Slide 1

The Intersection of Equity and Unfinished Math Instruction

UnboundEd
Virtual Summit Day 1
Leadership
Kindergarten - Grade 5
Summer 2020

1

Slide 2

UnboundEd Vision

Education systems disrupt systemic racism by providing students of color meaningful, engaging, and affirming grade-level instruction.

2

Slide 3

UnboundEd Approach

Our learning is grounded in the intersection of the standards, content, aligned curriculum, and the equitable instructional practices that are essential for closing the opportunity gap caused by systemic bias and racism.
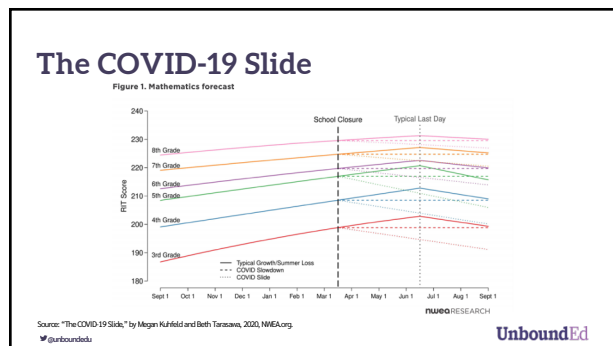
Content, Equity, U, Instruction, Standards

3

Slide 4

By the end of this session

01

Examine

the effects of teacher choices on math instruction.

02

Identify

the impact of unconscious bias on access to grade-level math content for students of color.

03

Consider

instructional decisions to help students access grade-level math content during and after the COVID-19 pandemic.

4

Slide 5

The COVID-19 Slide

Figure 1. Mathematics forecast

Source: "The COVID-19 Slide," by Megan Kuhfeld and Beth Tarasawa, 2020, NWEA.org.

5

Slide 6

Defining Unfinished Instruction

Unfinished Learning

Unfinished Teaching

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.

6

Slide 7

Math Distance Learning

Appendix D: Remote Learning Instructional Considerations

CCSSO
Council of Chief State School Officers

RESTART & RECOVERY: CONSIDERATIONS FOR TEACHING AND LEARNING: ACADEMICS

Source: "Restart & Recovery: Considerations for Teaching & Learning," by Council of Chief State School Officers, 2020, www.ccsso.org/coronavirus.

@unboundedu

UnboundEd

7

Slide 8

Unconscious Bias

refers to the **automatic** and **unconscious** stereotypes that drive people to **behave** and make decisions in certain ways. It is the mind's way of making uncontrolled and **automatic associations** between two concepts very quickly.

What messages are we hearing?

"...we just don't have time to go deep."

"...no structure at home."

"We need to stick to one thing at a time."

"I will boost their confidence by using their names in the word problems."

@unboundedu

© 2020 UnboundEd Learning, Inc. Licensed under CC-BY-NC-ND.

UnboundEd

8

Slide 9

What conclusions can you draw from these three stats?

Teacher expectations for student success against grade-level standards.

82% of teachers supported the content of their state's academic standards.

44% of teachers expected their students could have success with the standards.

Of the 180 classroom hours in each core subject during the school year, students spent:

133 hours on assignments that were not grade appropriate.

47 hours on assignments that were grade appropriate.

Source: "The Opportunity Myth" by TNTP, 2018.

@unboundedu

UnboundEd

9

Slide 10

Beliefs vs Practices

A recent review of >1,800 middle-grade math assignments found:

<40% Contained any element of rigor as defined by the standards

9% Pushed student-thinking to higher levels

5% Provided an opportunity for discussion, which allows for mathematical understanding

2% Provided aspects of relevancy, which allow for deeper student engagement

Source: "Checking In: Are Math Assignments Measuring Up?" by The Education Trust, 2018.

@unboundedu

UnboundEd

10

Slide 11

When looking at segregated classrooms

Classrooms with mostly white students tended to have...

54% More grade-level assignments

4x More grade-level lessons

23% More experiences viewed as engaging

...compared to classrooms with mostly students of color

Source: "The Opportunity Myth" by TNTP, 2018.

@unboundedu

UnboundEd

11

Slide 12

Patterns of Behavior We've Seen

"Sticking to the Script"

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

@unboundedu

© 2020 UnboundEd Learning, Inc. Licensed under CC-BY-NC-ND.

UnboundEd

12

Patterns of Behavior We've Seen

"Gutting the Grade-level Learning"

| 1 |

| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

13

Patterns of Behavior We've Seen

**Grade-Level Scope and Sequence
(as designed by curriculum writers)**

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 |

**Grade-Level Scope and Sequence
(with a blanket review crafted by schools)**

| Last Year's Content Standards | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

14

What Students Need

Four Key Resources Students Need in Their Daily School Experiences:

1. Consistent opportunities to work on grade-appropriate assignments.
2. Strong instruction, where students do most of the thinking in a lesson.
3. Deep engagement in what they're learning.
4. Teachers who hold high expectations for students and believe they can meet grade-level standards.

Source: "The Opportunity Myth" by TNTP, 2018.

Which of these four key resources you feel your students might have missed during remote instruction due to COVID-19 school closures?

15

Coherent Content in Context

- **Coherent in the progression of grade-level learning**
- **Focused on current grade-level content**
- **Relatively quick**

16

Coherent Content in Context
Levels of Planning

- **Yearly Planning**
- **Unit Planning**
- **Daily Lesson Planning**

17

Coherent Content in Context

Work of the Lesson	**Prerequisite Skills**	**Assessment**	**Supports**
Step 1: Do the work of the lesson while attending to the target standard	Step 2: Prioritize the most critical prerequisite skills and knowledge*	Step 3: Formatively assess unfinished learning	Step 4: Design or choose aligned curricular supports

18

The Shifts

1. **Focus** **Focus** strongly where the Standards focus.

2. **Coherence** **Think** across grades, and link to major topics within grades.

3. **Rigor** Pursue **conceptual understanding**, **procedural skill** and **fluency**, and **application** with equal intensity.

UnboundEd

19

Equity systematically promotes fair and impartial access to rights and opportunities.

Educational Equity ensures that all children—regardless of circumstances—are receiving high-quality, grade-level, and standards-aligned instruction with access to high-quality materials and resources.

UnboundEd

20

Step One
Do the Work of the Lesson

UnboundEd

21

Step One: Do the Work of the Lesson

Standards:

- **5.NBT.1** - Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

Learning Goals:

- Reason concretely and pictorially using place value understanding to relate adjacent base ten units from millions to thousandths.

UnboundEd

22

The Mathematical Shifts: Where to Focus

Source: Focus in Grade 5, from Student Achievement Partners, available at achievethecore.org.
🐦 @unboundedu
UnboundEd

23

The Mathematical Shifts:
Focus by Grade-level

Some clusters require greater emphasis, due to:
- the depth of the ideas.
- the time required to master.
- their importance to understanding future math.
- the need to meet the Standards for Mathematical Practice.

- **Major** clusters are the highest priority.

- **Supporting** clusters are designed to support and strengthen areas of major emphasis.

- **Additional** clusters may not connect tightly or explicitly to the major work.

UnboundEd

24

Step Two
Prioritize the Most Critical Prerequisites and Key Knowledge

UnboundEd

25

Step Two: Identify Prerequisite Skills

Work of the Lesson	Prerequisite Skills	Assessment	Supports

Prioritize the most critical prerequisite skills and knowledge

A. Use the lesson guidance description and/or the Student Achievement Partners Coherence Map to identify the prerequisite skills to help determine which one supports the grade-level standards best. Highlight or annotate when the concept(s) would have been taught in a previous grade.

B. Identify the prerequisite with the biggest impact on grade-level content to guide which prerequisite skills you will focus in on during step two of the Coherent Content in Context framework

UnboundEd

26

Step Three
Formatively assess prerequisite skills/knowledge

UnboundEd

27

Selecting Formative Assessment Tasks

Where do I get aligned assessment questions?
- Exit tickets
- Assessments for prerequisite standards
- Coherence Map

How many questions do I need to assess prerequisite?
- Quality over quantity

UnboundEd

28

Step Four
Design or Identify Curricular Supports

UnboundEd

29

Step Four: Tasks for Supports

Three Types of Supports to Assist Students in Reaching Grade-Level Learning

1. Inside a grade-level task
2. Inside a grade-level lesson
3. Inside a grade-level unit

UnboundEd

30

This daily re-engagement of prior knowledge in the context of grade-level assignments will add up over time, resulting in more functional learning than if we resort to watered down instruction or try to reteach topics out of context.

@unboundedu
UnboundEd

31

Step Four: Curricular Supports

Supports *must*:

- Connect with and promote the grade-level curriculum
- Encourage problem-solving and reasoning
- **NOT** be a review of low-level basic facts or procedural skills

@unboundedu
UnboundEd

32

Rigor Unpacked

"Rigor refers to deep, authentic command of mathematical concepts, not making math harder or introducing topics at earlier grades."

Math Rigor
Procedural Skills/Fluency
Conceptual Understanding
Application

@unboundedu
UnboundEd

33

Rigor Unpacked

Conceptual Understanding	Procedural skills and Fluency	Application
- Higher order thinking skills - Multiple representations - Beyond performing procedures	- Accurately performing core functions - Efficiency	- Problem-solving - Real-world or mathematical contexts

@unboundedu
UnboundEd

34

The Intersection of Equity and ELA Leadership

UnboundEd
Virtual Summit Day 2
Leadership
Kindergarten - Grade 5
Summer 2020

@unboundedu
UnboundEd

35

By the end of this session

01

Identify

the difference between instructional supports and modifications.

02

Identify

instructional decisions that provide students with unfinished learning access to meaningful, grade-level experiences.

03

Leverage

the shifting demands of teacher planning and instruction to create engaging and affirming learning environments.

@unboundedu
UnboundEd

36

Pedagogy of the Oppressed: Paulo Freire

"The more students work at storing the deposits entrusted to them, the less they develop the critical consciousness which would result from their intervention in the world as transformers of that world. The more completely they accept the passive role imposed on them, the more they tend simply to adapt to the world as it is and to the fragmented view of reality deposited in them."

"There's no such thing as neutral education. Education either functions as an instrument to bring about conformity or freedom."

"Leaders who do not act dialogically, but insist on imposing their decisions, do not organize the people–they manipulate them. They do not liberate, nor are they liberated: they oppress."

Source: *Pedagogy of the Oppressed* by Paulo Freire, New York: Continuum, 2000.
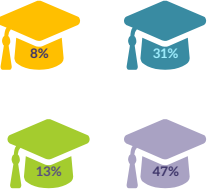
37

"If freedom lies in literacy, and students are walking into buildings that are not giving them opportunity to become fluent readers, where is their liberty?"
- Lacey Robinson, CEO UnboundEd Learning

UnboundEd

38

College and Career Readiness *is* Equity

8% 31%
13% 47%

Educational Equity ensures that all children—regardless of circumstances—are receiving rigorous, grade-level, standards-aligned instruction supported by access to high-quality materials and resources (curriculum).

Source: "Meandering Toward Graduation: Transcript Outcomes of High School Graduates," by Education Trust, 2016.
@unboundedu

UnboundEd

39

Unconscious Bias refers to the automatic and unconscious stereotypes that drive people to behave and make decisions in certain ways. It is the mind's way of making uncontrolled and automatic associations between two concepts very quickly.

@unboundedu

UnboundEd

40

The Bias Iceberg

Our Beliefs   Our Actions

Image Source: Freepik.com

UnboundEd

41

The Shifts

Regular practice with **complex text** and its **academic language**

Reading, writing, and speaking grounded in **evidence from text**, both literary and informational

Intentionally **building knowledge** through **content-rich nonfiction**

Regular and systematic approach to **foundational skills**

Source: "The Shifts," by Student Achievement Partners, https://achievethecore.org/category/419/the-shifts.
@unboundedu

UnboundEd

42

Slide 43

Equity systematically promotes fair and impartial access to rights and opportunities.

Educational Equity ensures that all children—regardless of circumstances—are receiving high-quality, grade-level, and standards-aligned instruction with access to high-quality materials and resources.

43

Slide 44

Traditional Instructional Focus
- understand what the text says
- drawing plot diagrams
- memorizing literary terms

College/Career Ready Standards-Based Instructional Focus

- understanding how authors manipulate language for effect
- identifying how figurative language impacts the reader
- studying how an author composes an argument
- making sense of the text or task

Image Source: Freepik.com

44

Slide 45

Standards: Staircase of Complexity

RI.3.1
Ask and answer questions to demonstrate understanding of a text, **referring explicitly** to the text as the **basis for the answers.**

RI.4.1
Refer to details and examples in a text when **explaining** what the text says explicitly and when **drawing inferences** from the text.

RI.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Source: "Common Core State Standards," National Governors Association Center for Best Practices, 2010, Corestandards.org.

@unboundedu   UnboundEd

45

Slide 46

Reading Standard 10

Read and comprehend (grade-level) complex literary and informational texts independently and proficiently.

Qualitative   Quantitative

Reader and Task

Source: "Common Core State Standards," National Governors Association Center for Best Practices, 2010, Corestandards.org.

@unboundedu   UnboundEd

46

Slide 47

Quantitative Measures

- Word Difficulty (frequency length)
- Sentence Length and Syntax
- Text Cohesion

Text Complexity Grade Band	Previous Lexile Ranges	Lexile Ranges Aligned to Standards for CCR
K-1	NA	NA
2-3	450-725	420-820
4-5	645-845	740-1010
6-8	860-1010	925-1185
9-10	960-1115	1050-1335
11-CCR	1070-1220	1185-1385

Source: Nelson, J., Perfetti, C., Liben, D., and Liben, M. (2012). "Measures of Text Difficulty: Testing their Predictive Value for Grade Levels and Student Performance." Student Achievement Partners. Available at achievethecore.org.

@unboundedu   UnboundEd

47

Slide 48

Qualitative Measures

Layers of meaning
Purpose
Concept complexity
Meaning

Structure
Text features
Genre
Organization

Vocabulary
Sentence length
Sentence structure
Figurative language
Regional/archaic dialects
Language

Knowledge
Background
Prior curriculum and instruction

Source: Nelson, J., Perfetti, C., Liben, D., and Liben, M. (2012). "Measures of Text Difficulty: Testing their Predictive Value for Grade Levels and Student Performance." Student Achievement Partners. Available at achievethecore.org.

@unboundedu   UnboundEd

48

Slide 49: Support vs. Modification

Supports:
adaptations that allow access to the day's grade-level instruction, such as **scaffolds,** which

- include supports that are gradually removed
- allow students to demonstrate increasingly independent proficiency with grade-level instruction.

Modifications:
adaptations that change the learning goal and/or lower the level of challenge for students.

49

Slide 50: Lesson Supports
A critical part of Coherent Content in Context

50

Slide 51: Identify Lesson Supports

Review the lesson plan:
- Identify the standard and objective for the lesson
- Put a star/asterisk next to all activities and recommended instructional moves that provide differentiation and/or scaffolding for the grade level tasks and texts.

51

Slide 52: Meeting Students Needs
through Scaffolding

52

Slide 53: Seize Your Instructional Leadership Power

Identify and Keep Equitable Instructional Practices
- Focus on the content of the curricula, unit, and lesson plans
- Collaborate with other stakeholders on this focus
- Uses models and modeling of effective practice
- Provide and accept peer coaching and support
- Ask for feedback
- Make time for reflection
- Form this into an ongoing and sustainable process

Adapted from: Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute.

53

Slide 54: Seize Your Instructional Leadership Power

Teachers
- What mindsets and skill sets will I embrace to ensure students are receiving grade-level instruction texts and tasks in a COVID-influenced learning environment?

Instructional Coaches
- What mindsets and skill sets will I use to emphasize equity in coaching teachers as they revise instruction, protocols, classroom management?

School and District Administrators
- How must I direct resources (time, people, materials) to improve equity practices in classrooms?
- What mindsets and skill sets will I use to build conditions that support equity in classrooms?

54

Publisher Resources

COLLABORATIVE FOR
STUDENT SUCCESS

Publisher Information

To support school systems and educators in meeting the learning needs of students in a drastically altered context, whether that be in-person, online, or a hybrid of the two, The Collaborative for Student Success is reaching out to the highest rated curriculum publishers (defined by a "green" rating by EdReports) to compile the adjustments they'll be making for the 2020/2021 school year. As district leaders focus on prioritizing instructional materials that focus on grade-level content and rigor, address learning gaps within the context of grade-level work, and create plans to adapt instruction, this resources is intended to offer clarity around what areas have and will be addressed by publishers.

Source: "Curriculum Publisher Information to Support Learning during COVID," by the Collaborative for Student Success, 2020, https://forstudentsuccess.org/our-campaigns/reopening-schools/

🐦 @unboundedu

UnboundEd

55

Justice is found in the details of teaching and learning.™

🐦 @unboundedu   © 2020 UnboundEd Learning, Inc. Licensed under CC-BY-NC-ND.   **Unbound**Ed

56

For More Resources
Visit UnboundEd.org

Math Content Guides   ELA Fluency Guides   Blogs   Podcasts

Bias Toolkit   Free Lessons   Classroom Videos

🐦 @unboundedu   © 2020 UnboundEd Learning, Inc. Licensed under CC-BY-NC-ND.   **Unbound**Ed

57

Host the learning in your school, district, or organization

Virtual keynote speakers   Virtual Summits

Visit UnboundEd.org/VirtualSummit

🐦 @unboundedu   © 2020 UnboundEd Learning, Inc. Licensed under CC-BY-NC-ND.   **Unbound**Ed

58

Thank you!

🔍 unbounded.org
📘 /unboundedu
🐦 @unboundedu
📌 /unboundedu
🔗 /company/unbounded.org

🐦 @unboundedu   © 2020 UnboundEd Learning, Inc. Licensed under CC-BY-NC-ND.   **Unbound**Ed

59

About This Deck

- Copyright © 2020 UnboundEd Learning, Inc.
- This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.
- UnboundEd Learning, Inc. is the copyright holder of the images and content, except where otherwise indicated.
- More information on Creative Commons' licenses can be found here: https://creativecommons.org/licenses/.

🐦 @unboundedu   © 2020 UnboundEd Learning, Inc. Licensed under CC-BY-NC-ND.   **Unbound**Ed

60

How You Can Use This Deck

The materials that we create, unless otherwise cited, are licensed under the Creative Commons Attribution-NonCommercial-ShareAlike-NoDerivatives 4.0 International license (CC BY-NC-ND 4.0). This means you may:

- **Share**—copy and redistribute the material in any medium or format

As long as you follow the license terms:

- **Provide Attribution**—You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests that UnboundEd or any third party creator endorses you or your use.
- **No Commercial Use**—You may not use the material for commercial purposes.
- **No Derivatives**—If you remix, transform, or build upon the material, you may not distribute the modified material.
- **No Additional Restrictions**—You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits.

61