WELCOME AND TODAY’S AGENDA

• COVID-19 Solutions Forum 4
  – Preparing for the Return to School: Teaching and Learning—Challenges and Opportunities
    (Robert Balfanz, Director, Everyone Graduates Center)

• Exploring Three Questions – Insights and experience from the field
  – What have we learned about teaching and learning during the spring of COVID-19? What worked, what did not?
  – Which of the teaching approaches and methods we have tried are worth keeping and using for the long term?
  – What do we still need to figure out to be ready for the varied conditions likely to be experienced during the coming school year?

• Resource sharing
We have a large and diverse group of people and organizations participating in today’s call—Middle and high school leaders, K-12 districts, higher education, non-profits, state depts. of education.

So we can hear from as many as possible, we have muted everyone upon entry. Please share ideas and ask questions via the chat function.

If you are sharing a resource that can be reached via a web link, please share the link in the chat box.

During the open discussion sessions, you may be asked to unmute yourself and follow up on an idea or question in chat.

After the call, we will send out a follow-up email listing resources shared during the session.
WHAT HAVE WE LEARNED ABOUT TEACHING AND LEARNING DURING THE SPRING OF COVID-19?

WHAT WORKED, WHAT DID NOT?
WHAT DO WE KNOW?
SCHOOL DISTRICT CHALLENGES: FINDINGS FROM THE CENTER FOR REINVENTING PUBLIC EDUCATION’S REPRESENTATIVE SURVEY OF 477 SCHOOL SYSTEMS

• The primary form of instruction students experienced was receiving assignments online or via written packets, with varied levels of support from teachers.
• Districts, often by necessity (given the way events occurred) left level of instruction and progress monitoring up to schools and teachers to figure out.
• Only half of districts expected teachers to track student engagement in learning—either by monitoring online activity (27%) or via regular one on one check-ins (37%).
• About 58% of districts expected teachers to monitor progress or provide feedback for at least some of their students (typically older).
SCHOOL DISTRICT CHALLENGES: FINDINGS FROM THE CENTER FOR REINVENTING PUBLIC EDUCATION’S REPRESENTATIVE SURVEY OF 477 SCHOOL SYSTEMS (CONT’D)

• Only about 20% of districts expected teachers to deliver real-time lessons to groups of students
  – This was twice as likely to occur in affluent communities than more economically disadvantaged ones
• Greatest gaps in expectations were found between urban and rural districts
• In short, student learning experiences during COVID-spring varied tremendously
STUDENT VIEWS – AMERICA’S PROMISE ALLIANCE SURVEY OF 3,300 13 - 19 YEAR OLDS

• Almost all are participating in some form of remote learning
• 78% say they are spending four hours per day or less on class or work assignments
• 40% say they have been offered no social-emotional support by an adult from school
• Almost 25% report feeling disconnected from school, adults, and classmates
• Over 25% say they are losing more sleep, feeling more unhappy, feeling under constant strain, or losing confidence in themselves
STUDENT VIEWS – AMERICA’S PROMISE ALLIANCE SURVEY OF 3,300 13 – 19-YEAR-OLDS (CONT’D)

• 52% are more worried than usual about their health and family health
• 40% are more concerned about family financial standing and their educational future
• Bottom line: nearly all students spent less time actively engaged in organized school learning than usual, and many are under significant strain
PARENTS BECAME TEACHERS

• In the May Census Bureau of Households, both high- and low-income parents reported spending about 13 hours per week helping their children with learning
RAPID EVIDENCE ASSESSMENT FROM ENGLAND ON WHAT MAKES REMOTE LEARNING MORE EFFECTIVE

• Access to, and instruction on how to use, necessary technology
• How students are taught matters more than techniques used
  – Clear explanations, scaffolding, and feedback is what matters
  – Not whether it is live, taped, or large or small group
• Peer interactions that provide motivation and improve remote learning through peer feedback
  – Sharing models of good work; live group or partner discussions
• Modeling and tools to help students work independently
  – Modeling reflection; sharing strategies for when you get stuck; how to use checklists and daily planners
• Low-stakes quizzes after remote presentation of knowledge to facilitate active recall
FIELD EXPERIENCE: ONE HIGH SCHOOL’S USE OF BRAIN SCIENCE TO RE-TOOL REMOTE LEARNING

• Started with 65 minute periods
  – surveyed teachers, students, parents
  – 87% said too long for remote environment
• Worked to balance academic growth, social and emotional development, and overall well-being
• Reduced screen time, and elevated off-line independent work
  – focus on quality not quantity of assignments
• Built in 15-min. breaks between classes, and more time for students to meet with teachers and advisors during office hours
• Built-in consistent routines to reduce cognitive load challenges
FIELD EXPERIENCE: ONE HIGH SCHOOL’S USE OF **BRAIN SCIENCE** TO RE-TOOL REMOTE LEARNING (CONT’D)

• Focus on essential questions and core competencies
  – Asked “What do I want my students to still know, value, and be able to do in two years?”
  – The rest could go
• Direct instruction to impart core knowledge and formative assessments to monitor learning
• Lessons and assignments that gave students smaller, more regular doses of very targeted feedback, with more use of low-stakes assessments
• Projects as a means to get students to transfer this knowledge to new context
  – Did not use projects to learn new concepts
• Work in progress – student said “distance learning has all of the elements of school, but none of the fun stuff”—so working on improving social connections
INSIGHTS FROM THE FIELD: WHAT WORKED, AND WHAT DID NOT, WITH REMOTE TEACHING AND LEARNING DURING THE SPRING OF COVID-19
WHICH OF THE TEACHING APPROACHES AND METHODS WE HAVE TRIED ARE WORTH KEEPING AND USING FOR THE LONG TERM?
WHAT DO WE KNOW?
FIELD EXPERIENCE: SOME THINGS WE HAVE HEARD ARE WORTH KEEPING

• Providing students with videos of key lessons that they can watch multiple times or on their own schedule
• Using student agency (choice, voice, leadership, helping others) to motivate putting forth effort
• High expectations with grace and empathy
• Multiple ways to demonstrate competency
FIELD EXPERIENCE: SOME THINGS WE HAVE HEARD ARE WORTH KEEPING (CONT’D)

• Distributed teacher leadership
• School communities that were relationship-driven, trust-based, and rooted in a design perspective were generally more nimble and adaptive than those organized around hierarchy, systems, and rules
INSIGHTS FROM THE FIELD – WHICH OF THE TEACHING AND LEARNING PRACTICES USED DURING COVID-SPRING ARE WORTH KEEPING IN GENERAL?
WHAT DO WE STILL NEED TO FIGURE OUT TO BE READY FOR THE VARIED CONDITIONS LIKELY TO BE EXPERIENCED DURING THE COMING SCHOOL YEAR?
WHAT DO WE NEED TO KNOW?
WHAT ARE THE PRE-CONDITIONS FOR ACCURATE MEASUREMENT OF LEARNING LOSS?

• Diagnostic tests can provide inaccurate information about student learning loss if testing conditions are not well designed
• Students need to be re-connected to school and establish or re-establish relationships with their teachers
• The stress students feel from the COVID-19 challenges they face needs to be factored in
• Prior knowledge needs to be re-activated
• Students need to understand the purpose of the assessment, and not see it as a judgment on their ability or worth
• Suggests importance of initial two weeks as a re-start period, providing integrated social, emotional, and academic focus *before* any diagnostic testing occurs
IS THE BEST DEFENSE AGAINST “LEARNING LOSS” A GOOD OFFENSE?

• Some **evidence from response to learning loss during Hurricane Katrina** suggests that traditional remediation efforts did not work very well at the high school level
  – e.g. spending significant time on last year’s content before focusing on current grade level material

• Stronger evidence for mixed approach: focus on grade level material, while filling in prior knowledge just in time, where needed

• See the **TNTP Learning Activation Guidance** for a detailed approach and supportive tools centered on teaching grade-level material with support as response to learning loss
SOME OTHER KEY QUESTIONS

• How can we use tutoring strategically?
• How do we integrate academic, social-emotional, and well-being supports?
• How do we improve remote learning?
INSIGHTS FROM THE FIELD - 
THOUGHTS AND INSIGHTS ON 
UNANSWERED QUESTIONS 
FOR THE FALL?
RESOURCES FROM PRIOR COVID-19 SOLUTIONS FORUMS

• [How to Keep Secondary Students Connected to School When Schooling is Remote](#) (video)

• [How to Adapt and Use Early Warning, On-Track, and MTSS Systems to Support Students during COVID-19](#)

• [Cross-State High School Redesign Collaborative COVID-19 Teaching and Learning Resources](#)
Send your follow-up ideas and thoughts to rbalfanz@jhu.edu

We will send out:
- a recording of the session
- a copy of the slides
- a list of references and materials shared today

If you would like an attendee list, please email info@pathwaystoadultsuccess.org

Be well, thank you, and onwards