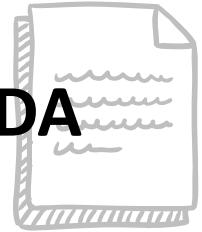


Pathways to Adult Success/Cross State High School Collaborative
COVID-19 Solution Forum 4

PREPARING FOR THE RETURN TO SCHOOLS

Teaching and Learning: Challenges and Opportunities

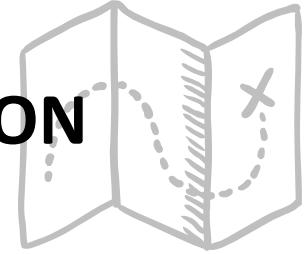
Robert Balfanz
Everyone Graduates Center
Johns Hopkins University School of Education
June 17, 2020



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

ORGANIZING OUR DISCUSSION



- 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

QUESTION #1

PATHWAYS to
ADULT SUCCESS



**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



QUESTION #2



**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?



QUESTION #3



**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](#)

IN CONCLUSION

- 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