Learning at Home and in the Classroom:
Innovation in Curricula and Professional Learning

November 2, 2021

Overdeck Family Foundation

The Campaign for GRADE-LEVEL READING

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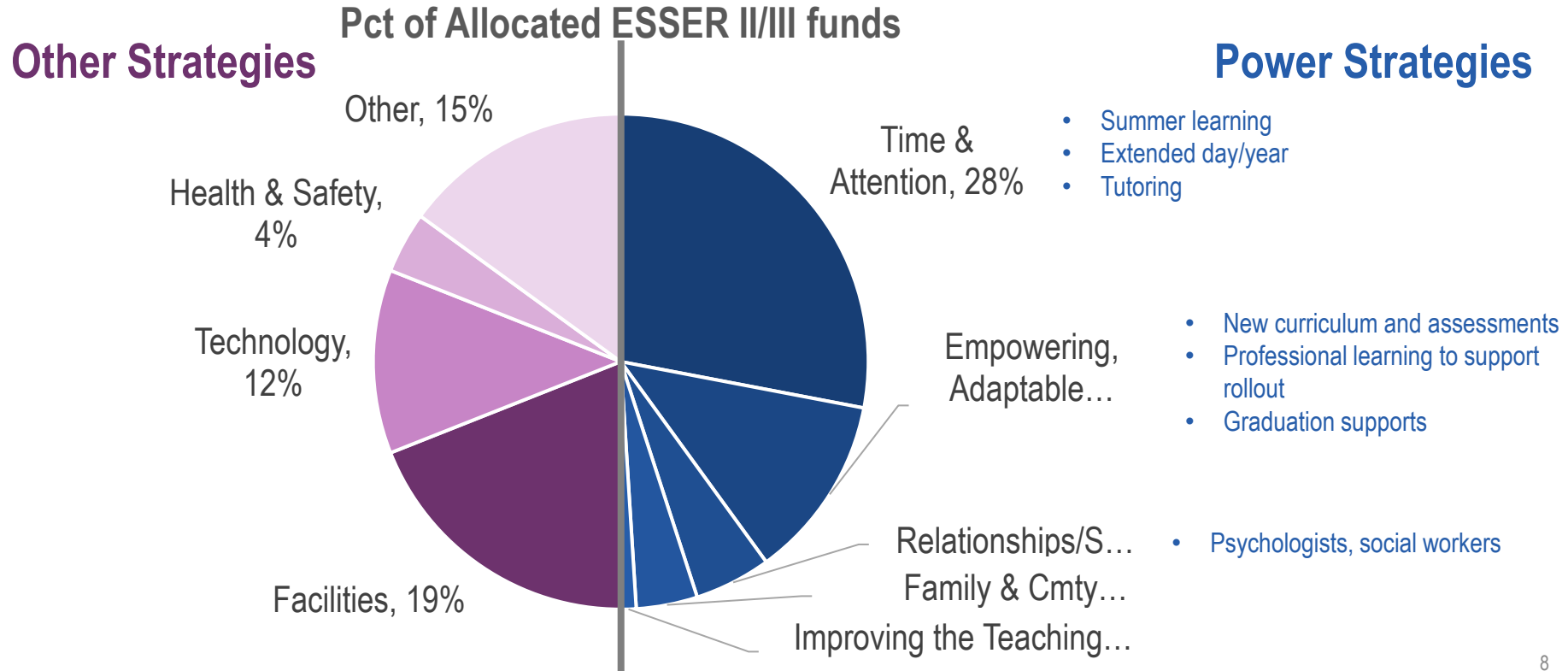# Co-Presenters

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How are districts planning to invest ESSER funds?

Pct of Allocated ESSER II/III funds

Other Strategies

Power Strategies

Other, 15%

Health & Safety, 4%

Technology, 12%

Facilities, 19%

Time & Attention, 28%
- Summer learning
- Extended day/year
- Tutoring

Empowering, Adaptable…
- New curriculum and assessments
- Professional learning to support rollout
- Graduation supports

Relationships/S…
- Psychologists, social workers

Family & Cmty…

Improving the Teaching…

Source: ERS analysis of 10 district ESSER plans across three states, October 2021

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How are districts adjusting staffing to meet student needs?

- **Adding time for existing staff,** e.g. by paying teachers to tutor after school

- **Re-allocating existing time,** e.g. building strategic schedules that create more time for collaborative planning without increasing staff needs

- **Tapping into non-traditional sources of talent,** e.g. high school students, teaching residents, teaching aides and retired teachers

- **Leveraging community partners,** e.g. expanding after-school options for early release that enables more teacher planning

Source: ERS

District example: Allocating time to support student learning and teacher collaboration

Sample Student Schedule

	4 days a week	1 day a week
8:00 - 9:00	ELA	SEL
9:00 - 10:00	ELA	**(B)** Intervention / Brain Break
10:00 - 11:00		Intervention
11:00 - 12:00	Lunch / SEL	Lunch/Recess
	Science	
12:00 - 1:00	Specials	
1:00 - 2:00	Math	Students: Cmty service partnership
2:00 - 3:00	**(A)** Recess	**(C)**
3:00 - 4:00	Social studies	Teachers: Collaborative planning
	Dismissal	Dismissal

(A) Students have brain breaks four days a week through **additional recess time**

(B) Students have **two targeted intervention blocks per week** that are purposefully planned for in advance based on student data

(C) One day per week students participate in real-world **long-term community service projects,** aligned to their strengths, interests, needs and community demand. Time is **facilitated by specials teachers and high school student volunteers.**

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Learning from Students, Families, and Educators

CPRL conducted **600+ interviews and focus groups** to understand:

- How families are supporting their children's learning and growth; and

- How families want to partner with their children's school going forward.

We focused on school systems and support organizations that work predominantly with communities and families of color and from low-income backgrounds.
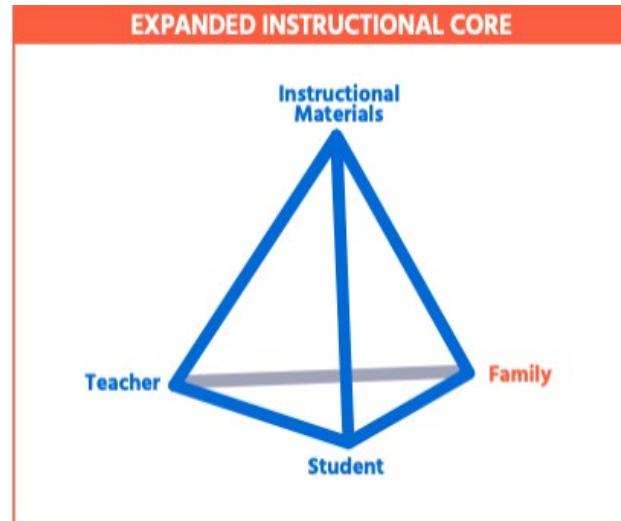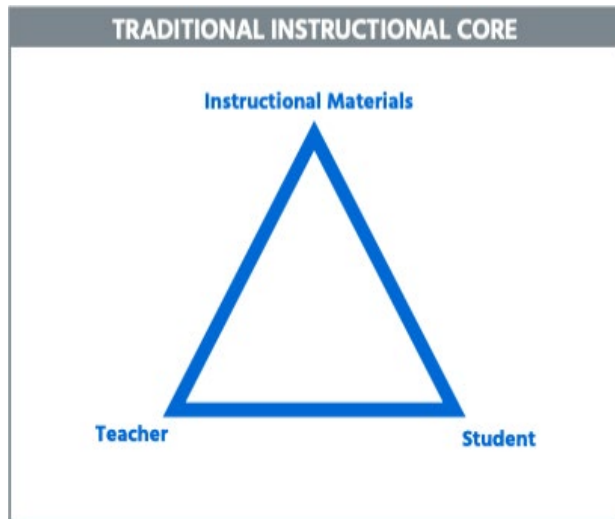
40+ students

125+ families

60+ community organizations

300+ educators and system leaders

The Fundamental 4

An Opportunity for Equity-Driven Transformation

What are families saying?

Acceleration requires **individualized learning plans** for each student

The influx of federal funds opens the door to "making **bold changes** in public education"

School-family partnership must be built on **trust**

What are students saying?

Students **need a voice** in shaping the institutions that impact their future.

Schools should focus on skills that ready students for **college and career success**
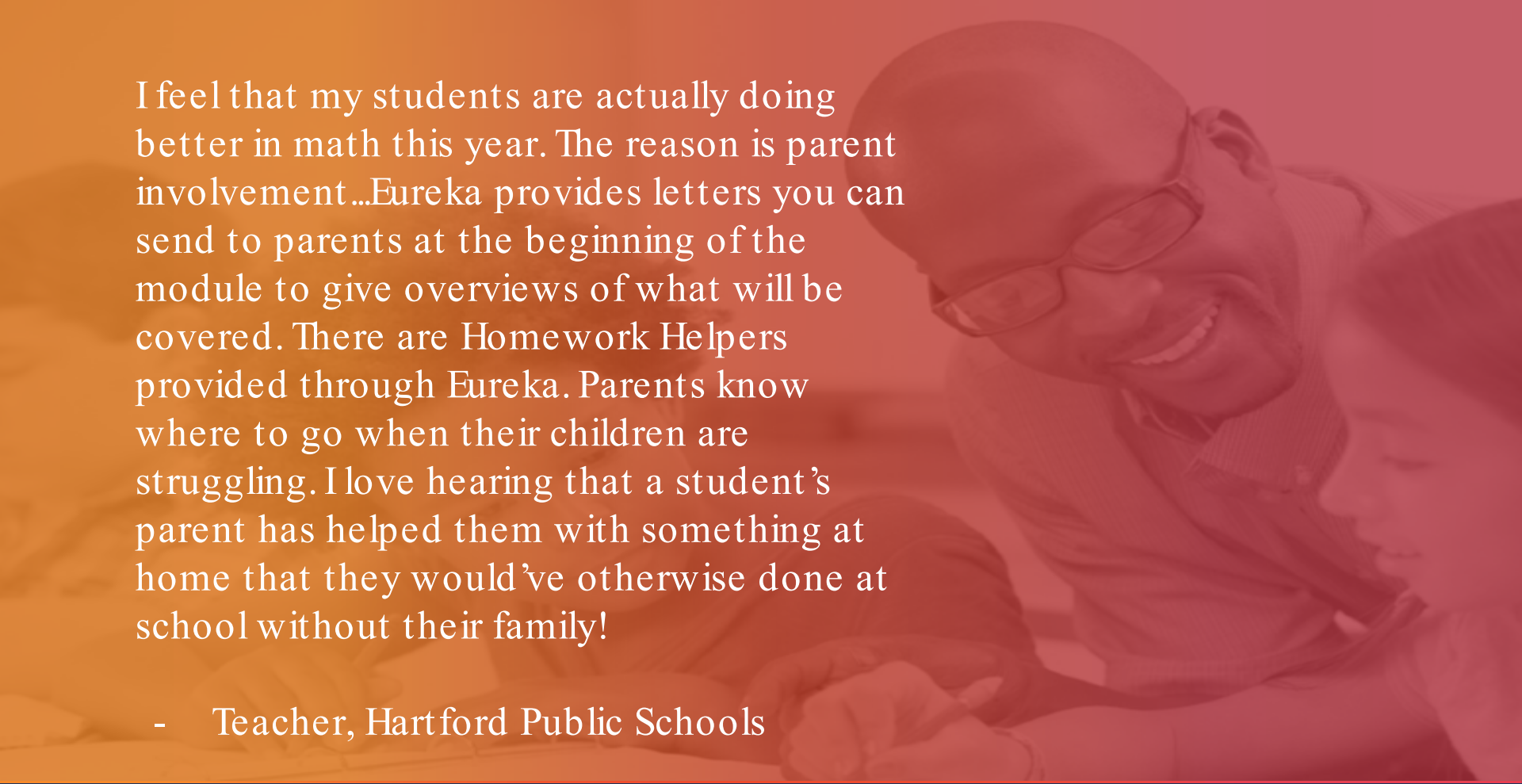
Systems must expand the **how, where, and when learning takes place**

What are teachers saying?

We should **carry forward new strategies** tested during the past 18 months

A majority of teachers report heightened confidence trying out new ideas and **partnering with families**

Teachers want to understand how innovation **fits into school-wide goals**

I feel that my students are actually doing better in math this year. The reason is parent involvement…Eureka provides letters you can send to parents at the beginning of the module to give overviews of what will be covered. There are Homework Helpers provided through Eureka. Parents know where to go when their children are struggling. I love hearing that a student's parent has helped them with something at home that they would've otherwise done at school without their family!

- Teacher, Hartford Public Schools

# Pandemic Revealed Gaps in Curriculum Quality

Despite availability of high quality materials for K-12 ELA and math; most teachers do not have access to them. **The pandemic revealed to more people how much this affects teachers, students, and families.**

Use of Aligned Comprehensive Core Materials (2020)[1]

ELA Teachers

26%

Math Teachers

40%

1 State of the Market 2020: Use of Aligned Materials, EdReports
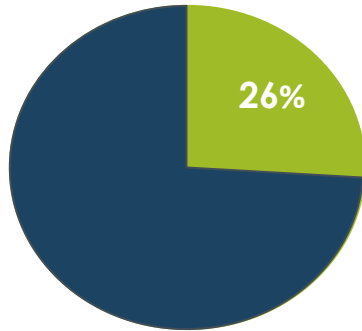
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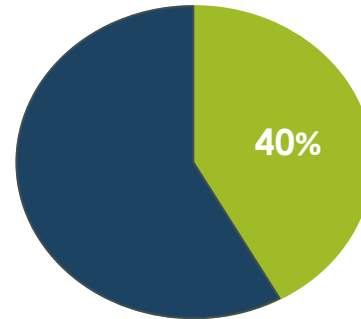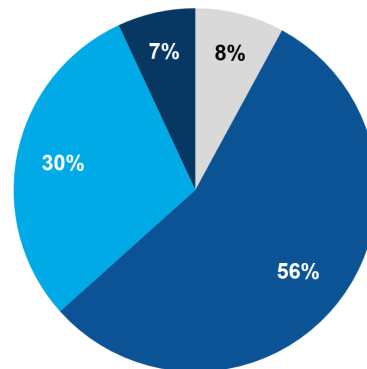
Leading to Lots of Online Searching

[Pre-pandemic] Teachers spend *7-12 hours per week* searching for materials online and creating own.[2]

Not Aligned
Weakly Aligned
Mostly Aligned
Fully Aligned

7%
8%
30%
56%

A national study of the most popular online resources indicates the search for quality lessons and units can be like finding a needle in a haystack.[3]

No supports offered
Limited supports offered
Some supports offered, not comprehensive
Extensive supports offered, comprehensive of all likely student groups

4%
10%
86%
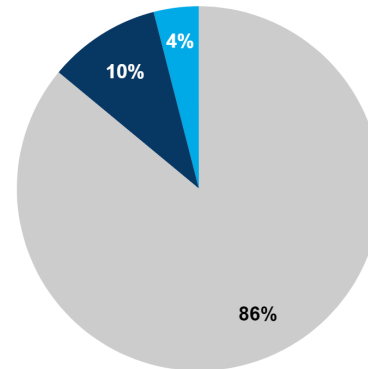
2 *Classroom Trends: Teachers as Buyers of Instructional Materials and Users of Technology*, K-12 Market Advisors
3 *The Supplemental Curriculum Bazaar: Is What's Online Any Good?*, Fordham Institute

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And Also New Innovations in Curriculum

Most standards-aligned materials **claim to have technology** that can facilitate learning in remote and hybrid environments.

- Several curricula are designed to be used digitally

- Product design varies greatly
  - A single sheet for family instructions
  - Unit guidance for non-classroom teachers

- Definitions vary

- Details are essential to understanding the curricula

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Teachers and Leaders Demand More

"It's a labor lift. Someone else has already done half of the work. It takes what could be a 100-hour workweek and turns it into a 50-hour week. The value cannot be overstated... .Having the content so well managed [means] I can be focused on the social-emotional health of my students."

- *Teacher, Clarksdale Collegiate in Mississippi*

Fundamental 4: Pandemic Learning Reveals the Value of High-Quality Instructional Materials to Educator-Family-Student Partnerships, Center for Public Research and Leadership
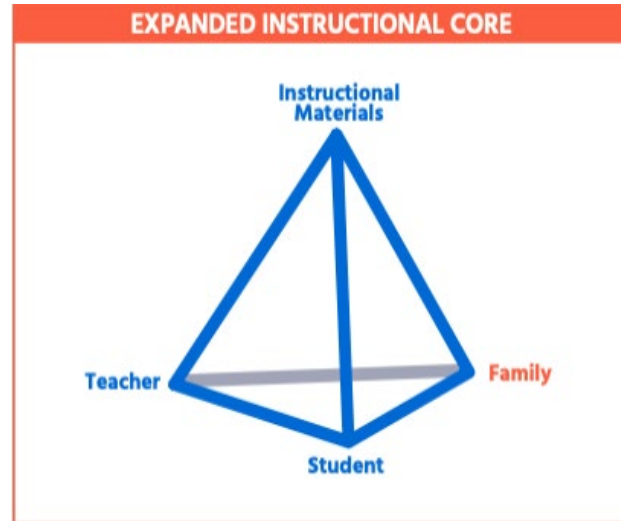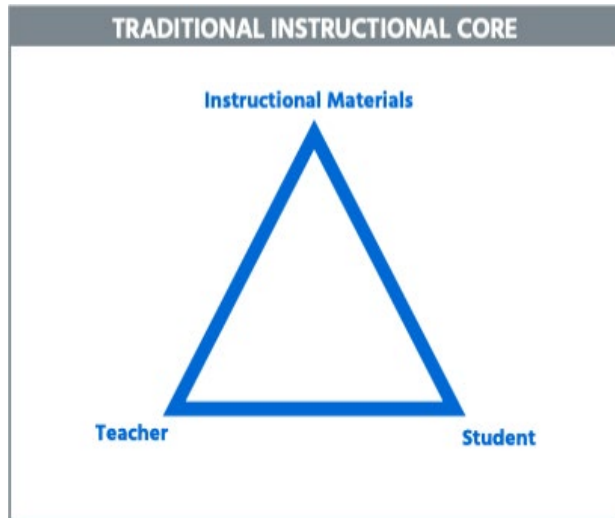
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Methodology
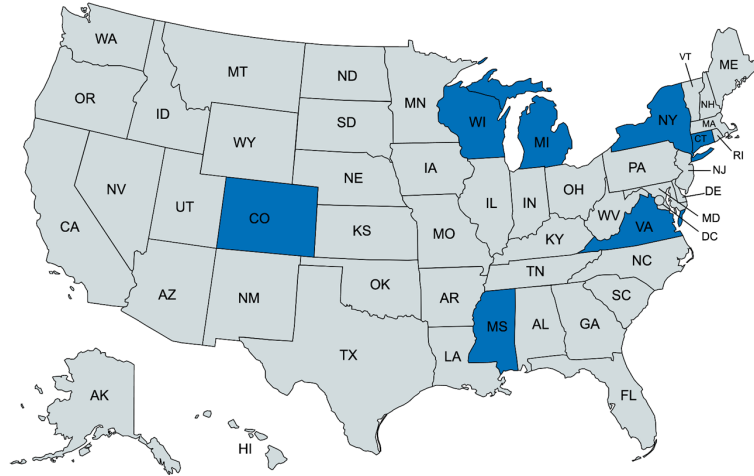
294 interviews with family members, leaders, and educators
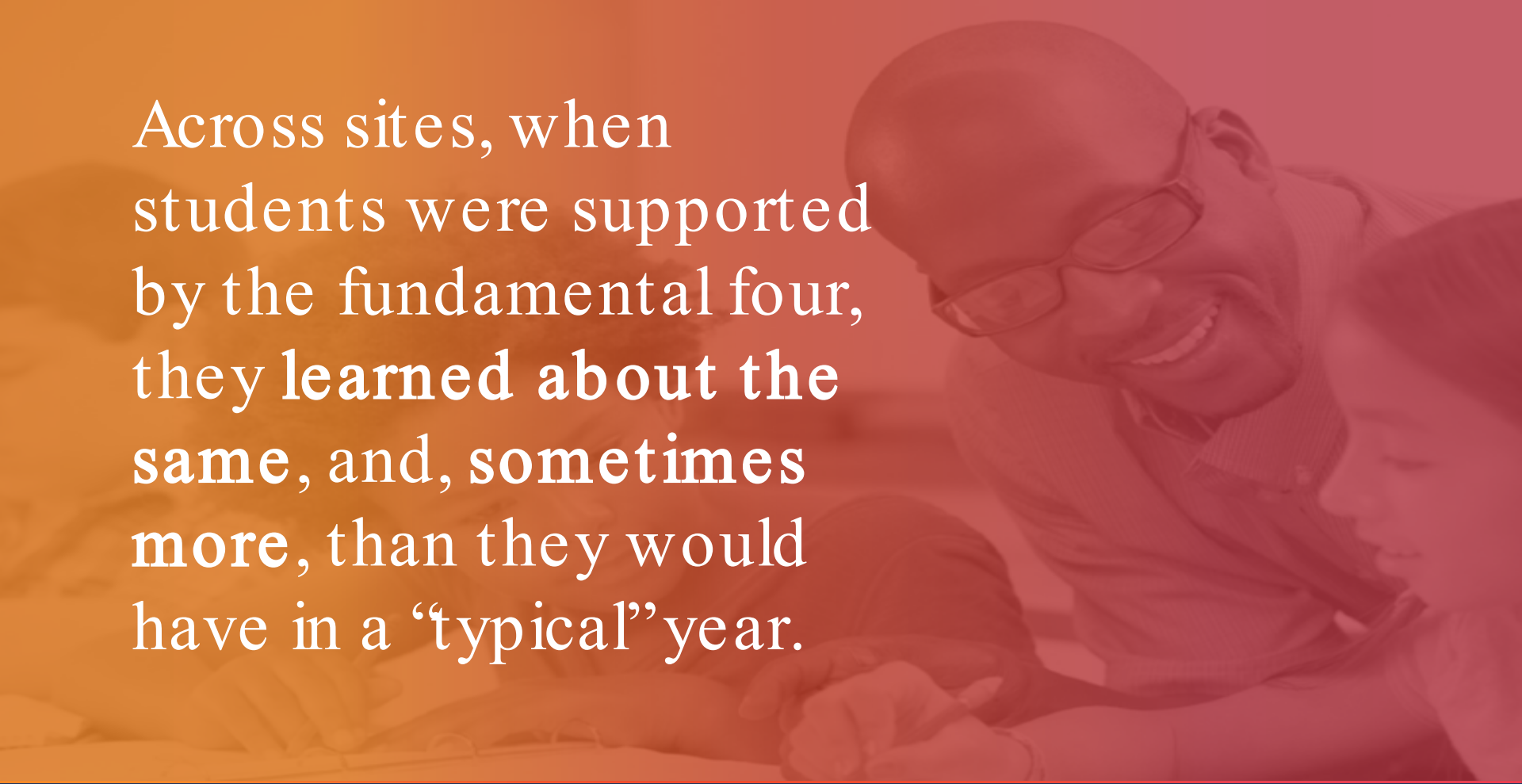
9 participating school systems

7 participating states

The Fundamental 4

TRADITIONAL INSTRUCTIONAL CORE

Instructional Materials

Teacher

Student

EXPANDED INSTRUCTIONAL CORE

Instructional Materials

Teacher

Family

Student

Across sites, when students were supported by the fundamental four, they **learned about the same**, and, **sometimes more**, than they would have in a "typical" year.

Supportive and Observational Capacity

Families monitored, supported, and extended student learning—tracking participation and work submission, asking teachers for alternate explanations of key curricular concepts, improvising instructional scaffolds, and nurturing their children's academic interests outside of the classroom..

Cultural and Community Knowledge

Families shared student- and community-specific knowledge with educators that allowed educators to hone their instructional approaches and better meet students' needs.

Learning Co-Production

Families' presence in the core redefined markers of curricular quality, placing greater significance on the extent to which materials are educative for families, tech-enabled, and culturally responsive.

When **families** had access to high-quality instructional materials, they **broadened the observational and supportive capacity** available to each child, co-producing learning, growth, and wellbeing.

Equity Implications

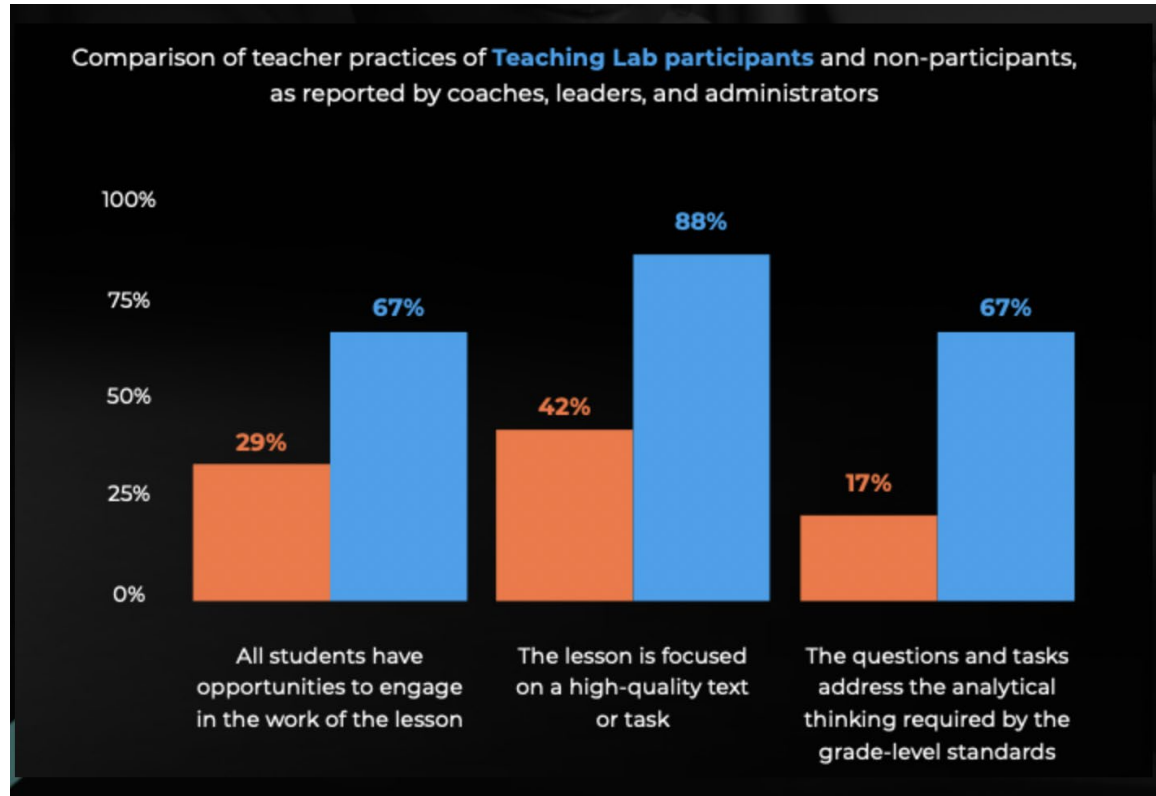Teachers and schools rapidly generated a **classroom-level, community-driven solution** for **more equitable school communities and fewer opportunity gaps.**

- Creates space for more equitable and inclusive school-family academic partnerships

- Directly and indirectly benefits students, including those whose families are less involved

- Engenders localized and authentic cultural responsiveness

Teaching Lab taught teachers to use Principles of Remote Learning

1. **Prioritize,** both tech and curriculum so students don't get bored from being on Zoom all-day and **continue to learn the most important content** to keep them on track.
   - Tip: align tech and curriculum
2. **Build strong relationships with students and families,** as relationships are an essential part of student engagement.
3. **Establish consistent instructional routines,** as students are more likely to be engaged in rigorous content if they understand what to expect and what is expected of them.
4. **Center equity in all decision-making,** as we cannot allow biases about how students/families should engage in a remote/hybrid setting to get in the way of equity.

Teaching Lab

TL Teachers out-performed non-TL Teachers during SY20-21

Comparison of teacher practices of **Teaching Lab participants** and non-participants, as reported by coaches, leaders, and administrators

	All students have opportunities to engage in the work of the lesson	The lesson is focused on a high-quality text or task	The questions and tasks address the analytical thinking required by the grade-level standards
Non-TL	29%	42%	17%
TL	67%	88%	67%

Teaching Lab

Increasing Demand for Materials to Meet Families' Needs

Best Practices:
1. **Ensure excellent content and design**
2. **Consider technology capacities and find the right fit for your community**
3. **Engage families through the selection, rollout, and implementation of new curriculum.**

Ensure excellent content and design

Check alignment rating overall for standards and coherence at EdReports.org. In standards-aligned curriculum, more information is available:

a. **3d.** Materials provide strategies for informing all stakeholders, including students, parents, or caregivers about the program and suggestions for how they can help support student progress and achievement.

b. **3v.** Materials provide guidance to encourage teachers to draw upon student home language to facilitate learning.

c. **3w.** Materials provide guidance to encourage teachers to draw upon student cultural and social backgrounds to facilitate learning.

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Increasing Demand for Materials to Meet Families' Needs

Technology considerations for new curriculum

? Is there instruction so students can work independently (or with an adult at home)? What is the level of adult support or involvement necessary.

? Are there tutorials, videos, or other integrated supports in the materials to help parents/guardians to understand and/or utilize the materials? Are parent supports available in multiple languages?

? Are parents/guardians provided access to the product as part of the core purchase?

? Are there parent/guardian resources available for school systems to utilize for in-person or hybrid instruction: e.g., Sample schedules - Instruction guides

Information available at EdReports.org for aligned materials

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Engaging Families with Curriculum Initiatives

Recognize families as key partners in student learning

Listen first

Offer right-sized information directly connected to what students are learning
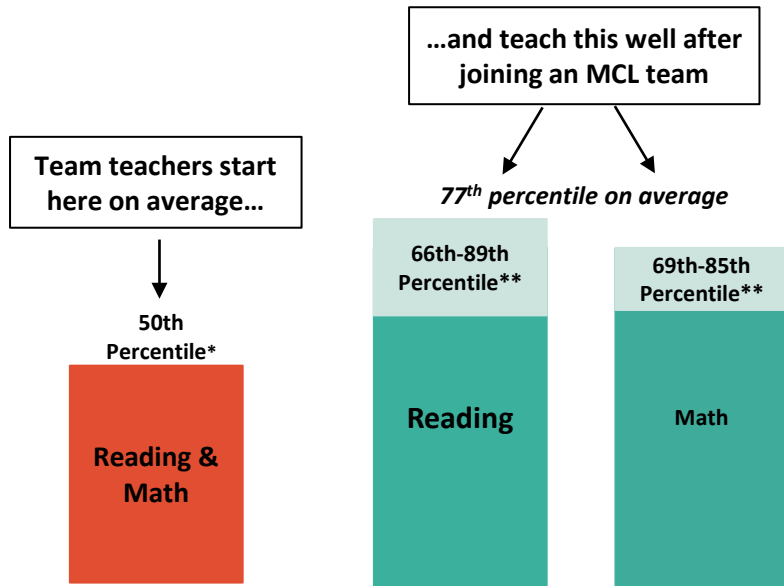
Be explicit about how family feedback shapes decisions

Make space and support teachers to do this work

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Strong Gains for MCL Teams

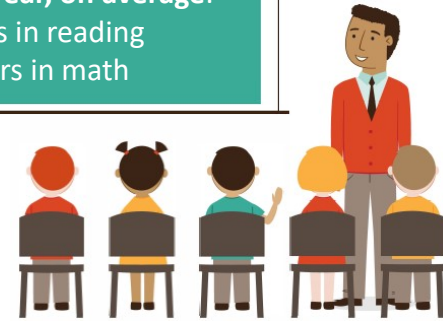**Research shows significant additional student learning, comparable to having top-quartile teachers teamwide**

...and teach this well after joining an MCL team

These gains equate to **extra learning for students each year, on average**:
0.2 – 0.8 years in reading
0.3 – 0.7 years in math

Team teachers start here on average...

77th percentile on average

50th Percentile*

Reading & Math

66th-89th Percentile**

Reading

69th-85th Percentile**

Math

Using the method suggested by Hanushek, E., et al., (2012) for translating effects to years.

Research from two studies compared Opportunity Culture (OC) and non-OC classrooms:
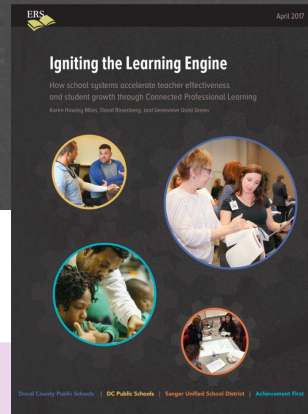
2018 Study: 15,000 students, 3 districts
Backes, B., & Hansen, M. (2018). *Reaching Further and Learning More?* CALDER Center.

2021 Study : 20,000 students, 1 district
Wiseman, A., Gottlieb, J., & Kirksey, J. (2021). *Program Evaluation of Public Impact's Opportunity Culture Model.* Texas Tech University.

* Based on Backes & Hansen data.
** Range of statistically significant results across the two studies cited at right.

Moving from traditional to Connected Professional Learning

Element	Traditional PD	Connected Professional Learning
Rigorous, comprehensive, **curricula and assessments**	Curricula may lack rigor to meet College- and Career-Ready Standards and/or sufficient aligned lesson plans and assessments	Curricula, vetted by experts, adapted by teachers, linked to sample lesson plans and assessments
Content-focused, expert-led **collaboration**	Most planning done individually, with teams focused on administrative issues	90 minutes/week of expert-led collaborative time with teachers who teach the same content
Frequent, growth-oriented **feedback**	Annual observations for formal evaluations, with occasional visits from a district coach	Weekly observations and feedback from a school-based instructional leader with content expertise

Source: *Igniting the Learning Engine*, Education Resource Strategies, 2017

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CONNECTED PROFESSIONAL LEARNING IN DEPTH

Finding Time for Collaborative Planning

By David Rosenberg, Rob Daigneau, and Melissa Galvez

INTRODUCTION

In Igniting the Learning Engine: How school systems accelerate teacher effectiveness and student growth through Connected Professional Learning, we profiled four school systems that, with an intensive focus on improving the quality of instruction through professional learning, have seen above-average results with a relatively high-need student population. These systems have replaced traditional professional development efforts, such as one-off workshops and general coaching, with a more strategic model that includes:

- **Rigorous, comprehensive curricula and assessments:** System leaders ensure that all schools have access to rigorous and coherent curricula, assessments, and other instructional resources, aligned to college- and career-ready standards.
- **Content-focused, expert-led collaboration:** School leaders organize teachers into teams, led by content experts, that have the time, support, and culture of trust and learning to collaborate on instruction.
- **Frequent, growth-oriented feedback for teachers:** Teacher leaders, coaches, or other content experts provide regular, non-evaluative feedback to teachers that helps them improve instructional practice.

These school systems made these common, research-backed practices powerful by integrating the elements in one cohesive strategy, tightly connected to the work teachers do every day. For that reason, we call this approach "Connected Professional Learning."

Making the shift from traditional professional development to Connected Professional Learning implies significant change both at the system level and in schools. Ideally, school leaders can build from rigorous, standards-aligned curricula and count on a group of talented educators who are invested in the growth process. But even in the best of circumstances, one stubborn challenge can confound even the most seasoned principal:

"How do we find enough time for meaningful collaborative planning?"

STRATEGY	DESCRIPTION	CONSIDERATIONS
1) Back-to-Back	Stack two blocks of planning time together	• May mean teachers do not have a planning block one day a week • Schools must ensure teachers have duty-free lunch or other noninstructional time every day
2) Banking Time	Reduce planning time on a few days to increase time on another day	• Useful when teachers have at least 40 minutes of planning time per day, to ensure shortened blocks are still useful
3) Beginning and End of Day	Reorganize time that teachers have at the beginning and end of the day into more team planning time	• Useful when teachers are mandated to arrive before and depart after students • Staff may need to arrive earlier or stay later on certain days under this model
4) Recess and Lunch	Schedule noninstructional blocks like recess and lunch next to planning time, and cover those activities with other adults	• Schools must have staff to cover recess/lunch • Schools must ensure that teachers still have sufficient time for eating lunch
5) Larger Specials	Create larger specials classes so that fewer specials classes can cover more core teachers' time	• Works best when specials are not already at or near class-size limit
6) Enrichment Periods	Create enrichment or intervention periods, covered by other adults, to allow teachers to plan	• Useful when schools have staff or community partners to cover enrichment periods effectively —i.e., as an academic benefit, not a time filler

Teacher turnover <u>declined</u> at the beginning of the pandemic

Annual district-level turnover based on October snapshots, **2016-2020**

Legend:
- Oct 2016 to Oct 2017
- Oct 2017 to Oct 2018
- Oct 2018 to Oct 2019
- Oct 2019 to Oct 2020
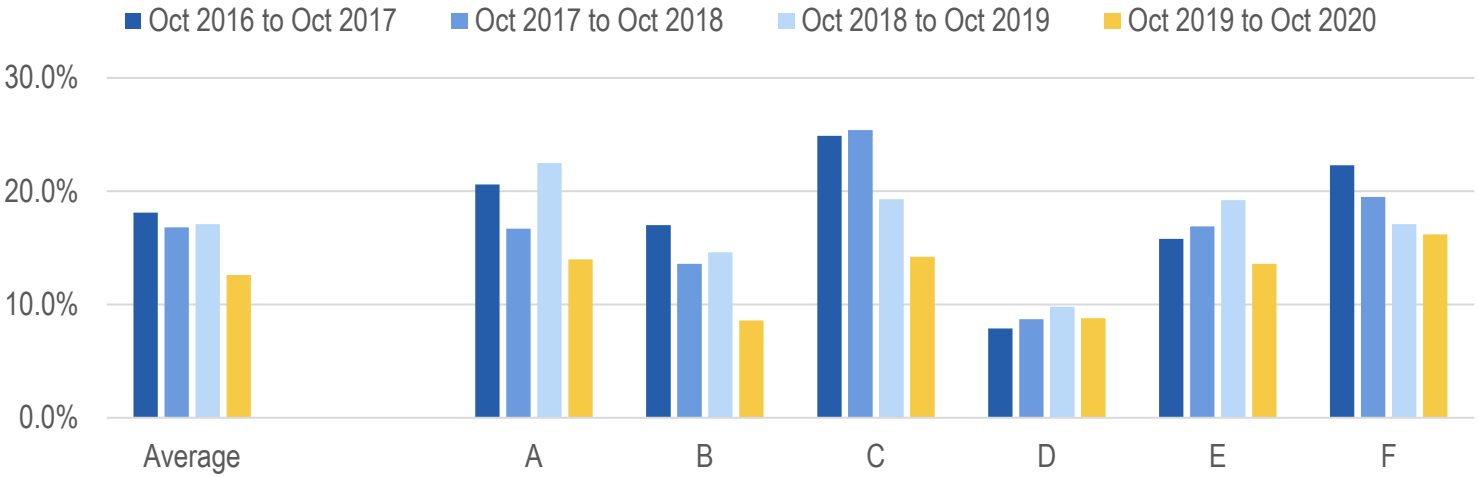
	Average		A	B	C	D	E	F
% chg vs 3 yr avg	-4.8		-5.9	-6.5	-9.0	0.0	-3.7	-3.4
% chg vs prior year	-4.5		-8.5	-6.0	-5.1	-1.0	-5.6	-0.9

Questions & Discussion

Upcoming GLR Learning Tuesdays Webinars:

CRUCIBLE OF PRACTICE SALON
Creating a Moonshot Literacy Movement in Indian River, Florida
Tuesday, November 9, 12:30−2 p.m. ET/9:30−11 a.m. PT

LEARNING LOSS RECOVERY CHALLENGE
English Learners' Experience During the Pandemic: Am Emerging Opportunity?
Tuesday, November 9, 3−4:30 p.m. ET/12−1:30 p.m. PT

Please Join Us!

gradelevelreading.net   @readingby3rd   #GLReading   #LearningTuesdays   #GLRKeepers

GLR Learning Tuesdays

The Campaign for GRADE-LEVEL READING