Finishing the Unfinished: Tools to Create an Equitable Learning Recovery Plan
Welcome to the Webinar!

- Ask questions — Use the Questions box
- Get our attention — Raise your hand
- Feedback survey — When you log off
- Recording & slide deck — By email tomorrow
Get to Know Us

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Pivot Learning partners with educators to design and implement solutions to their greatest challenges in achieving educational justice. We collaborate with districts to improve teaching and learning through the adoption of high-quality instructional materials and the comprehensive implementation of these materials. [www.pivotlearning.org](http://www.pivotlearning.org)

UnboundEd provides training and tools to empower educators to center equity in their instructional practices. [www.unbounded.org](http://www.unbounded.org)
{Poll} Who’s Joining Us Today?
How We’ll Spend Our Time Together

- What You’ll Learn
- Setting the Context: Defining “Unfinished Learning”
- Framing Unfinished Instruction in Your District
- Building an Equitable Learning Recovery Plan
- Additional Supports
Learning Objectives

Understand unfinished instruction and learning

Understand the technical and adaptive challenges presented by remote learning

Conceptualize perspectives necessary to plan for equitable instruction in a remote learning environment

Be able to leverage ELA and math instruction data to map unfinished teaching and learning

Be able to use our Equitable Learning Recovery Toolkit to illustrate how the past three months of instruction unfolded
Setting the Context
Defining “Unfinished Learning”
Learning Objectives:

1. Understand unfinished instruction and learning in our current context

2. Understand the technical and adaptive challenges presented by virtual learning
Defining Unfinished Instruction

Grade level standards and concepts that were not directly taught nor assessed prior to students entering the next grade.

Grade level standards and concepts that students did not demonstrate proficiency in prior to entering the next grade.
Unfinished Instruction

Any combination of teaching and learning occurring within an academic year that fails to provide students with the opportunity to demonstrate proficiency with grade level skills through texts, tasks, and/or problems.
Avoiding Solution Detours:
Common Challenges in Providing Equitable Instruction
Detours to Avoid: Solving Adaptive Challenges with Technical Solutions

Technical problems are:
- Easy to identify
- Often lend themselves to quick and concrete solutions
- Often can be solved by an authority or expert

Adaptive challenges are:
- Difficult to identify and easy to deny
- Require changes in values, beliefs, roles, relationships, and approaches
- People with the problem are the main actors who need to do the work to solve it

Source: The Practice of Adaptive Leadership by Ron Heifetz, Alexander Grashow and Marty Linsky
Image Credit: blackillustrations.com
Opportunities in the COVID-19 Era

**TECHNICAL**

- Students having access to internet and devices for remote learning

**TECHNICAL**

- Students receiving a letter grade for the year.

**Adaptive**

- Students engaging in meaningful grade level instruction while on their devices.

**Adaptive**

- Student placement and delivery of instruction when they return in the fall.
Detours to Avoid: Providing Direction Without Systemic Support

As teachers face a summer of unpredictability, they are greeted with an email from their principal. In this communication, several new ways of educating students “in this volatile and complex time” are presented in a bulleted list. The changes are significant — altering both the structure and delivery of instruction and the ways teachers will assess (and be assessed on) its effectiveness. The email concludes by mentioning that there will be a single two-hour training to help support teachers in this “needed change to support a quality education for all.”
Detours to Avoid: Providing Direction Without Systemic Support

How could providing only direction be a detour?

1. Action from those carrying out the directions changes from collaboration to compliance
2. Adaptive challenges of those implementing the directives go unaddressed, stalling the change effort
3. Without deep structural support for equitable instruction, inequities will re-form and solidify

Source: Achieving Coherence in District Improvement by Susan Moore Johnson, Geoff Marietta, et. al.
Detours to Avoid:
Collaborating Only Through an Access Lens

“Data analysis should be about helping schools [and system leaders] understand if they are achieving their purpose and guiding principles and meeting the needs of all students — and, if not, why not?”

~ Victoria Bernhardt
Detours to Avoid: Collaborating Only Through an Access Lens

Actions of this Detour Include:

- Engaging with caregivers and students about their access to instruction without questions about quality of instruction
- Assessing student progress without considering instructional and curricular moves
- Making conclusions about instructional effectiveness without considering the voices of teachers and school leaders

Image Credit: blackillustrations.com
Check In

What Questions Do You Have About:

- Unfinished instruction
- Technical and adaptive challenges
- Using the right data
So, How Can We Address Unfinished Instruction and Avoid Detours?
1. Frame the work of understanding unfinished instruction in your district’s broader context — this is adaptive, systemic work.

2. Use an intentional process to gather data on unfinished instruction to inform a plan for supporting equitable learning recovery.
Framing Unfinished Instruction in Your District
Learning Objective:
Conceptualize the perspectives necessary to plan for equitable instruction in a remote learning environment
This Work Sits Alongside Other, Equally Important, Work

- SEL
  - CASEL
  - NEA
- Meals
  - USDA
  - FRAC
- Housing
  - USICH
- Family Supports
  - ETW
- English Learners
  - ELSF
  - Pivot
- Trauma-Informed Supports
  - Teaching Tolerance
- Students With Disabilities
  - NCDL
  - Center on Online Learning
- Teacher, Coach, and Principal Supports
  - Instruction Partners
Focus on the Impact of COVID-19 on ELA and Math Core Instruction

1. How can you begin to understand the scope of unfinished ELA and math instruction in your district over the past few months?

2. And, based on that unfinished instruction, how can you prepare teachers to finish that unfinished work next fall in service of equitable student outcomes?
Understand the Scope of Unfinished ELA and Math Instruction in Your District

Focus on CORE ELA and Math Instruction and Materials

1. What was stakeholder experience of remote learning?
2. What was the quality of ELA and math instructional materials?
3. What was the experience of ELA and math instruction?
4. What was the access to ELA and math instructional materials?
5. How supported did educators feel?
Prepare Teachers to Address Unfinished Instruction Next Year

There will be many competing needs that arise from your data collection.

Prioritize traditionally underserved populations’ experiences and needs to keep equitable student outcomes at the center as you plan for teacher professional learning.
Use an Equity Lens to Strategize and Prioritize

Our perspectives of student achievement are influenced by our experiences.

The way we frame issues of student progress are vital.
Establish a Shared Definition of Equitable Instruction

Learning that is grounded in the intersection of the standards, content, aligned curriculum, and the equity that is essential for closing the opportunity gap caused by systemic bias and racism so that all students experience engaging, affirming, and meaningful grade level instruction.
{Poll} How has your district addressed equitable ELA and math instruction as it has shifted to remote learning?
Building an Equitable Learning Recovery Plan
Learning Objectives:

1. Be able to leverage specific ELA and Math instruction data to map unfinished teaching and learning

2. Be able to use our Equitable Learning Recovery Toolkit to illustrate how the past three months of instruction unfolded
What Is an Equitable Learning Recovery Plan?

- Centered on students traditionally underserved by public education
- Data-driven
- Diversity of perspectives
- Focused on unfinished instruction
- Capacity-building mindset
- Asset-based approach
- Curiosity for how your system can “know more and do better”
### What the Toolkit Does

- Gathers data on unfinished ELA and math instruction for the past 3 months
- Focuses on equitable instruction
- Focuses on planning summer supports for teachers
- Leverages a diversity of voice

### What the Toolkit Doesn’t Do

- Evaluate teachers, students or parents/caregivers
- Serve as the only data point to plan for meeting the needs of students, teachers and families
Guidance for Using the Toolkit

- Focus on instructional core ELA and math instructional materials
- Focus on equitable access to materials and equitable instruction
- Use a systems perspective
- Build a cross-functional team
- Tailor the toolkit to your district’s capacity and needs
## Suggested Timeline

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<th>Week 1</th>
<th>Weeks 2-3</th>
<th>Week 4</th>
<th>Week 5</th>
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<td>Form team and establish key questions for</td>
<td>Collect data described in the toolkit.</td>
<td>Come together as a team to analyze data</td>
<td>Use findings as a basis to plan summer</td>
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<td>Learning Recovery Plan.</td>
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<td>and summarize findings.</td>
<td>professional learning for teachers and</td>
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<td>Assign owners for data collection.</td>
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<td>communicate those findings out to</td>
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Week 1: 
Launch Your Team

What happens:

• Select team members
• Convene team to establish purpose and key questions to answer through needs assessment
• Assign owners and timeline for data collection
What questions are we trying to answer by completing the Equitable Learning Recovery Toolkit?

- Did our students have access to instructional materials?
- Which student groups were disproportionately unable to access materials or instruction?
- What were barriers to teachers providing remote instruction for specific, priority students?
- What does equitable remote instruction look like?
What happens:

- Communicate to students, families, and teachers about the purpose of the needs assessment
- Send out surveys with a clear timeline for feedback
- Send a reminder a day or two before the deadline
- Gather data from your online learning systems for the time period that you’ve been delivering remote teaching and learning
Weeks 2-3: Collect Data

Tips for collecting survey data

- Accessibility (language, format, etc.)
- Communicate the “why”
- Be transparent
- Focus on diversity of voices
- Clear timeline and ownership
Week 4: Analyze Your Data

What happens:

- Each data collection owner summarizes their data source and makes the data available to review.
- The team should meet and analyze data across sources based on a few essential topics.
- Summarize findings.
Week 4: Analyze Your Data

Key data analysis questions

• **Experience of remote learning** —
  What were stakeholder experiences of learning remotely over the past few months?

• **ELA and math instructional materials**
  Did students have equitable access to high quality, standards aligned ELA and math materials?

• **ELA and math instruction** —
  Did students have equitable access to high quality ELA and math instruction? What were their experiences?
Week 5: Make a Plan

What happens:

- Based on your findings, create a plan for supports your district can offer teachers this summer to address the needs identified in your findings
- Communicate the findings and plan to all stakeholders
Begin by reviewing a few key questions

• As you plan, how are you keeping equity at the center of the work? How will you prioritize the professional learning that will most support specific student groups?

• What is the data telling you about the support teachers need in developing their capacity (competencies, knowledge, skills, etc.) to deliver remote learning equitably?

• What district supports or offerings can you provide to ensure teachers are prepared to address unfinished instruction and continued access to next year’s grade-level standards?
How Could This Work Impact Your District?

Right
Data

Viewed
Through an
Equity Lens

Offers a Comprehensive Picture of Unfinished Instruction That Will Lead to ...

Learning Recovery for All Students
Q & A
Resources From Today

- Webinar recording
- Slide deck
- FAQ
- Equitable Learning Recovery Toolkit
- Websites for more resources and information
Let’s Collaborate on Your Learning Recovery Plan

Pivot Learning and UnboundEd will advise up to 3 districts on the analysis and planning phases of the toolkit

- 2 free, 1-hour consultations by Zoom
- We’ll showcase your work with the education community
- Email curriculum@pivotlearning.org to let us know you’re interested
Professional Learning Opportunities on the Intersection of Standards and Equity

• Contact engage@UnboundEd.org for more information

• Attend the 2-day Virtual Summit coming up in June. Let us know you’re interested! (Registration opening soon.)
Stay Tuned!

For the release of another toolkit to support the launch of learning and instruction next school year.
References & Resources

- Technical Problems vs. Adaptive Challenges
- The Practice of Adaptive Leadership
- Focusing Direction (as well as system coherence)
- Multiple Measures of Data
- Achieving Coherence in District Improvement
- Avoiding Racial Equity Detours by Paul Gorski

Tool for filtering policy and planning through a racial equity lens:

- Jefferson County Public Schools (Kentucky)
Thank You!

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