



Continuing Instruction in the Face of Disruption

Recommendations for serving students and teachers
in remote learning and beyond

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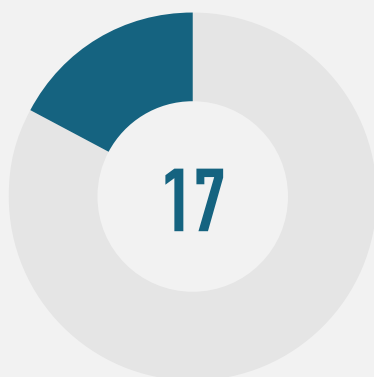
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Current Challenge and Meeting Students' Needs

As COVID-19 shut down physical schools for the spring of 2020, school closures prompted leaders and the community at large to work through a type of Maslow's Hierarchy of Needs for students. The first focus was on basic needs: Do students have a safe place to be during the day and do they have access to meals? Communities came together to support schools and families with these basic needs. Educators rallied to scale up models of remote learning to keep students engaged and mitigate learning loss as best they could.



17% of teens don't have reliable internet access

At first parents, teachers, and students expected closures to last for a couple of weeks; schools shifted their calendars around for an early spring break. Then, one by one, states began announcing that schools would be closed for the rest of the school year. As education leaders began to focus on how they would



transition students to remote learning, districts scrambled to find out how many of their students had reliable connectivity at home. **SETDA found that 17% of teens don't have reliable internet access**, which meant there needed to be alternatives to strictly online learning. What about devices? Was a phone or tablet enough? How many siblings in the house needed to share these devices? What about parents who were now working from home? No doubt this pandemic shined a light on inequities educators have known about for years.

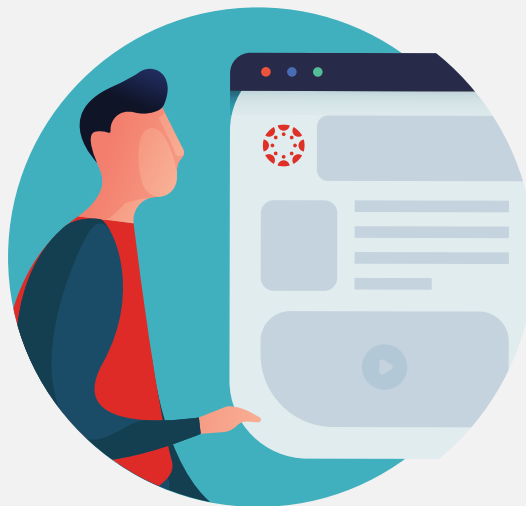
Meanwhile, everyone sought resources to keep kids' minds engaged. Sample agendas began popping up to help families structure a student's day at home. Educators began looking at the tools on hand to determine if they had what they needed to develop and deliver content to students. Many schools began using video-conferencing tools to meet with students in groups. Some K-12 schools were even more prepared with access to learning management systems to frame their classes.

Education policymakers are still untangling important issues that impact students. How do schools determine who graduates? Who gets promoted to the next grade level? Will remote learning assignments be pass/fail or have actual grades? What happens in lieu of end-of-year assessments? What would happen if a state didn't have a seat-time waiver? What about teacher evaluations? School grades and ratings?

There are a few knowns and several unknowns as we continue educating through this pandemic. We know that summer learning loss is already a challenge. **The Brookings Institution** found students' achievement scores declined over summer vacation by one month's worth of school-year learning. Additionally, income-based studies show middle class learners experience less summer learning loss than lower income students. With growing uncertainty around when students will return to the physical classroom, teachers and families are doing the best they can to adapt in this challenging time. However, what we do know is that even once school returns to a face-to-face setting, it cannot return to business as usual.

Opportunity to Rethink School

When students return to school this fall, whether that is in brick-and-mortar classrooms or online, the first challenge for teachers is determining how much students actually learned and retained from the previous year. There will be no end-of-year test scores, and 25% of the previous year's content was delivered via remote learning. Many students without devices and connectivity received learning packets,



but no regular instruction from a teacher. Teachers face the nearly impossible challenge of covering 125% of the year's learning in the 2020-21 school year. And there is no doubt that students will have a wide range of learning gaps for all content areas.

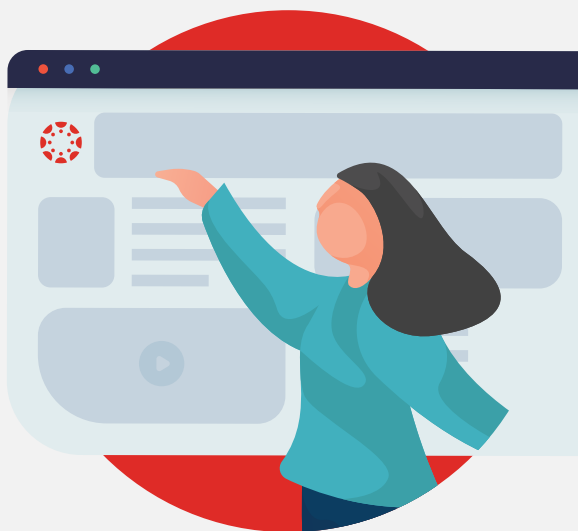
For leaders and policy makers, this is your opportunity to rethink school, investing in initiatives that will move students forward.

ASSESSMENT IS MORE IMPORTANT THAN EVER

Schools need to have an assessment platform that can deliver frequent formative assessments that allow teachers to conduct ongoing check-ins on student learning and then USE the data to inform instruction. This contrast of regularly assessing students for learning as opposed to a one-off assessment of learning is key to driving equitable student outcomes as shown by the research of Stiggins, "When consistently carried out as a matter of routine within and

across classrooms, this set of practices [assessment for learning] has been linked to achievement gains of one-half to two standard deviations on high-stakes tests, and the largest gains made are by low achievers.” By shifting focus from high-stakes testing to formative, through-course assessments, students will have more opportunities to demonstrate what they know and educators will have the flexibility to meet individual student needs.

When schools provide a consistent, familiar “digital classroom” that is accessible whenever, wherever students are ready to learn, they are better equipped to maintain instructional continuity and deliver an equitable, viable curriculum.



INTEGRATED TECHNOLOGY IS NO LONGER A NICE-TO-HAVE

When schools provide a consistent, familiar “digital classroom” that is accessible whenever, wherever students are ready to learn, they are better equipped to maintain instructional continuity and deliver an equitable, viable curriculum. Formerly thought of as optional, technology can and should set the framework for teachers to build curriculum upon.

MOVE TO MASTERY-BASED, PERSONAL LEARNING

Students will not be at the same starting point in the fall. A shift towards mastery learning allows students to move forward once they have demonstrated mastery of the content rather than when the end of the unit happens, fostering a personalized learning experience. In turn, students who have not yet mastered standards can be targeted for interventions. Using formative assessment data, teachers can make a learning pathway for each student and allow them to move at their own pace.

ONGOING PROFESSIONAL DEVELOPMENT IS CRITICAL

Teachers must be supported as they transition to the new normal of education. Now is the time to invest in them as professionals. Learning agencies should have a way to scale guaranteed, professional development content, promoting collective efficacy and, in turn, accelerating student achievement. **Research by John Hattie** shows collective teacher efficacy to have an effect size of 1.57 on learning and achievement, larger than any other variable.

What Is Needed

In order to reduce the disruption to learning, every school must have a well-established and tested instructional continuity plan that couples a strong pedagogical framework with integrated technology. Implementing a uniform culture around instruction promotes much needed consistency, improved communication, and guaranteed, viable curriculum—all of which support equity for all learners. When adopted properly, this framework will extend outside of the classroom and facilitate a smoother transition to remote learning.

Providing the right technologies and proper training of the tools will address the stresses and challenges of all stakeholders, including teachers, students, and parents. These stresses have been amplified when schools were forced to unexpectedly transition to a remote learning environment. Students and families are struggling with many of the fundamental questions: What do students need to do? When is work due? How did they do? How do they get additional support or resources?

As state leaders consider how to invest CARES Act funds, they will surely invest in student devices and improved internet access—but it is essential that teachers have access to systems that support learning on those devices. States often do not facilitate purchases for districts, but the CARES Act provides an opportunity to provide a consistent, collaborative, cost-effective platform across the state by investing in three primary systems: a learning management system, an assessment management system, and professional development platform.

KEY RECOMMENDATIONS FOR STATE LEADERS

1. Ensure that every Local Education Agency in your state has access to a fully functional **Learning Management System** that includes the ability to provide equitable access to quality content and

Providing the right technologies and proper training of the tools will address the stresses and challenges of all stakeholders, including teachers, students, and parents.



instruction, flexibility to allow students to progress via time or mastery, and an open platform to integrate with student information systems and other learning tools.

An LMS provides the needed digital foundation for learning, whether students are in face-to-face, blended, or remote environments. An LMS also streamlines teacher-student communication and provides a platform to create a digital classroom, integrating everything a teacher would need for sharing content, creating assignments and tracking student progress. It also helps parents stay informed. Investing in an LMS and promoting consistent usage now ensures a smoother transition for teachers and students when the unexpected occurs.

2. Ensure that every Local Education Agency in your state has access to a fully functional **Assessment Management System** that can deliver frequent formative assessments that allow teachers to conduct ongoing check-ins on student learning and then give teachers actionable insights into what students know and don't know relative to the standards. An AMS should provide learning agencies with tools designed specifically to help educators identify student levels of understanding relative to standards, target students for intervention, and provide teachers and administrators with the data they need to adjust

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teaching and learning for each student. Each feature helps educators use data, from the individual student to the district level.

3. Ensure that every educator in your state has access to a **Professional Development Platform** that allows educators to enroll in courses, collaborate with other educators, receive peer and coaching feedback, demonstrate mastery of learning, and maintain a portfolio of achievements.

The single most important in-school factor affecting a student's success is having a quality teacher. To develop and retain great teachers, learning agencies must deliver equitable access to meaningful professional learning and support that will help them grow in their craft.

To develop and retain great teachers, learning agencies must deliver equitable access to meaningful professional learning.

THE CANVAS LEARNING MANAGEMENT PLATFORM

The Canvas Learning Management Platform is a set of teaching and learning tools designed to deliver the digital online learning foundation for schools of all sizes. Administrators and educators can easily integrate the systems and apps they need to support students in the classroom or fully online. The Canvas Platform includes tools to support learning management (Canvas LMS), assessment management (MasteryConnect), video creation and curation (Canvas Studio), course catalog (Canvas Catalog), student success and portfolio tools (Portfolium), and more. Designed from the start to be open and easy to use, Canvas has become the world’s #1 LMS by creating strong connections between educators and learners.

Canvas LMS is a fully SaaS learning environment that streamlines interaction and builds strong relationships between teachers and students, whether in the physical, blended, or fully online classroom. Canvas is used statewide in Utah, North Carolina, and Wyoming for students. Additionally, Texas has recently adopted Canvas statewide as a professional development platform for all teachers.

MasteryConnect provides learning agencies with tools designed specifically to help educators identify

student levels of understanding relative to standards, target students for intervention, and provide teachers and administrators with the data they need to adjust teaching and learning for each student. Each feature helps educators use data, from the individual student to the district level with tools for formative assessment, benchmark assessment, curriculum planning, and teacher collaboration.

| Students | 6.MP.A.1 | 6.MP.A.2 | 6.MP.A.3 | 6.NF.A.1 | 6.NF.A.2 | 6.NF.A.3 | 6.NF.B.1 | 6.NF.B.2 | 6.NF.B.3 | 6.NF.B.4 |
|--------------------|--------------|--------------|--------------|--------------|--------------|--------------|------------|------------|------------|--------------|
| Brewer, Hilda | REMEDATION | REMEDATION | NEAR MASTERY | MASTERY | NEAR MASTERY | NEAR MASTERY | MASTERY | MASTERY | MASTERY | MASTERY |
| Cannon, Carrie | NEAR MASTERY | MASTERY | MASTERY | NEAR MASTERY | NEAR MASTERY | MASTERY | MASTERY | MASTERY | MASTERY | MASTERY |
| Cheng, Candice | NEAR MASTERY | MASTERY | MASTERY | MASTERY | MASTERY | MASTERY | MASTERY | MASTERY | MASTERY | MASTERY |
| Conger, Daryl | REMEDATION | REMEDATION | REMEDATION | REMEDATION | REMEDATION | REMEDATION | REMEDATION | REMEDATION | REMEDATION | REMEDATION |
| Cornier, Barbara | MASTERY | MASTERY | NEAR MASTERY | MASTERY | MASTERY | MASTERY | MASTERY | MASTERY | MASTERY | NEAR MASTERY |
| Falk, Iola | NEAR MASTERY | NEAR MASTERY | MASTERY | NEAR MASTERY | NEAR MASTERY | NEAR MASTERY | MASTERY | MASTERY | MASTERY | MASTERY |
| Gann, Mary | REMEDATION | MASTERY | NEAR MASTERY | MASTERY | NEAR MASTERY | REMEDATION | MASTERY | MASTERY | MASTERY | MASTERY |
| Gillis, Nanci | NEAR MASTERY | MASTERY | MASTERY | NEAR MASTERY | REMEDATION | NEAR MASTERY | MASTERY | MASTERY | MASTERY | MASTERY |
| Grosz, Rufina | NEAR MASTERY | REMEDATION | NEAR MASTERY | MASTERY | MASTERY | NEAR MASTERY | MASTERY | MASTERY | MASTERY | MASTERY |
| Grosholz, Leslie | MASTERY | REMEDATION | MASTERY | MASTERY | NEAR MASTERY | REMEDATION | MASTERY | MASTERY | MASTERY | MASTERY |
| Hue, Bernice | NEAR MASTERY | NEAR MASTERY | NEAR MASTERY | MASTERY | REMEDATION | REMEDATION | MASTERY | MASTERY | MASTERY | REMEDATION |
| Kanis, Yasuko | NEAR MASTERY | REMEDATION | REMEDATION | MASTERY | NEAR MASTERY | REMEDATION | MASTERY | MASTERY | MASTERY | MASTERY |
| Jensen, Guadalupe | MASTERY | MASTERY | MASTERY | MASTERY | NEAR MASTERY | NEAR MASTERY | MASTERY | MASTERY | MASTERY | MASTERY |
| Johnson, Jan | NEAR MASTERY | NEAR MASTERY | MASTERY | MASTERY | NEAR MASTERY | REMEDATION | MASTERY | MASTERY | MASTERY | MASTERY |
| Lindberg, Charlene | NEAR MASTERY | NEAR MASTERY | MASTERY | MASTERY | NEAR MASTERY | REMEDATION | MASTERY | MASTERY | MASTERY | MASTERY |

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Why Canvas



COLLABORATIVE

Canvas makes it easy to turn one classroom, school, or district's successful strategy into statewide results that benefit everyone: administrators, teachers, parents and, most importantly, students. By connecting people to the capacity they have in one another, Canvas solutions enable educators to collaborate within and across institutions to build, share, and curate curriculum.



OPEN, INTEGRATED & ACCESSIBLE

Districts who use Canvas will have access to literally thousands of tools via Canvas' open integrations. As an open platform, Canvas adapts to the evolving requirements of the unique teaching and learning experiences that are possible with an evolving technology. Canvas integrates with Google Apps for Education and Microsoft tools like Office 365, OneNote, and Immersive Reader. Canvas also offers video conferencing and integrations with Google Hangouts Meet, Microsoft Teams Meetings and Zoom. Additionally, Canvas is web-based and is accessible anytime, anywhere with an internet connection and a supported web browser. The platform encourages best practices in accessibility, supports a range of assistive devices, and enables universal design for learning in an online environment.



RELIABLE & SECURE

The Canvas Platform is hosted on Amazon Web Services' state-of-the-art architecture. Amazon cloud infrastructure provides a highly available, scalable, and reliable platform that cannot be equaled by institution-hosted or on-site vendor-hosted systems. Our solutions all guarantee 99.9% uptime.

The Canvas Learning Management Platform includes a full suite of products designed to promote increased student achievement and more impactful professional development. To learn about K-12 solutions for states and districts, visit:

[INSTRUCTURE.COM/CANVAS/CARES](https://instructure.com/canvas/cares)

Resources

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