

The Intersection of Equity and Unfinished Math Instruction

UnboundEd
Virtual Summit Day 1
Leadership
Grades 6-12
Summer 2020

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UnboundEd Vision

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

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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.

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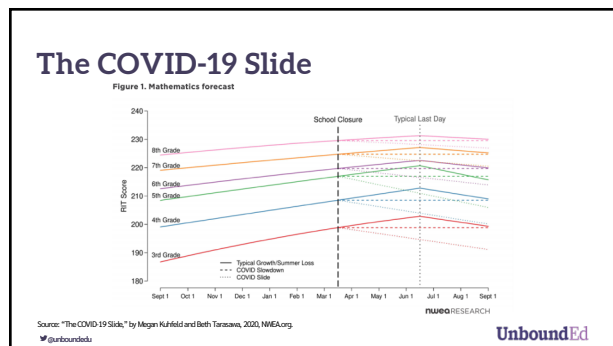
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By the end of this session

01	02	03
Examine	Identify	Consider
the effects of teacher choices on math instruction.	the impact of unconscious bias on access to grade-level math content for students of color.	instructional decisions to help students access grade-level math content during and after the COVID-19 pandemic.

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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.

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Math Distance Learning

CCSSO
Council of Chief State School Officers

**RESTART & RECOVERY:
CONSIDERATIONS FOR TEACHING
AND LEARNING: ACADEMICS**

Appendix D: Remote Learning Instructional Considerations

Topic	Remote Learning Considerations	Recommendations
Instructional Design	Instructional design should be a key consideration for remote learning. Instructional design should be a key consideration for remote learning. Instructional design should be a key consideration for remote learning.	Instructional design should be a key consideration for remote learning. Instructional design should be a key consideration for remote learning. Instructional design should be a key consideration for remote learning.
Assessment	Assessment should be a key consideration for remote learning. Assessment should be a key consideration for remote learning. Assessment should be a key consideration for remote learning.	Assessment should be a key consideration for remote learning. Assessment should be a key consideration for remote learning. Assessment should be a key consideration for remote learning.
Professional Learning	Professional learning should be a key consideration for remote learning. Professional learning should be a key consideration for remote learning. Professional learning should be a key consideration for remote learning.	Professional learning should be a key consideration for remote learning. Professional learning should be a key consideration for remote learning. Professional learning should be a key consideration for remote learning.

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

- "...no structure at home."
- "...we just don't have time to go deep."
- "We need to stick to one thing at a time."
- "I will boost their confidence by using their names in the word problems."

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What conclusions can you draw from these three stats?

Teacher expectations for student success against grade-level standards.

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

- 82%** of teachers supported the content of their state's academic standards.
- 44%** of teachers expected their students could have success with the standards.

133 hours on assignments that were not grade appropriate.

47 hours on assignments that were grade appropriate.

Source: "The Opportunity Myth" by TNTP, 2018.
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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.
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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.
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Patterns of Behavior We've Seen

"Sticking to the Script"

1 2 3 4 5 6 7 8 9 10

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Patterns of Behavior We've Seen

"Gutting the Grade-level Learning"

1 2 3 4 5 6 7 8 9 10

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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

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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?

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Coherent Content in Context

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

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Coherent Content in Context

Levels of Planning

- Yearly Planning
- Unit Planning
- Daily Lesson Planning

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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

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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.

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


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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.




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Step One

Do the Work of the Lesson

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Step One: Do the Work of the Lesson



Standards:

- **6.RP.A** - Understand ratio concepts and use ratio reasoning to solve problems
- **7.G.A.1** - Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
- **7.RP.A** - Analyze proportional relationships and use them to solve real-world and mathematical problems.

Learning Goals:

- Choose and create representations to compare ratios in the context of recipes or scaled copies.
- Coordinate (orally) different representations of a situation involving equivalent ratios, e.g., discrete diagrams, tables, or double number line diagrams.
- Determine which recipes or geometric figures involve equivalent ratios, and justify (orally, in writing, and through other representations) that they are equivalent.


Available at [IllustrativeMathematics.org](https://illustrativemathematics.org). Licensed under CC-BY.

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The Mathematical Shifts: Where to Focus

This document shows where students and teachers should spend the large majority of their time in order to meet the expectations of the Standards.

Source: Focus in Grade 7, from Student Achievement Partners, available at achievethecore.org.




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The Mathematical Shifts: Focus by Grade-level

Some clusters require greater emphasis, due to:

- o the depth of the ideas.
- o the time required to master.
- o their importance to understanding future math.
- o 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.

Source: "Focus" Documents, by Student Achievement Partners, achievethecore.org.



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Step Two

Prioritize the Most Critical Prerequisites and Key Knowledge

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Step Two: Identify Prerequisite Skills

Work of the Lesson → Prerequisite Skills → Assessment → Supports

Prioritize the most critical prerequisite skills and knowledge

- 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.
- 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

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Step Three

Formatively assess prerequisite skills/knowledge

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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

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Step Four

Design or Identify Curricular Supports

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Step Four: Tasks for Supports

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

- Inside a grade-level task
- Inside a grade-level lesson
- Inside a grade-level unit

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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.

Source: "Addressing Unfinished Learning After COVID-19 School Closures," by the Council of Great City Schools, 2020, cgcs.org.

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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

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Rigor Unpacked

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



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

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Rigor Unpacked

Conceptual Understanding	Procedural skills and Fluency	Application
<ul style="list-style-type: none"> • Higher order thinking skills • Multiple representations • Beyond performing procedures 	<ul style="list-style-type: none"> • Accurately performing core functions • Efficiency 	<ul style="list-style-type: none"> • Problem-solving • Real-world or mathematical contexts

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The Intersection of Equity and ELA Leadership

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By the end of this session

01	02	03
Identify	Identify	Leverage
the difference between instructional supports and modifications.	instructional decisions that provide students with unfinished learning access to meaningful, grade-level experiences.	the shifting demands of teacher planning and instruction to create engaging and affirming learning environments.

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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."

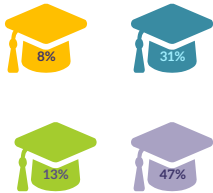
Source: Pedagogy of the Oppressed by Paulo Freire, New York: Continuum, 2000.

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College and Career Readiness is Equity



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.

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The Bias Iceberg



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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**

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

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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

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Standards: Staircase of Complexity

RI.6.2
determine a central idea of a text and how it is conveyed through particular details;
provide a summary of the text distinct from personal opinions or judgments

RI.7.2
determine two or more central ideas in a text and analyze their development over the course of the text;
provide an objective summary of the text

RI.8.2
determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas;
provide an objective summary of the text

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Reading Standard 10

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

Qualitative
Quantitative
Reader and Task

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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

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Qualitative Measures

Meaning
Structure
Language
Knowledge

Vocabulary
Sentence length
Sentence structure
Figurative language
Regional/archaic dialects

Layers of meaning
Purpose
Concept complexity


Text features
Genre
Organization

Background
Prior curriculum and instruction

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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.

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Lesson Supports

A critical part of Coherent Content in Context

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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.

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Meeting Students Needs

through Scaffolding

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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. UnboundEd

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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?

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Publisher Resources



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://tenstudentssuccess.org/our-campaign/reopening-schools/>

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  ELA Fluency Guides
  Blogs
  Podcasts

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