Teaching and Learning in COVID Recovery

Dr. Tricia Clifford, BPS Assistant Superintendent
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Superintendent's Proposed Fiscal 2022 Budget

The vast majority of students and families will be most successful upon their return to in-person learning where they can begin the process of educational recovery from any learning losses they may have experienced, as well as social and emotional challenges. Having the majority of students return to in-person learning will require lower density learning environments, or smaller class sizes, which are proposed first and foremost in order to be able to offer in-person school with some amount of social distancing while the pandemic is ongoing to whatever degree it is by next fall. To avoid continuing in the hybrid model and to be in-person simply requires lower density classes.

Grade Levels	Class Size Guidelines	BPS FY 22 Projected Elementary Class Size (MOE) Class Size	BPS FY 22 Recovery needs All in with some Safety Protocols Class Size	BPS FY 22 Recovery needs All in with all current Safety Protocols Class Size
K (Davis)	18-20	19.5	16	16
1st. Grade(Davis)	20-22	19.2	16	16
2nd Grade (Davis)	20-22	20.6	16	16
3rd Grade (Lane)	22-25	23.2	18	16
4th Grade (Lane)	22-25	22.0	18	16
5th Grade (Lane)	22-25	22.6	18	16
6th-8th Grade (JGMS)	23-25	23-25	(Additional 1.0 FTE math teacher and 1.0 FTE English Teacher to address additional class sections to meet student need)	(Additional 14 FTE at JGMS, and 1.0 FTE Special Education at 6-12)
9th-12th Grade (BHS)	18-25	18-25	(Additional 1.0 FTE math teacher, 1.0 FTE Special Education, and 1.0 FTE English Teacher to address additional class sections to meet student need)	(Additional teachers 18 FTE at BHS, and Special Education 1.0 FTE at 6-12)
			(Additional 1.0 FTE K-5 special educator)	(Additional 1.0 FTE K-5 special educator)

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FY 22 Superintendent's Budget Proposal connects to the District Wide Strategic Objectives:

Coherent, Higher Order Thinking Curriculum/Student Centered Learning: Developing all students' abilities to comprehend complex texts (and the attendant capacities for researching effectively and writing clearly and persuasively)

- Asses students and provide targeted instruction
- Assess coherent, higher order thinking skills, in ELA, Math and the content areas
- Targeted assessment and instruction for "researching effectively and writing clearly and persuasively"
- Ability to implement the Literacy Plan, and address both pre-COVID achievement concerns, i.e. students reading and writing at grade level, and subgroups, and post-COVID anticipated achievement gaps by implementing the following:

  - Workshop model
  - Conferring with individual students on writing
  - Targeted phonics instruction
  - Fluency formative assessment and intervention
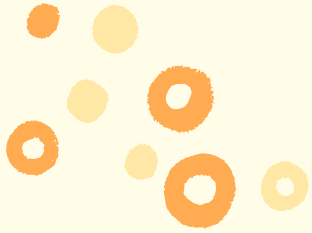 - Comprehension strategy instruction in small groups.
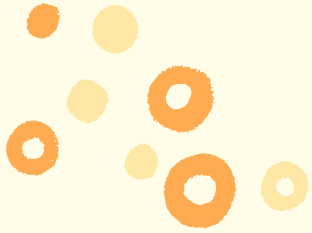
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FY 22 Superintendent's Budget Proposal connects to the District Wide Strategic Objectives:

Equity and Diversity: Teaching All Students and Building Community Ensures that all students are meeting district-wide learning expectations

- SEL
- Building trust and relationships with both students and parents/caregivers
- Providing feedback to both students and parents/caregivers
- Based on the research at this time we need to address *teaching all students*, due to research findings that:

   "Assessment data from this fall (2020) show that students, on average, started school about three months behind where we would expect them to be in mathematics. Students of color were about three to five months behind in learning; white students were about one to three months behind". COVID 19 and learning loss-disparities grow and students need help, December 8, 2020, McKinsey & Company, Dorn, Hancock, Sarakatsannis and Viruleg. Provided by Massachusetts DESE.
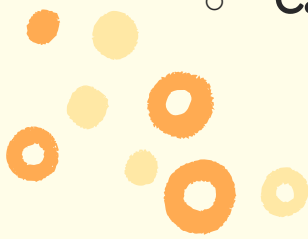
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FY 22 Superintendent's Budget Proposal connects to the District Wide Strategic Objectives:

Collaborative Professional Culture: Nurture a professional culture that maximizes administrator and teacher learning, innovation and creativity by creating authentic opportunities for collaborative work that is informed by shared goal-setting, and analysis of student work and achievement data.

- Return with a focus on collaboration between teachers
- Shared goals, determined by an analysis of student achievement data.
- The number of students that a teacher has in their classroom, in many ways determines the amount of focus they can utilize on collaborating with other teachers, curriculum specialists and administration in relation to:

    - Addressing changes in curriculum, i.e. scope and sequence, power standards etc.
   - Capturing the data, analyzing it, and utilizing it to inform instruction and address student progress.

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FY 22 Superintendent's Budget Proposal connects to the District Wide Strategic Objectives:

Long-Term Planning, Communication and Community Support

- Continue to work with parents, students and staff.
- Address student need
- Supporting our staff
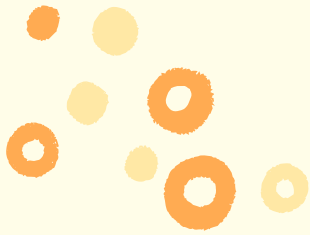
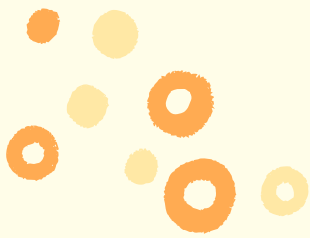# Focus on SEL, RtI and Differentiation during COVID Recovery

While small class sizes will have benefits we can leverage, these strategies to address COVID recovering in relation to RtI, Differentiation and SEL will be implemented in any plans we make for FY 22

SEL
-Build strong, tight-knit classrooms that honor the learning styles and needs of all students. We know that creating trusting relationships is necessary for high levels of student growth. Smaller class sizes at the K-5 level will enable both students, teachers and parents/caregivers the opportunity to get to know each other better, and build relationships. At 6-12, more sections could potentially be created, and those sections would allow for a potential implementation of targeted instruction, whole group or workshop model.

Examples:

- Spending more indepth time devoted to social emotional programs, responsive classroom, advisory groups, the importance of the first six weeks of school, morning meeting.
- Being able to create individual goals for each student
- Teachers being able to meet with students more often, discuss strengths and areas of potential growth with parents/caregivers.
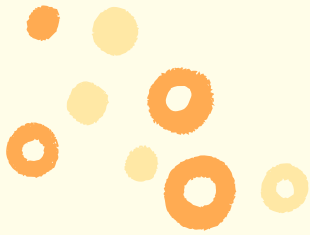
Focus on SEL, RtI and Differentiation during COVID Recovery

<u>RtI</u>
-Create structures where classrooms teachers can deliver strong tier II and potentially tier III instruction. This would provide an opportunity for the application of strategies learned during interventions within authentic learning tasks and experiences throughout the day in the classroom, rather than an all pull out, or walk to model.

-Literacy Specialists and Math Interventionist providing targeted instruction and interventions to the students with the greatest need within each grade level.

-Use of data (from Beginning of Year and historical cohort and individual trends) would inform teachers' strategic planning to address needs (across each cohort, class and individual) in a more efficient manner.

<u>Examples:</u>
- Classroom teacher can create workshop model small group instruction with tier II built in. Classroom teachers can manage to provide appropriate work to small groups, while at a later time in the day providing a tier III.
- Tailor specific standards to what a specific group of students needs to improve on-data will provide that, and it can be specific.

# Focus on SEL, RtI and Differentiation during COVID Recovery

Differentiation
-With a focus on using a revised curriculum for each grade level/department, and with the continued implementation of our Data Wise, we can design, and implement workshop model (small group) targeted instruction. (PD on Differentiation) (Summer Work)

-Timely teacher feedback (specific, actionable) has been proven to improve student learning, especially within the realm of providing feedback in writing, and conferencing with students in real time about their writing. For small group reading-conferencing and directed instruction. In mathematics, diagnostic work.

Examples:
- Second grade reading
- 5th grade science
- 7th grade math
- 10 grade ELA
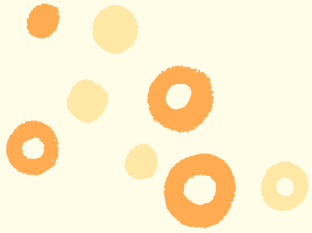
Information on Class Size

Mosteller, F. (1995, Summer/Fall). The Tennessee Study of Class Size in the Early School Grades. The Future of Children: Critical Issues for Children and Youths. Vol. 5, No. 2.,113-127. *(This article review Project STAR)*

-"The idea of an ideal, or optimum, class size is open to questions. This investigation did not provide information about a variety of class sizes. Within the ranges of what is affordable, it is reasonable to suppose that smaller classes are preferable for beginners." (p. 125)

-"The students who were originally in smaller classes continued to perform better than the students from regular-sized classes with or without a teacher's aide." (p. 125)

-"Compelling evidence that smaller classes help, at least in early grades, and that the benefits derived from these smaller classes persist leaves open the possibility that additional or different educational devices could lead to still further gains. For example, applying to small classes the technique of within-class grouping in which the teacher handles each small group separately for short periods could strengthen the education process (essentially a second-order use of small class size). The point is that small classes can be used jointly with other teaching techniques which may add further gains" (p. 125)

Information on Class Size

Woods, D. (2015, September) The Class Size Debate: What the Evidence Means for Education Policy. Policy Matters, Goldman School of Public Policy at UC, Berkeley.
(This article looks at a the Project STAR and smaller studies)

-"The evidence on the relationship between class size and achievement is not conclusive but there is good reason to believe that smaller classes could be beneficial to students in the early years of primary school and especially for minorities and low-achieving students."

Mosteller, F. (2019, August) The Case for Smaller Classes and Evaluating what Works In the Schoolroom.. Harvard Magazine.
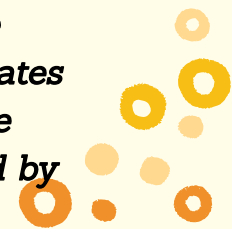*(This article discusses Project STAR and newer practices put in place in TN)*

-"Is reducing class size the best, most cost-effective, reform? The Tennessee study does not prove that. Some experts, such as Robert E. Slavin, co-director of Johns Hopkins University's Center for Research on the Education of Students Placed at Risk, focus on style of teaching and teacher quality as more important. But the valid data needed to assess and compare many alternative strategies simply don't exist".

COVID Data on Teaching and Learning

Covid-19 and Learning Loss-disparities grow and students need help. *McKinsey Company, December 8, 2020 (provided to schools by the Mass DESE)*

- *"Assessment data from this fall, which show that students, on average, started school about three months behind where we would expect them to be in mathematics. Students of color were about three to five months behind in learning; white students were about one to three months behind. The picture for reading is more positive, with students starting school just a month and a half behind historical averages."*

- *"Much damage has already been done, and even the best-case scenarios have students half a grade-level behind in June.   To catch up, many students will need step-up opportunities to accelerate their learning. Now is the time for school systems to prepare post pandemic strategies that help students to meet their full potential."*

- *"The disparities in basic conditions for learning are reflected in the results of formative assessments taken this fall. We analyzed assessment data from the Curriculum Associates i-Ready platform and found that students in their sample learned only 67 percent of the math and 87 percent of the reading that grade-level peers would typically have learned by the fall."*

Teaching and Learning in COVID Recovery

-Utilize potential smaller class size

-Implement instructional strategies that create small group settings

-Professional Development

-Use of assessment data to inform instruction

-Focus on both our Strategic Objectives along with SEL, RtI and Differentiation in response to Teaching and Learning in COVID Recovery.

Thank You