

# Spotlight: Unfinished and Continued Learning

## Planning for the Recovery of Standards and Content

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As students return to school this fall, whether that is in-person, virtual, a combination of both, or intermittently transitioning back and forth between the two, many will have not mastered all of the standards or content from their previous grade level. Teachers, therefore, will be asked to ensure mastery of both current and previous grade-level standards and are likely to do so in new or reconfigured learning environments.

The **Standards Recovery Planning Template** in NIET's Planning Guide for 2020-21 is intended to support district and school leaders in determining gaps in unfinished learning from the previous year, identifying standards that may not have been taught or that were taught but not mastered, and creating an action plan for how any missed standards or content will be addressed in the 2020-21 school year. The guiding questions and templates below are intended to build on that to support district and school leaders in analyzing current curricular materials or content and identifying how these can be effectively utilized for the 2020-21 school year.

Some districts or schools might find this document helpful in identifying focus areas for core instruction across grade levels and subject areas, developing a comprehensive curriculum implementation plan, developing intervention plans for individual student needs as a part of RTI, or identifying professional learning that might be needed by teachers and leaders to meet the needs of students with unfinished learning in different learning environments.

## Guiding Questions

The guiding questions on the following pages are intended to support district and school leaders in identifying areas of unfinished learning, developing an action plan, and preparing for different learning environments. The guiding questions assume that district and school leaders have already collected and compiled teacher responses to the **Standards Recovery Planning Template** and have reviewed social distancing guidance for the 2020-21 school year. In addition, the guiding questions assume that districts and schools have adopted a high-quality curriculum or have a curriculum and supplements that are aligned to college- and career-readiness standards and provide a scope and sequence, questions, text, materials, and resources that move students' thinking to the highest levels of depth of knowledge.

## STANDARDS, EXPECTATIONS, AND SKILLS: IDENTIFYING AREAS OF UNFINISHED LEARNING

Before creating a plan for how curriculum and instructional decisions may need to be updated to address learning gaps and different learning environment scenarios, it is critical to identify the “what” – the standard(s) and/or content – that will need to be addressed for each grade level and subject area, including unfinished learning from previous grade levels. The **Standards Recovery Summary Template** is designed to be used in connection with the guiding questions and ideas to consider listed below.

Guiding Questions	Ideas to Consider
<p>Using the <b>Standards Recovery Summary Template</b>, identify missed standards and corresponding current standards. Using the missed and corresponding standards, identify mastery expectations and breakdown the skills for standards taught and not mastered in the previous school year as well as standards not taught. Consider:</p> <ol style="list-style-type: none"><li>1. What do we know about the current grade-level standard?</li><li>2. What are the pre-requisite skills and understanding students need to demonstrate mastery of the current grade-level standard?</li><li>3. How is the current grade-level standard similar to and different from the previous grade-level standard?</li><li>4. Will the previous standard stand alone in instruction, or can it be layered in with current grade-level standard?</li></ol>	<ol style="list-style-type: none"><li>1. Develop and create a clear communication plan for how the collaborative work of the standards recovery process will be communicated and supported throughout all levels in the district.</li><li>2. Create opportunities for principals and teacher leaders to engage in collaborative planning in order to effectively adjust and enhance existing curricular resources and instructional pacing.</li><li>3. Integrate the previous grade-level standards into current grade-level content and instruction.</li></ol>

## CURRICULUM AND INSTRUCTION DECISIONS: DEVELOPING AN ACTION PLAN

The guiding questions and ideas to consider in the table below are designed to be used by district and school leaders to develop an action plan for how identified areas of unfinished learning will be addressed in the 2020-21 school year. These questions and ideas focus on curriculum and instructional decisions and are aligned to the **Standards Recovery Summary Template** and **Curricular Resources Planning Template** highlighted in this document.

Guiding Questions	Ideas to Consider
<ol style="list-style-type: none"><li>1. Where are students in their understanding of the pre-requisite skills for the current grade-level standards?</li><li>2. What month, unit/module, and/or lesson will this standard be covered during the current school year?</li><li>3. Do the current curriculum resources already address a review of the previous standard expectations?</li></ol>	<ol style="list-style-type: none"><li>1. Use diagnostic and/or formative data to determine student understanding.</li><li>2. Create a scope and sequence to address unfinished learning (with a focus on mastery of grade-level standards to meet the needs of all students).</li><li>3. Determine how standards were taught in previous grade levels to</li></ol>

Guiding Questions	Ideas to Consider
<ol style="list-style-type: none"> <li>4. How does the current curriculum build to mastery of this standard?</li> <li>5. What adjustments might need to be made to the current lesson/unit pacing in order to address identified skill breakdowns?</li> <li>6. What additional aligned resources may need to be utilized in order to supplement breakdown in skill understanding?</li> <li>7. How will on-going assessments be used to monitor the impact of the decisions made around supporting unfinished learning while maintaining alignment to core instruction?</li> <li>8. How will we monitor progress to ensure student mastery over the course of the school year?</li> <li>9. Which instructional practices (teaching standards) will support strong implementation of teaching and learning in the fall and spring?</li> </ol>	<p>ensure instructional coherence across grade-level content.</p> <ol style="list-style-type: none"> <li>4. Identify components of the prior year’s curricular resources that can be transferred directly or updated to coherently integrate the missed standard(s) into the current grade-level curriculum.</li> <li>5. Identify and utilize lesson and remedial content from the previous grade levels to enhance current grade-level curriculum content.</li> <li>6. Check that previous grade level content is aligned to current grade-level standards and content.</li> <li>7. Provide guidance for scaffolds and supports for meeting students’ learning needs throughout the school year.</li> <li>8. Consider alignment of student grouping arrangements to maximize student understanding of standards.</li> <li>9. Develop an assessment plan to ensure student mastery of unfinished learning and current grade-level standards.</li> <li>10. Use existing teacher leaders and teacher leader support structures (i.e., clusters, PLC) to support the standards recovery process.</li> </ol>

## CURRICULAR RESOURCES: PREPARING FOR DIFFERENT LEARNING ENVIRONMENTS

How will curricular materials or specific content be adapted under each of the four scenarios outlined in NIET’s Planning Guide for 2020-21? The guiding questions and ideas to consider highlighted in the table are intended to support district and school leaders in preparing curricular resources under each of the four scenarios and is aligned to the **Curricular Resources Planning Template**.

Guiding Questions	Ideas to Consider
<i>Scenario 1 - All Students in Physical Buildings</i>	
<ol style="list-style-type: none"> <li>1. What updates or supplements to curricular materials will need to be created and/or implemented to facilitate learning in light of social distancing guidelines?</li> <li>2. What updates or supplements to curricular materials will need to be created and implemented due to alternative scheduling options (e.g., AM/PM students, A/B days, A/B weeks, etc.)?</li> <li>3. How will the unit scope and sequence be adjusted to account for in-person versus independent learning and work assignments?</li> <li>4. How and when will students be assessed to measure their progress toward mastery of standards at the beginning and</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify protocols for facilitating small group activities in which students are traditionally working together in close proximity.</li> <li>2. Invest in additional materials that are commonly used in classroom activities so that students do not need to share materials.</li> <li>3. Review and propose alternative activities for activities in the curriculum that would be challenging to facilitate while maintain social distancing recommendations.</li> <li>4. Identify a process for translating current curricular materials to be used under alternative scheduling options (i.e., adjustments</li> </ol>

Guiding Questions	Ideas to Consider
<i>Scenario 1 – All Students in Physical Buildings</i>	
<p>throughout the school year?</p> <p>5. What guidance would need to be provided to instructional staff on how to use the updated materials?</p>	<p>to the unit scope and sequence to account for in-person versus independent learning and work assignments). The process should include identifying who will be responsible for translating materials (i.e., central office and support staff vs. individual teachers), guiding principles for updating materials, and guidance for implementing updated materials.</p> <p>5. Provide clear expectations to teachers regarding new protocols for selecting and facilitating learning activities in the classroom.</p> <p>6. Identify, update (as needed), and implement regular progress monitoring for students to assess progress toward mastery of standards and address any significant deviations.</p> <p>7. Create opportunities for principals and teacher leaders to engage in collaborative planning in order to effectively adjust and enhance existing curricular resources and instructional pacing.</p> <p>8. Invite principals, teacher leaders, and teachers to be engaged in identifying needs and planning and creating updates and supplements to existing curricular materials.</p> <p>9. Create feedback loops in which teachers can provide feedback on what is working in their classrooms and where they are facing challenges in using the existing curriculum.</p>
<i>Scenario 2 – Some Students in Physical Buildings with Some Virtual</i>	
<p>1. All guiding questions under Scenario 1 and Scenario 3.</p> <p>2. What updates or supplements will need to be created and implemented to ensure that students engaged in learning through in-person and virtual environments are having equitable learning experiences and can easily transition from one modality to another (e.g., due to students transitioning from in-person to quarantine and back to in-person, due to additional students transitioning to virtual as a result of higher community spread, etc.)?</p>	<p>1. All ideas under Scenario 1 and Scenario 3.</p> <p>2. Identify procedures for checking in with teachers and students engaging in in-person and virtual learning to ensure similar pacing between the two learning environments.</p> <p>3. Identify and implement regular progress monitoring that is the same or similar for students in both learning environments to assess progress toward mastery of standards and address any significant deviations.</p> <p>4. Identify staff members who are responsible for planning, delivery, and measurement of the learning for virtual and in-person students.</p>

Guiding Questions	Ideas to Consider
<i>Scenario 3 - All Students Virtual</i>	
<ol style="list-style-type: none"> <li>1. What updates or supplements to curricular materials will need to be created and implemented to translate materials to the virtual learning environment in addition to adjustments needed to address learning gaps?</li> <li>2. How will students be held accountable for completing the work?</li> <li>3. How and when will students be assessed to measure their progress toward mastery of standards at the beginning and throughout the school year?</li> <li>4. How will students receive feedback throughout their learning?</li> <li>5. What guidance would need to be provided to instructional staff on how to use the updated materials?</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify a process for translating current curricular materials to be used in the virtual environment. The process should include identifying who will be responsible for translating materials (i.e., central office and support staff vs. individual teachers), guiding principles for adapting materials, and guidance for implementing adapted materials.</li> <li>2. Review and reimagine in-person activities in the curriculum for the virtual learning environment while preserving active student participation, engagement, and feedback. Consider providing guidance on facilitating activities virtually.</li> <li>3. Identify expectations for the amount of schooling students will be expected to engage with daily and what percentage of that schooling will be synchronous vs. asynchronous.</li> <li>4. Identify staff members who are responsible for planning, delivery, and measurement of the learning for virtual students.</li> <li>5. Identify recommended practices and protocols for facilitating teacher-student and student-student learning and interactions.</li> <li>6. Identify and implement regular progress monitoring for students in virtual learning environments to assess progress toward mastery of standards and address any significant deviations.</li> <li>7. Invite principals, teacher leaders, teachers, and virtual learning experts to be engaged in identifying needs and planning and creating updates and supplements to existing curricular materials.</li> <li>8. Create feedback loops in which teachers can provide feedback on what is working and where they are facing challenges in using the existing curriculum.</li> </ol>
<i>Scenario 4 - Intermittent Virtual</i>	
<ol style="list-style-type: none"> <li>1. All guiding questions under Scenario 1, Scenario 2, and Scenario 3.</li> <li>2. What updates or supplements to curricular materials will need to be made to ease transitions between virtual and in-person learning?</li> </ol>	<ol style="list-style-type: none"> <li>1. All ideas under Scenario 1, Scenario 2, and Scenario 3.</li> <li>2. Ensure that materials used in in-person and virtual learning are aligned to allow for easy shifts between the two environments.</li> <li>3. Identify clear expectations and procedures for instructional staff to transition materials and learning between different scenarios.</li> <li>4. Identify opportunities for students and instructional staff to engage and familiarize themselves with virtual learning platforms during in-person instruction to ease transition to virtual learning,</li> </ol>

# Standards Recovery Planning Example

## With Curriculum Considerations

TEACHER:		CONTENT:			CURRENT GRADE:				
Missed Standard	Current Standard	Mastery Expectations & Skill Breakdown *Standards taught & not mastered	Mastery Expectations & Skill Breakdown **Standards not taught	Stand Alone or Layered In	Timeline for Teaching	Action Plan	Rubric Focus	Existing Curricular Materials	Plan for Curricular Materials
<i>What previous standard was missed or partially covered?</i>	<i>What is the aligned standard at the current grade level?</i>	<i>What is the mastery expectation? Skills required to master the partially covered standard?</i>	<i>What is the mastery expectation? Skills required to master the standard?</i>	<i>Will the standard stand alone in instruction, or can it be layered in with current grade-level standard?</i>	<i>What month, unit/module, and/or lessons will this standard be covered?</i>	<i>What remediation resources and tools will be used? (e.g., mini-lesson, interventions, RTI, core, flex-day, after school)</i>	<i>What rubric indicators closely align? What will be the focus indicators during this cycle?</i>	<i>How is the missed standard addressed in existing curricular materials?</i>	<i>How will existing curricular materials be transferred, updated, or supplemented to integrate the missed standard?</i>
4.NBT.A.3 Round multi-digit whole numbers to any place (up to and including the hundred-thousand place) using understanding of place value.	5.NBT.A.4 Round decimals to the nearest hundredth, tenth, or whole number using understanding of place value.		Round from ones to hundred thousand place with multi digit Understanding of place value  Introduce rounding using decimals Tenth Hundredth	Layered	Place Value Unit (October)	CORE, RTI	Standards & Objectives  Instructional Plans  Assessments	Content is part of the review and spiraling in first unit of 5th grade curriculum	Add content from last 4th grade unit to supplement directed practice in first unit of 5th grade curriculum

# Standards Recovery Planning Template

## With Curriculum Considerations

TEACHER:		CONTENT:				CURRENT GRADE:			
Missed Standard	Current Standard	Mastery Expectations & Skill Breakdown *Standards taught & not mastered	Mastery Expectations & Skill Breakdown **Standards not taught	Stand Alone or Layered In	Timeline for Teaching	Action Plan	Rubric Focus	Existing Curricular Materials	Plan for Curricular Materials
<i>What previous standard was missed or partially covered?</i>	<i>What is the aligned standard at the current grade level?</i>	<i>What is the mastery expectation? Skills required to master the partially covered standard?</i>	<i>What is the mastery expectation? Skills required to master the standard?</i>	<i>Will the standard stand alone in instruction, or can it be layered in with current grade-level standard?</i>	<i>What month, unit/module, and/or lessons will this standard be covered?</i>	<i>What remediation resources and tools will be used? (e.g., mini-lesson, interventions, RTI, core, flex-day, after school)</i>	<i>What rubric indicators closely align? What will be the focus indicators during this cycle?</i>	<i>How is the missed standard addressed in existing curricular materials?</i>	<i>How will existing curricular materials be transferred, updated, or supplemented to integrate the missed standard?</i>

# Curricular Resources Planning Template

SUBJECT:		GRADE:	
<b>Integrating Standards from Prior Grade Level</b> (from Standards Recovery Summary Template with Curriculum Considerations)			
Standard	Plan for Curricular Materials		
<i>[Missed standard to be integrated in the grade level]</i>	<i>[Plan for transferring, updating, or supplementing curricular materials to integrate the missed standard]</i>		
<b>Preparing for Different Learning Environments</b>			
Scenario 1 - All Students in Physical Buildings	Scenario 2 - Some Students in Physical Buildings with Some Virtual	Scenario 3 - All Students Virtual	Scenario 4 - Intermittent Virtual
<i>[Curricular Update #1 Related to Scenario 1]</i>	<i>[Curricular Update #1 Related to Scenario 2]</i>	<i>[Curricular Update #1 Related to Scenario 3]</i>	<i>[Curricular Update #1 Related to Scenario 4]</i>
<i>[Curricular Update #2 Related to Scenario 1]</i>	<i>[Curricular Update #2 Related to Scenario 2]</i>	<i>[Curricular Update #2 Related to Scenario 3]</i>	<i>[Curricular Update #2 Related to Scenario 4]</i>