

Source:  
"Just-In-Time'  
Supports In Math"  
by Julie Kennedy

# Just-In-Time Supports In Math



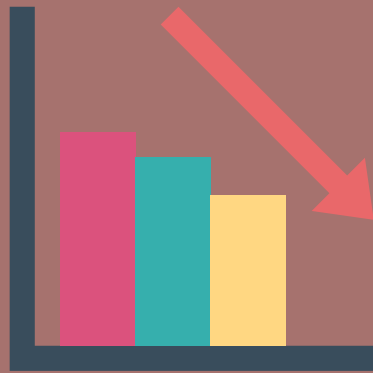
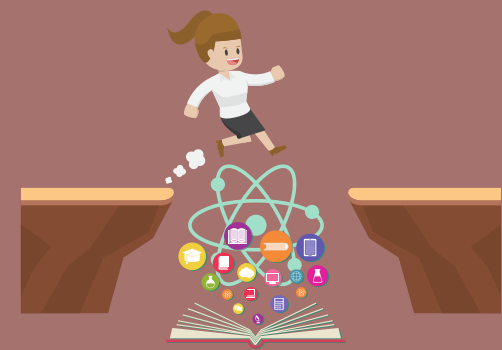
HERE'S HOW EDUCATORS CAN PROVIDE THE PROPER JUST-IN-TIME SUPPORT FOR STUDENTS AS THEY RETURN TO IN-PERSON LEARNING.



**“ Students in all grades are stepping into the upcoming school year with some gaps in what they’ve been taught and what they’ve mastered given the disruption of the pandemic. ”**



# THE PANDEMIC HAS NEGATIVELY IMPACTED STUDENT'S MATHEMATICAL GROWTH...



**FURTHER EXACERBATING AN ALREADY DEEP GAP IN LEARNING THAT DISPROPORTIONATELY IMPACTS BIPOC AND MLL STUDENTS**

Math scores from fall 2019 to 2020 dropped 5 to 10 percentile points with Black and Latinx students in higher elementary grades seeing the worst learning loss.

Stress and trauma from crisis weigh on students academically and mentally for months and sometimes years.

Students are losing more math than reading learning. Studies show students scored two or more grade levels behind in math by 5 to 9 more percentage points.

**BUT AS EDUCATORS, WE CAN TAKE ACTION TO PROVIDE OPPORTUNITY AND CLOSE GAPS.**

# How To Approach Math Instruction Post Pandemic?



**Educators:**  
Help students reach the next grade level by focusing on what's important and resist over-remediation.

Depth  
over  
breadth

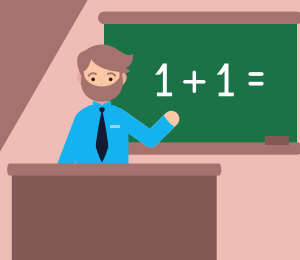


**Use assessments to guide student learning and identify gaps.**

Use assessments to unlock grade-level content

Link tests to curriculum

Prioritize grade-level learning



# Rethinking the Role of Assessments



Too often, Educators rely on assessments:

with the intention of remediating for all prior unlearned content,

to use solely as a "score" or "report,"

to adjust a coherent store and sequence that otherwise connected to grade-level standards, or

to generate a list of "what students don't know".



Educators must strengthen practices for how they use assessment data.

Assessments should be used to guide student learning and provide supports.

CHECK OUT 3 KEYS FOR STRENGTHENING YOUR MATH DATA PRACTICES

# 3 Keys to Success:



## **Focus On Prioritized Content:**

**Layout critical skills and concepts students need to grasp to better prepare for extra support days.**



## **Create Flexible Unit Plans:**

**Learn to balance prioritized content and make space for just-in-time support.**



## **Utilize Short Unit Pre-tests:**

**Collect data on knowledge levels during each unit to help plan for support days.**

# Highest Leverage Way To Address Content Gaps



## FOCUS ON PRIORITIZED, GRADE LEVEL CONTENT

As educators, we often stress about the responsibilities we have to ensure that our students "get it all," but in doing that, we lack focus – and often rely on a deficit model of teaching instead of taking a strengths-based approach.

Educators, when planning remediation, we urge you to think:

"What if you could only teach 5 concepts – but you could teach them really well?"

# FLI Can Help!



The concern of learning loss and gaps in learning due to the pandemic is widespread amongst educators. Help your students be successful this upcoming school year by implementing a curriculum that is support based.

**Many teachers, particularly in elementary school, report lacking deep content knowledge around how kids learn math!**

FLI has partnered with Dr. Stephanie Smith and Dr. Debra Fuentes, known nationally for their research implementation of COGNITIVELY GUIDED INSTRUCTION to provide robust mathematics professional development, curriculum and coaching to PK-5th grade schools. JOIN US!

**Contact: [info@futureleadersincubator.org](mailto:info@futureleadersincubator.org)**