between in-person and remote learning
- Major focus of the July Leadership Week professional learning and of teacher professional learning in content areas

## Assessment, Unit, and Lesson Internalization

- **Assessment internalization:** review and incorporate rigor, standards alignment, and expectations into unit and daily instruction
- **Unit internalization:** take the unit assessment and analyze how the unit scope and sequence builds toward the unit's learning outcomes
- **Lesson internalization:** educators identify and analyze daily lesson purpose, outcomes, and content and plan to support students with access to rigorous material

# Accelerating Student Learning Resources

- TNTP's [CoVID-19 School Response Toolkit](#)
- ANet: [3 Principles for Assessments During Instructional Recovery and Beyond](#)
- Student Achievement Partners [Resources](#)
- CASEL: [Leveraging the Power of Social Emotional Learning](#)
- [Implication for education practice of the science of learning and development](#)
- [How Can Educators Tap into Research to Increase Engagement during Remote Learning?](#)
- [Support the Whole Child When They Need It most](#)





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# Starting the Year Strong

## Content Will Come . . .

- Set a positive tone for learning and gather useful formative data
- Build the kinds of relationships and routines that will be supportive of students in both in-person and remote learning
- Get to know students personally
- Focus on students as thinkers and doers



**Thank you!**