



Teaching and Learning in the Time of COVID: Presentation to the ARISE Board

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ARISE School wide Focus

At ARISE, we will create engaging learning environments that are differentiated to be rigorous for all learners and anchored in social and restorative justice.



Focus: Instruction

In Online Instructional Observations, **80%** of classrooms will be at a 3-4 in the online instructional core indicators:

Teacher differentiates and scaffolds to ensure equitable access to learning targets, activities, and texts for all students, especially English learners and students with IEPs and 504s

Teachers use multiple strategies to keep students engaged throughout an online lesson

Students write every class period and writing task requires them to reflect, think critically, and make meaning of complex texts.

- Consistent PD around differentiating lesson plans, in particular PD for online learning
- All teachers turn in lesson plans; coaches will review and give feedback on lesson plans weekly, with a particular focus on differentiation and writing
- In Departments, teachers engage in reteaching feedback cycles based on PD outcomes
- Instructional leaders conduct monthly Online Instructional Core observation rounds and adjust PD based on data
- Coaches will meet as a team biweekly to consult and support the development of each other's practice
- Instructional leaders conduct monthly Online Instructional Core observation rounds

Focus: Student Learning

Math

60% of students who take the NWEA Map Math Screening 6+ will at least maintain their grade level score while 20% will increase by more than one grade level (or increase by 8 -10 rite points) from Fall to Spring

ARISE will increase math SBAC scores to at least 15% proficient or advanced for the 2020-2021 school year

- Build and maintain a testing scope and sequence that backwards maps testing and reteaching for each math course
- Professional development time and training on reviewing NWEA and testing data
- Professional development time to plan reteaching cycles, including coaching and observations
- Continue school wide focus on differentiating instruction, with an emphasis on differentiated instruction online (Instructional Core Differentiation: Teacher differentiates and scaffolds to ensure equitable access to learning targets, activities, and texts for all students, especially English learners and students with IEPs and 504s)
- Continue and replicate SBAC plan from 1920 emphasizing problem solving and word problems
- Integrate evidence, and analysis components of student math word problems from the writing assessment rubric in 11th grade math classes
- In math classes deemphasize and take time away from collaborative projects and performance assessments to make room for more reteaching cycles
- Targeted differentiated small group instruction determined by teachers on a weekly basis (Guided Group time)



Focus: Student Learning



Writing

All students will demonstrate growth of an average of at least 1/2 level on the [writing assessment rubric](#) on the core writing learning targets (thesis, evidence, analysis, organization) from Fall to Spring.

- Throughout the 2020-2021 school year, Math and Science will use their data analysis tool to emphasize *evidence* and *analysis*
- Integrate the Writing Assessment into the Social Science benchmarks (3x per year)
- Provide PD time to grade, and review data to plan for reteaching
- Social Science Department will focus on writing during Department meeting times
- Targeted differentiated small group instruction determined by teachers on a weekly basis (Guided Group time)



How are we going to get there?

- Team Freire
- [Instructional Coaching](#)
- PD that is responsive to data
- CCARP (Collaborative Community Action Research Project)



How are we going to know if we got there?

- Monthly Instructional Rounds data
- MAP testing 3x per year:
 - Reading 6+
 - Math 6+
- Writing Benchmark Assessments



Impact of COVID and Online Learning

- Prioritizing student and staff wellness
- Less face to face instructional time (90 minutes per week of synchronous learning)
- Data from previous years is less relevant, so baselines are had to figure
- Majority of PD time so far spent on skills, strategies, and tools for online learning

