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**COLORADO**  
Department of Education

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## Conditions for Learning

# *Individualizing Responses for Students Needs*

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# Facilitators Today

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## Unfinished Learning & Unfinished Teaching



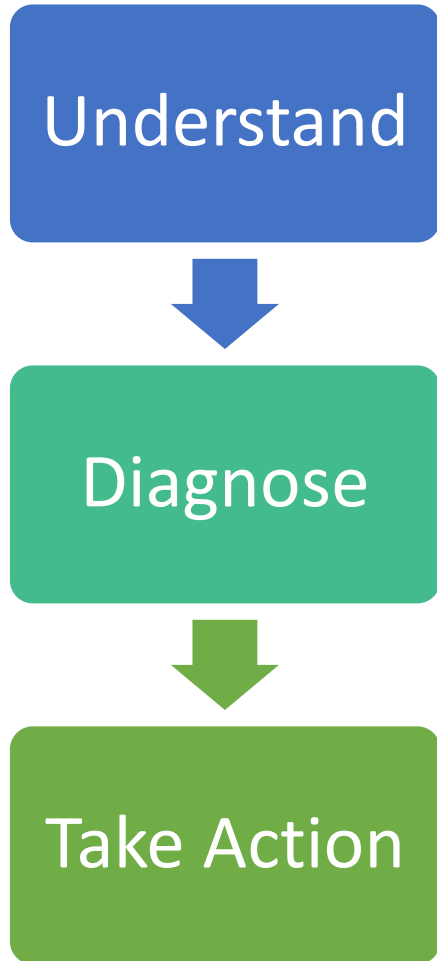
- Student learning is a shared responsibility across the school and district.
- System-level changes that empower adults to support **all** students in reaching grade-level standards is important.
- Supporting teachers with quality instructional materials is key to addressing student learning.

# Identifying Unfinished Learning

- Start with what you have
- Gather perception data
- Analyze coherence connections
- Leverage standards-based grading techniques for a broader purpose
- Leverage released CMAS items
- Leverage READ Act assessments for more diagnostic information
- Focus on formative assessment



# Approaches to Address Unfinished Learning



## Considerations:

- Use data from unfinished learning to edit timing and sequence
- Accelerate instead of remediate
- Extend the school day to accommodate intensive support for small group instruction
- Consider transdisciplinary approaches to learning
- Focus on engagement

# Diverse Learning Settings



- **In-person learning:** Face to face instruction within a brick and mortar structure.
- **Hybrid/Blended learning:** A combination of in-person learning and remote learning.
- **Online only learning:** Online learning in Colorado refers to schools that are providing online course offerings on a full or part-time basis. Students who engage in online learning in this context are enrolled in an approved school or program or may be taking an online course to supplement.
- **Remote Learning:** Education that occurs away from a school building in response to emergency situations such as COVID-19 or natural disaster. Remote learning seeks to offer continuous educational opportunities that may or may not build upon previously taught content. Remote learning is both a temporary and longer-term option. Remote learning may include digital resources and/or hard copy resources and may include synchronous or asynchronous instruction and/or self-paced independent study work.

# High Impact Instruction During Hybrid or Remote Learning

## Learning experiences should look less like...

- An attempt to recreate school at home during learning
- Teacher-centered instruction
- Assignments to “get through” content

## Learning experiences should look more like...

- Flexible goals and structures for learning extended time
- Purposeful teacher-student interactions
- Assignments that promote authentic learning





# Considerations for Resources to Support Diverse Learning Settings

Consider how the materials/tools or instructional strategies you leverage:

- Support **flexible scheduling and limited technology access when shifting to hybrid/blended or remote** learning settings.
- Engage students in **meaningful** explorations, investigations, inquiries, analysis, and/or sense-making.
- When in remote or hybrid settings, encourage students to engage in **activities that already happen in their homes with materials that families already have.**
- Help students make **explicit connections to their interests and identities.**





# Considerations for Resources to Support Diverse Learning Settings (cont')

- **Invite family members to be a partner** in students' learning.
- Provide students with **choices for how they engage, what they investigate/research, or how they demonstrate learning.**
- Support students in **self-reflection** related to content and process to support their learning.
- **Exercise sensitivity** when referencing the current pandemic as a topic for instruction.
- Encourage, support, and facilitate **first-language family participation** in the learning across multiple settings.



# Attending to Equity Across Learning Settings

- Ensure that learning recommendations are not limited by access to technology.
- Ensure educators have standards-aligned materials that offer focused, coherent, rigorous content that adheres to the practices and essential skills within the Colorado academic standards.
- Students in poverty and students in special populations may be especially vulnerable during this time.
- Learning recommendations should leverage student interest, identity, and agency.
- Student home languages should be valued as an asset to learning.



# Resources



[COVID-19 Resources for Schools](#)

[2020/2021 Toolkit for Schools](#)

[High Impact Instruction in the Time of COVID-19](#)

[Colorado Essential Skills](#)

[Dropout Prevention Framework](#)

