



Addressing Learning Loss in the Transition from Secondary to Post Secondary

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**UNFINISHED
LEARNING**



Learning Loss – Covid 19

Learning Gaps

- Widening - in some cases students are a full year behind their peers

Mental Health and Well-Being

Poverty increasing



LEARNING LOSS – Covid 19 Pandemic

- ▶ Math drops are significantly larger than estimated impacts from other large-scale school disruptions
 - ▶ ***Hurricane Katrina—math scores dropped 0.17 SDs in one year for New Orleans evacuees.***
- ▶ Even more concerning, test-score gaps between students in low-poverty and high-poverty elementary schools grew by approximately 20% in math (corresponding to 0.20 SDs) and 15% in reading (0.13 SDs), primarily during the 2020-21 school year.
- ▶ Achievement tended to drop more between fall 2020 and 2021 than between fall 2019 and 2020 (both overall and differentially by school poverty), indicating that disruptions to learning have continued to negatively impact students well past the initial hits following the spring 2020 school closures.

Kimner, Maysonet & Winthrop, 2022)



- ▶ Elementary and Secondary School Emergency Relief (**ESSER**) investments from the American Rescue Plan provided nearly \$200 billion to public schools to spend on COVID-19-related needs.
- ▶ Of that sum, \$22 billion is dedicated specifically to addressing learning loss using “evidence-based interventions”
 - ▶ Tutoring
 - ▶ Blended learning platforms that provide progress monitoring
 - ▶ Summer learning programs
 - ▶ Extended School Day



Virtual Learning

- A rapid global shift

Poverty Increase

- Business closures

Limited resources

- Internet
- Technology access



WHAT DOES SUPPORT LOOK LIKE?

Provided hotspot hubs for families

1:1 technology for students

Virtual learning

- Canvas
- Teams

Parent Involvement

Examined Grading Practices

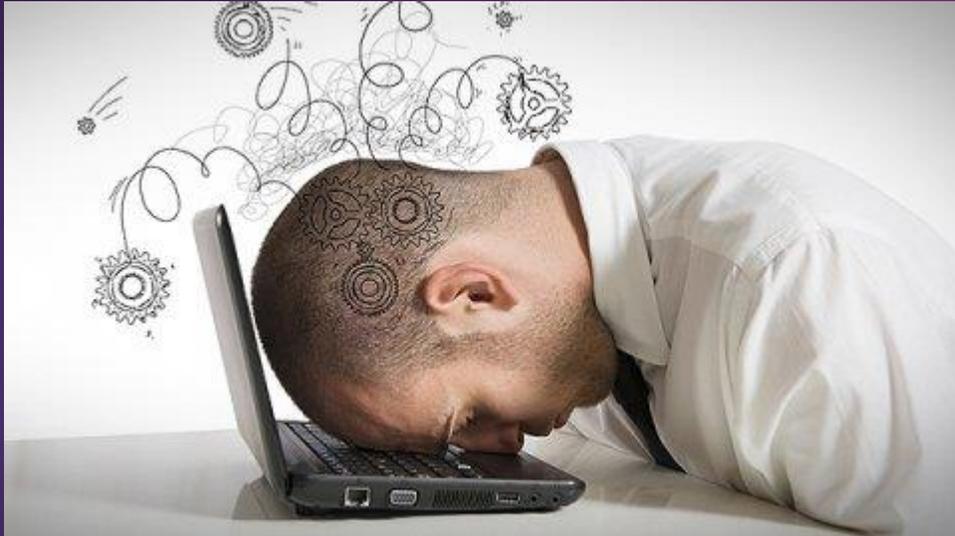
The value of face time with students



How has unfinished learning been addressed on your campus as a result of the Covid-19 pandemic?



Adjustments



MY STUDENT VIEW DURING COVID
RECORDINGS OF VIRTUAL SESSIONS
ASYNCHRONOUS LEARNING WITH
SYNCHRONOUS SESSIONS
3 HR CLASSES – 2 HOURS TO TEACH,
1 HOUR FOR HELP
INTENTIONALITY FROM PROFESSORS
– “WHAT DO YOU NEED FROM ME?”





- Limited 'Stand and Deliver' time
- Group think – Peer Resources
- Free to adjust when students are not with you
- Responsiveness
- With-it-ness

Socratic Teaching

- ▶ Ask challenging, open-ended questions
- ▶ Build on the first question by asking why?
- ▶ Come up with ideas based on these questions.
- ▶ Interrogate your ideas with continual questions
- ▶ Repeat steps 2-4 to get closer to a better solution.

Socratic Seminar Participation Rubric

4	3	2	1
- Participate more than once, using <u>specific evidence</u> . - Encourage others to participate by asking questions	- Participate at least once using <u>specific evidence</u> .	- Participate in the discussion, but does not reference specific evidence.	- No participation. - Or, participation is off topic or does not add to the discussion (ex. "I agree." or "Yeah.")

Grading practices



Vision: Defined

Beginnings of this work was to self-assess: What are my beliefs in grading practices?

- What should be graded and what should **never** be?

Vision and Mission of your school: How do grades fit within it?

Do your grading practices align with your school's vision and mission?



Homework

- ▶ Long standing debate among educators (prior to pandemic) – where it falls as an effective element of the instructional process
- ▶ How can homework be repurposed?
 - ▶ For standards mastery rather than overall grade determination
- ▶ When should it be assigned?
- ▶ How much? How frequently?
- ▶ Rather than paying attention to learning from their mistakes, students fixate on poor results, that can reinforce pessimistic views about their potential to succeed.
 - ▶ Repurposing homework means instructors can create an environment where mistakes are part of the learning and can be corrected prior to assessment.



Homework - Repurposed

- ▶ “Repurposing homework essentially means solidifying it as a formative exercise that focuses more on the process than the final result and on the feedback and improvement rather than the accumulation of points and percentages.”
- ▶ “We focus on homework as a practice that is an essential part to learning; we focus on feedback and growth, not immediate mastery and fear of falling behind in the gradebook.”



Violin Practice

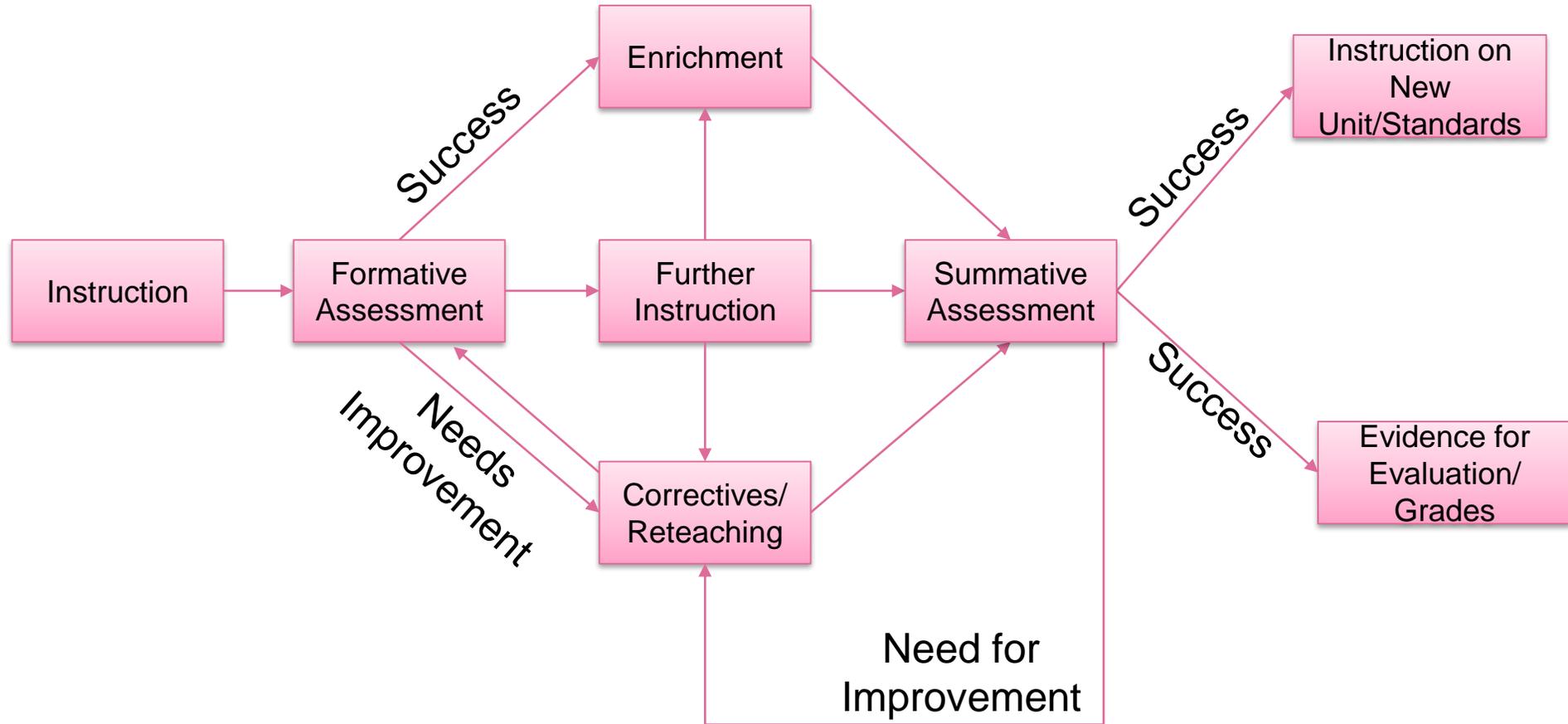
A detailed illustration of a violin, shown from a three-quarter perspective, positioned to the right of the text.

Assessments for Learning

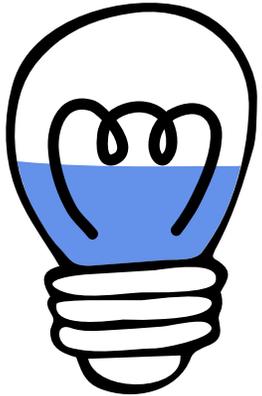
- ▶ How do assessments inform student learning?
 - ▶ How do assessments impact practice?
 - ▶ How will I know if students know the material?
 - ▶ How will I know if they don't?
 - ▶ What will I do if they know it?
 - ▶ **What will I do if they don't?**



Role of Formative and Summative Assessment



Think time: What questions would you ask?





Do you watch YouTube videos to learn something new?



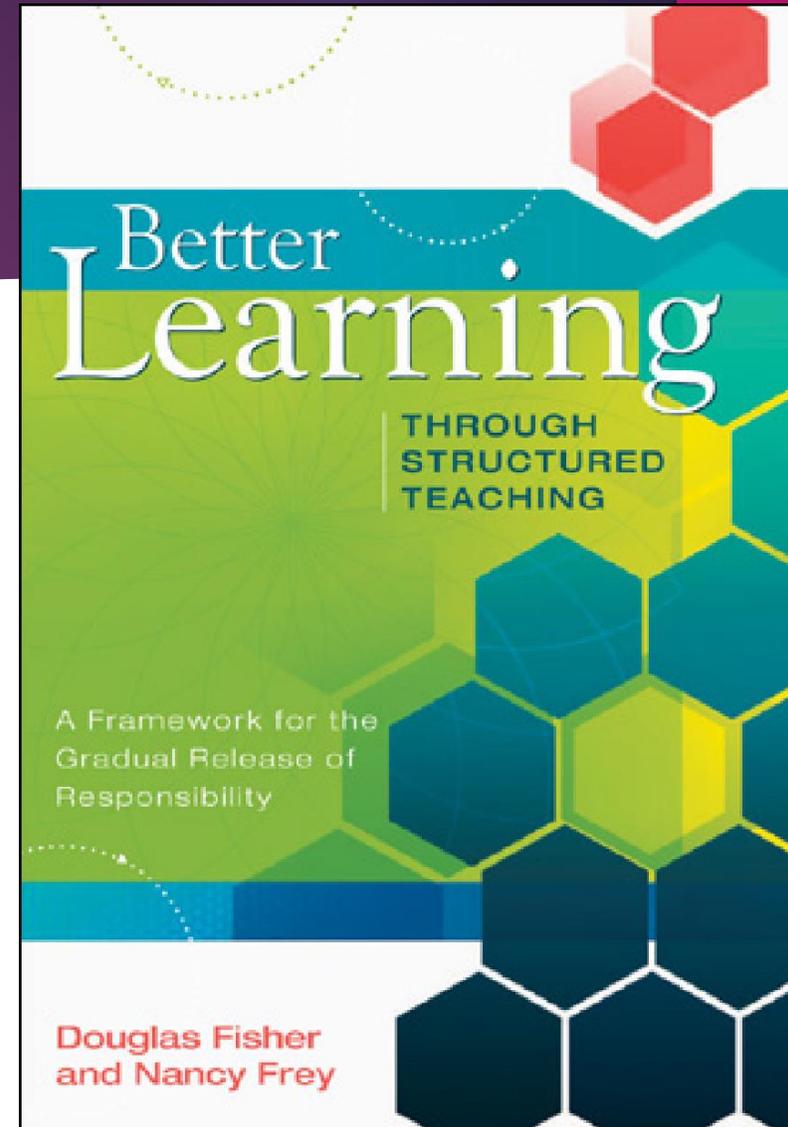
Gradual Release of Learning

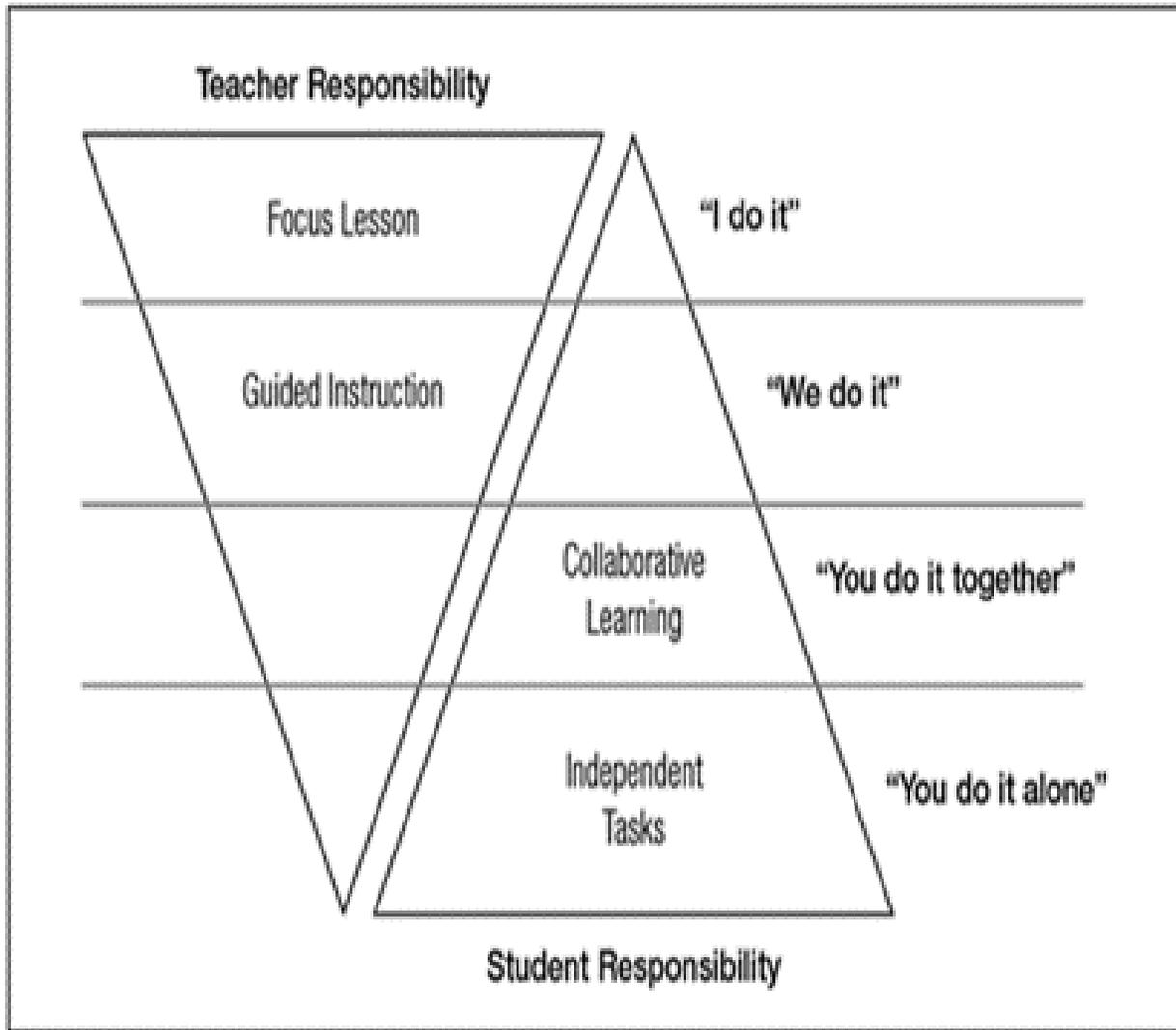
What is Gradual Release?

Cognitive work should shift slowly and intentionally from teacher modeling, to joint responsibility between teachers and students, to independent practice and application by the learner (Pearson & Gallagher, 1983).



Focus Resource





Focus Lesson:

Purpose
Teacher Modeling
Relevant

Guided Instruction:

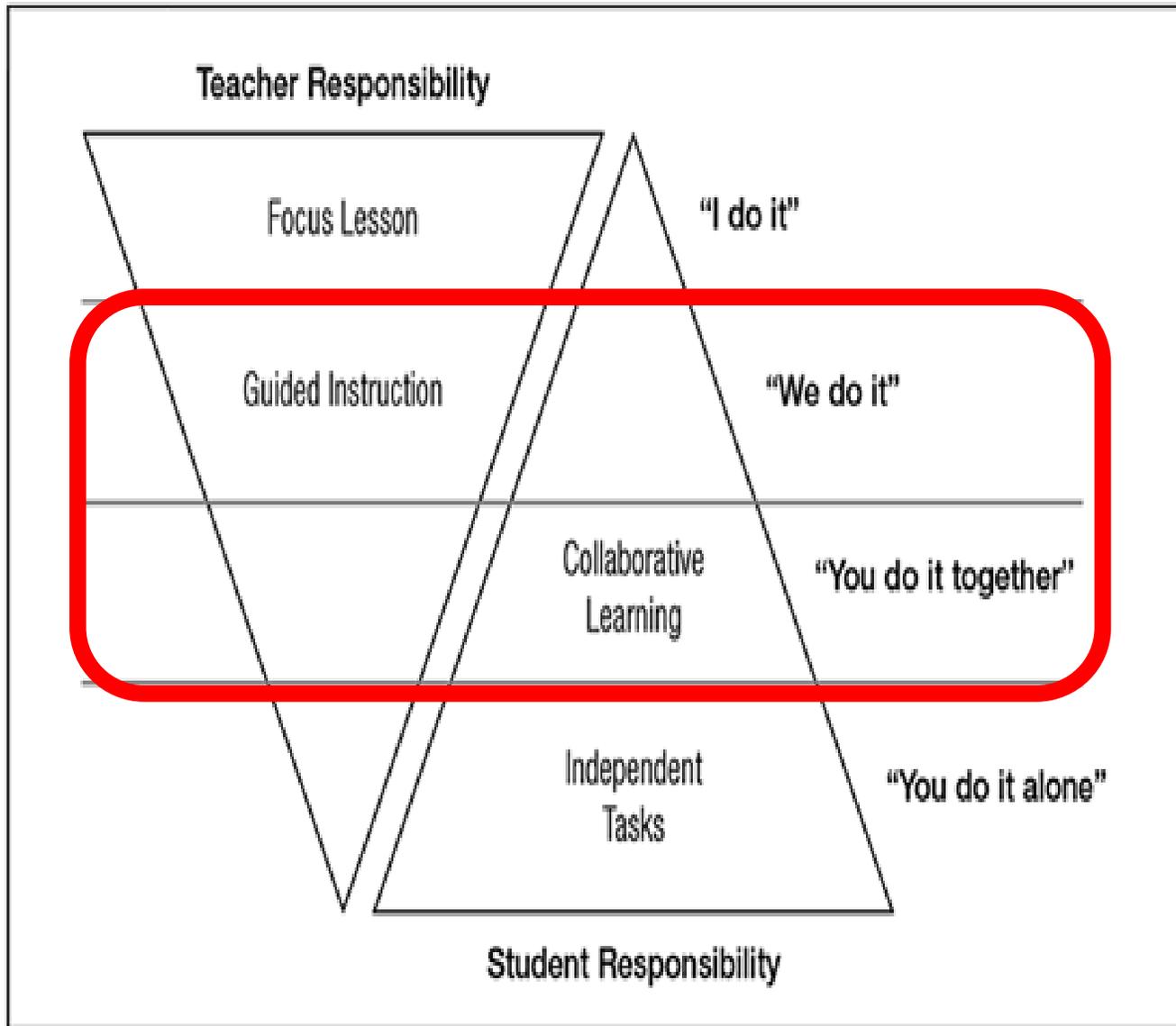
Teacher inserts self in groups
Teacher pulls students into groups
Prompts
Questions
Ques

Collaborative Learning:

Students work with peers

Independent Tasks:

Students work independently
Exit Tickets



Focus Lesson:

Purpose
Teacher Modeling
Relevant

Guided Instruction:

Teacher inserts self in groups
Teacher pulls students into groups

- Prompts
- Questions
- Cues

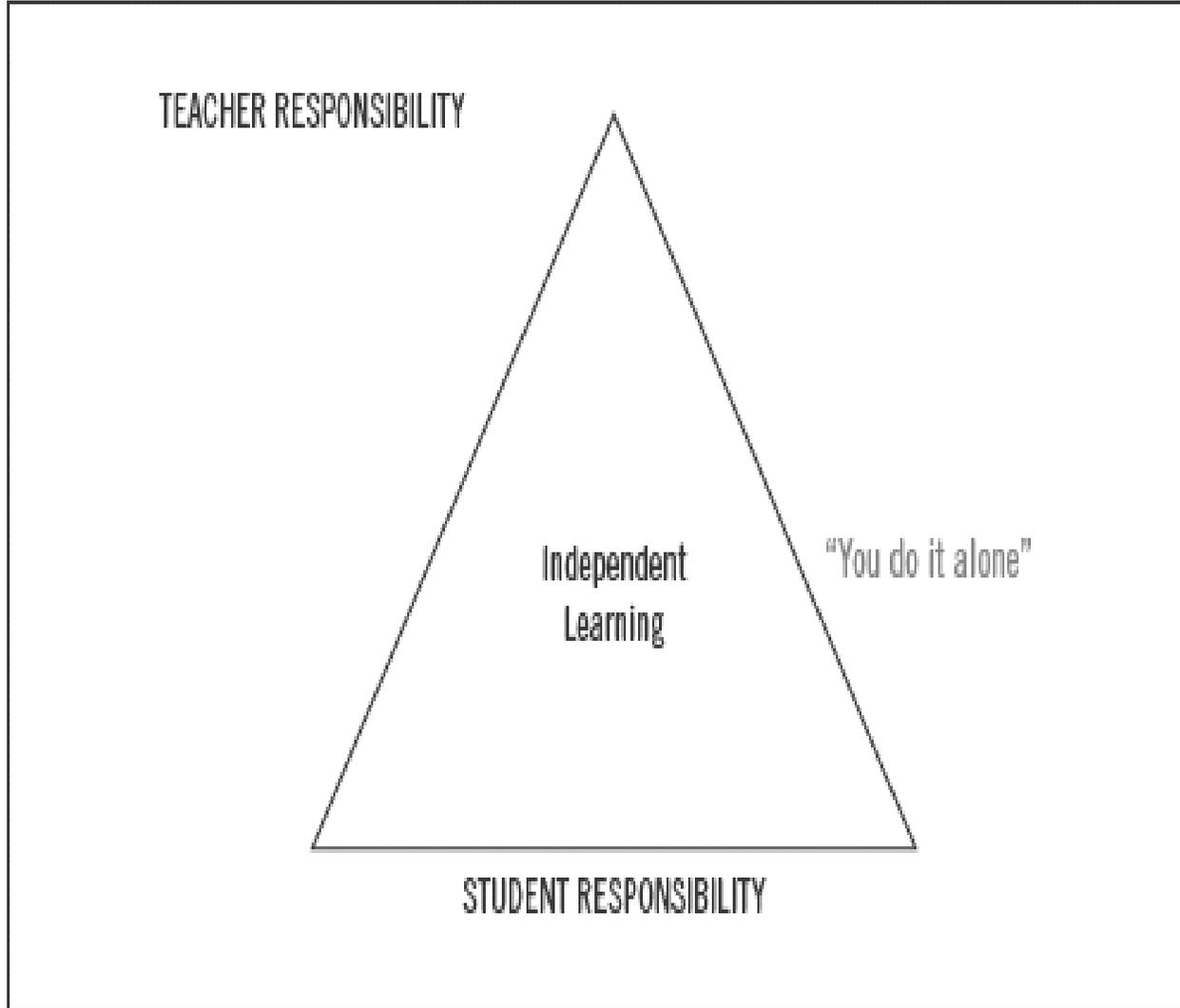
Collaborative Learning:

Students work with peers – teacher is actively listening/observing

Independent Tasks:

Students work independently
Exit Tickets





Without Focus Lesson, Guided Instruction, Collaboration:

Students work completely alone

Students do not engage in academic discussion

Teacher does not pull small groups or participate in small groups

Teacher does not model the lesson

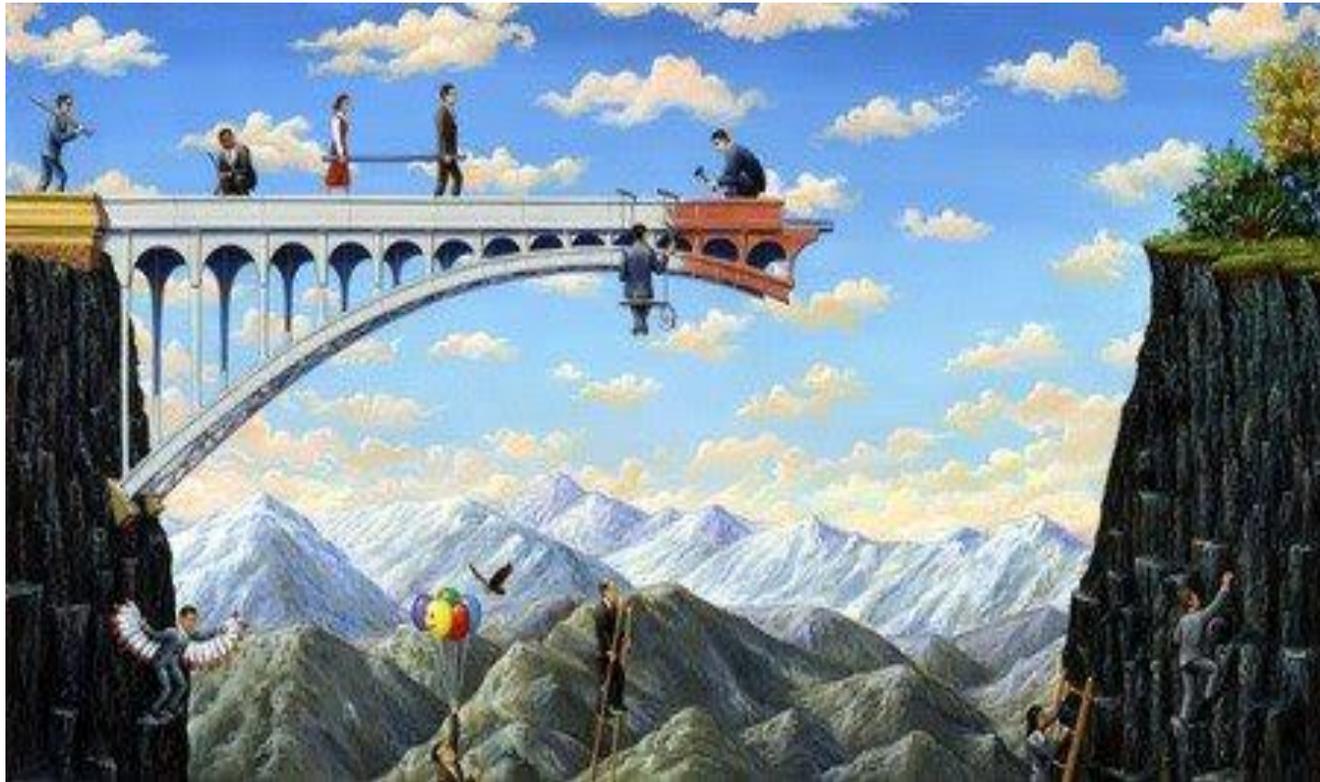


Acceleration for Academic Recovery

“Generally speaking, the idea is to provide “just in time” supports, or scaffolds, to help students access their usual grade-level content, rather than going back and teaching what got skipped last year.”

(Schwartz, 2022)





“What we’ve seen is that when we try to meet kids where they are, we never build a bridge to where they should be. We just stay where they are forever.”

(Schwartz, 2022)

“Teaching like this can help students move forward after the disruptions of the past two years, experts say, and lessen the chance that students with the highest needs are pushed into remedial classes.”

(Schwartz, 2022)



Coherence Calendars

- ▶ To address gaps in learning
- ▶ Weave prerequisite skills/previous content areas in with current areas of focus
 - ▶ Backfill areas that would have been missed due to Covid
 - ▶ What prerequisite skills/understanding did students need to master before your content? Can you include some information now?

APRIL 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30



Small Group Instruction

- ▶ Working in small groups **gives students a chance to practice the higher-order thinking skills that instructors love to teach.**
- ▶ Students who do small group work generally learn more of the material and retain their knowledge longer than students who don't (Davis, 1993).



Small Group Instruction at the Post-Secondary Level

- ▶ One on one time with instructors inside and outside the classroom
 - ▶ Office hours – by appointment
 - ▶ Individual or with groups
- ▶ Set questions to gauge discussion and intended outcomes ahead of time.
- ▶ Small groups based on topic or focus area

How is one-on-one time initiated with students?



Knowledge Checks – Formative Assessments

- ▶ What tools help you to know where students are in their learning?
 - ▶ Sticky Notes
 - ▶ Cups on computers
 - ▶ Green = Good to go
 - ▶ Yellow = Some confusion
 - ▶ Red = Help, totally lost



Navigating a New Normal

- ▶ Accelerate whenever possible
- ▶ Calendars for intentionality
- ▶ Small groups – targeted focus





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References

- ▶ Schinske, J., & Tanner, K. (2014). Teaching More by Grading Less (or Differently). *CBE life sciences education*, 13(2), 159–166. <https://doi.org/10.1187/cbe.cbe-14-03-0054>
- ▶ Kimner, Maysonet & Winthrop (2022) **Community schools and a critical moment in the fight against education inequality. Retrieved from** [Community schools and a critical moment in the fight against education inequality \(brookings.edu\)](#)
- ▶ **Schwartz, Sarah (2022). Schools Want to ‘Accelerate’ Student Learning. Here’s What That Means. Education Weekly. Retrieved from** [Schools Want to ‘Accelerate’ Student Learning. Here’s What That Means \(edweek.org\)](#)

