

Learning Loss: Technological Strategies for Accelerating Growth in Reading and Writing

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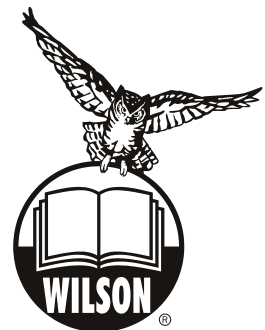
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➤ PART I

Let's Get the Lay of the Land

https://tomorrow.org/publications/2022FETC-ResearchFindings_Pres.html

ISTE's Video:

- <https://edtechmagazine.com/k12/media/video/istelive-21-post-pandemic-lessons-future-k-12-education>

Put Your Own Notes Here:

Let's Fly:

- <https://www.the74million.org/article/steiner-wilson-case-study-some-tough-questions-and-some-answers-about-fighting-covid-slide-while-accelerating-student-learning/>
- https://www.edweek.org/leadership/helping-students-bounce-back-from-a-disrupted-year-strategies-for-schools/2021/05?utm_source=nl&utm_medium=eml&utm_campaign=eu&M=60321822&U=2607069&UUID=a737a28fd3d79f724407d21cf8de54b2

The Statistics:

- <https://www.chalkbeat.org/2021/7/28/22596904/pandemic-covid-school-learning-loss-nwea-mckinsey>
- https://www.rand.org/pubs/research_reports/RRA168-6.html
- <https://openknowledge.worldbank.org/bitstream/handle/10986/33696/148198.df?sequence=4>
- <https://www.mckinsey.com/industries/education/our-insights/covid-19-and-education-the-lingering-effects-of-unfinished-learning>

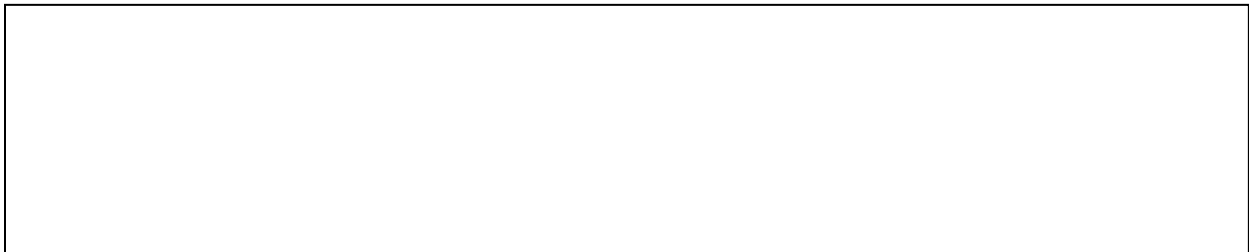
“Opportunity gaps have existed in our school systems for a long time. As schools build back from the pandemic, districts are also recommitting to providing an excellent education to every child. A potential starting point could be redoubling efforts to provide engaging, high-quality grade-level curriculum and instruction delivered by diverse and effective educators in every classroom, supported by effective assessments to inform instruction and support.

Beyond these foundational elements, districts may consider reimagining other aspects of the system. Parents may also be open to nontraditional models. Thirty-three percent of parents said that even when the pandemic is over, the ideal fit for their child would be something other than five days a week in a traditional brick-and-mortar school. Parents are considering hybrid models, remote learning, homeschooling, or learning hubs over the long term. Even if learning resumes mostly in the building, parents are open to the use of new technology to support teaching.”



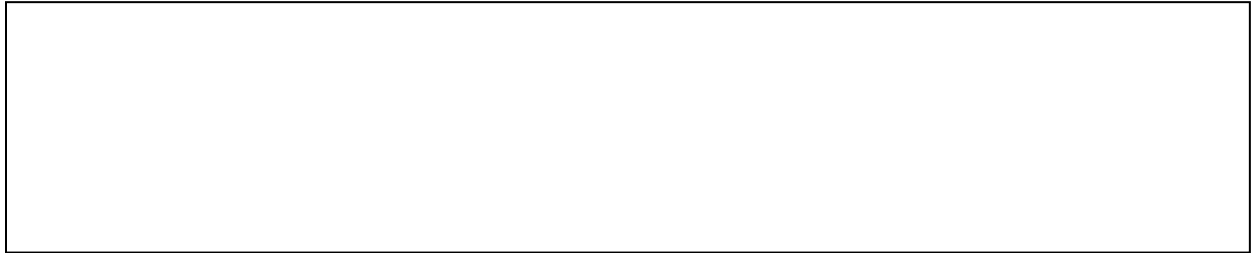
Renaissance Report:

- <https://renaissance.widen.net/s/kxftlnhlr/r63609>



So, What Do We Do?

- <https://www.edweek.org/teaching-learning/whats-the-best-way-to-address-unfinished-learning-its-not-remediation-study-says/2021/05>
- <https://www.brookings.edu/blog/brown-center-chalkboard/2022/03/03/the-pandemic-has-had-devastating-impacts-on-learning-what-will-it-take-to-help-students-catch-up/>
- <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>



Relationships:

- <https://developingchild.harvard.edu/resources/building-responsive-relationships-remotely/>

From the Wheelock School of Education at Boston University webinar:

“A student’s mindset is the greatest predictor of student success”: quote from Bethany Allen from BPS.

Susanna Loeb from Brown says, “Engage the families: make the parents partners. Ask what they need in a variety of forums. Have an ‘equity’ focus.”

- https://www.edweek.org/leadership/helping-students-bounce-back-from-a-disrupted-year-strategies-for-schools/2021/05?utm_source=nl&utm_medium=eml&utm_campaign=eu&M=60321822&U=2607069&UUID=a737a28fd3d79f724407d21cf8de54b2

“The presence and quality of our relationships may have more impact on learning and development than any other factor.” From the following article:

- <https://www.edutopia.org/article/too-much-focus-learning-loss-will-be-historic-mistake>
- www.ziplot.com

High Expectations:

- https://www.edweek.org/leadership/helping-students-bounce-back-from-a-disrupted-year-strategies-for-schools/2021/05?utm_source=nl&utm_medium=eml&utm_campaign=eu&M=60321822&U=2607069&UUID=a737a28fd3d79f724407d21cf8de54b2

Engagement:

- <https://www.edweek.org/leadership/vaccine-requirements-failing-grades-teacher-evaluations-our-latest-survey-results/2020/12>
- <https://www.edutopia.org/article/too-much-focus-learning-loss-will-be-historic-mistake>

The intention is good—but our children are resilient, not broken, “and as long as kids feel like their job is to come to school to be fixed, their hearts won’t be in their own work,” he insists.

Assessment:

Start with the curriculums you are using and see if there are assessments embedded in the curriculum. Also consider talking to last year’s teachers to get assessment data.

- https://www.captivoice.com/capti-site/public/entry/land_capti_assess?msckid=b9554b972baa14f911292aafed406e40

High-Quality Instructional Materials:

Research based with data that shows efficacy; this is where curriculum really matters.

Acceleration:

Identify the key concepts needed to teach a grade level lesson and only teach those skills. This has been shown to close the gaps in a more effective way as opposed to remediation.

REMEDICATION APPROACH

Second-grade lesson to help students build fluency in two-digit addition and subtraction within 100

ACCELERATION APPROACH

Second-grade lesson to help students lay the conceptual foundation for multiplication and division

Miss Tam arranges desks into 4 rows of 5. How many desks are in her classroom?

Integrating unfinished learning into the context of new learning

Ms. Alves puts 21 papers in 7 piles. How many papers are in each pile?

SOURCES: TNTP /ZEARN

“Imagine two 3rd grade classrooms. The students in both have missed chunks of 2nd grade math during the 2020-21 school year. Now, they’re confronted with a 3rd grade division problem: “Ms. Alves puts 21 papers in 7 piles. How many papers are in each pile?”

In one classroom, the teacher doesn’t tackle the division problem, and instead goes back to reteach the 2nd grade units that students missed. In this case, that might be adding and subtracting two-digit numbers within 100—a crucial foundational skill, the TNTP report argues, but not one that is directly relevant to the 3rd grade division problem. That’s the remediation approach.

In another classroom, the teacher doesn't cover everything that students missed in 2nd grade—instead, she picks out a few concepts that will prepare them specifically for the division problem before introducing the problem to them. She teaches about equal groups and arrays, which can act as a conceptual “bridge” between 2nd grade work and division, the report claims. That’s the acceleration approach.”

“But acceleration doesn’t mean ignoring these gaps, said Sharma. The difference is more nuanced. “In acceleration, you do teach previous grade level content. You’re just teaching it in the context of what they’re learning now,”

“They found that students whose teachers chose to accelerate got through more grade-level content this school year, and that students struggled less, as measured by repeated attempts on the same problem.”

From: <https://www.edweek.org/teaching-learning/whats-the-best-way-to-address-unfinished-learning-its-not-remediation-study-says/2021/05>

Resource:

- <https://www.eschoolnews.com/2022/06/02/to-help-young-students-read-acceleration-beats-remediation/?ps=999999999-001a000001tOXFb-003a000002X4tmR&tg=162&esmc=206454>

High-Dose Tutoring:

High-Dosage Tutoring: A Proven Strategy to Accelerate Student Learning

| WHAT HIGH-DOSAGE TUTORING IS | WHAT IT IS NOT |
|--|--|
| <p>Accessible to all</p> <ul style="list-style-type: none"> • For all students at a school <p>Intensive and at least three times per week</p> <ul style="list-style-type: none"> • Up to 3:1 student-tutor ratio • Occurs at least three times per week or ideally every day • Approximately 30-60 minutes per session • During the school day • Treated like a scheduled class • Sustained over the course of a school year <p>Provided by a qualified tutor</p> <ul style="list-style-type: none"> • Meets minimum educational criteria such as a bachelor's degree • Has experience with the content • Trained in the tutoring program and role <p>Individualized</p> <ul style="list-style-type: none"> • Driven by diagnostic¹ and formative assessment data • Aligned to the student's current skill levels while also connecting what is currently being taught in the classroom <p>Responsive</p> <ul style="list-style-type: none"> • A positive mentoring relationship • Assets-oriented to value students' diverse strengths and needs • Committed to high expectations • In addition to core content area instruction and students' other required services, such as English language instruction or interventions and accommodations outlined in a student's individualized education program (IEP) | <p>Remedial</p> <ul style="list-style-type: none"> • For struggling students only • Treated like a punishment <p>Low-dosage or irregular</p> <ul style="list-style-type: none"> • Occurs weekly or sporadically • Less than 30 minutes per session • Before or after school • Treated as an optional offering • Higher than a 3:1 student-tutor ratio • For a short period of the school year <p>Provided by an unqualified tutor</p> <ul style="list-style-type: none"> • Help from a peer • A high-school volunteer • An unvetted, untrained tutor <p>Decontextualized</p> <ul style="list-style-type: none"> • Sitting in front of a computer program • Focused only on discrete skills • Filling out worksheets <p>A replacement</p> <ul style="list-style-type: none"> • A substitute for other intensive interventions or individualized services a student may need • In place of content area classroom instruction • Cause for a student to miss content area classes |

- https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/HighDoseTutoringGuidance.pdf
- <https://hechingerreport.org/the-science-of-catching-up/>



Best Practices:

- Leadership and Planning
- High-quality instructional materials
- Intensity and Accessibility
- Qualified Staff
- Effective Tutoring Practices

PART II

Technological Tools to Support Acceleration and to Mitigate Unfinished Learning
“...technology can be used to remedy some of the fallout from school closures, but it cannot replace the important effect of face-to-face interactions by students and teachers (p. 111).”

From the Journal of Education and Practice www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.11, No.13, 2020 112

Vocabulary:

- <https://cisl.cast.org/products/about-clusive>
- <http://textproject.org/>
- <https://templatelab.com/frayer-model/>
- <http://www.neilramdsen.co.uk/spelling/matrix/>



Comprehension:

- <https://newsela.com/>

Use of Color:

- <http://pilotpen.us/brands/frixion/frixion-light/>

Mind Mapping

- <https://www.matchware.com/mind-mapping-software>
- <https://www.inspiration-at.com/>

Text to Speech

- <https://blog.commonlit.org/texts-for-elementary-students-about-overcoming-obstacles-8ba9d503295a>
- <https://www.youtube.com/watch?v=4PcqmWdGSFc>
- www.learningally.com
- www.bookshare.org
- <https://www.gutenberg.org/>
- <https://www.overdrive.com/>
- <https://cpen.com>
- <https://cpen.com/news/>
- <https://www.youtube.com/watch?v=p3OfO8Z9wgl&feature=youtu.be>
- <https://scanmarker.com/>
- <https://www.microsoft.com/en-us/ai/seeing-ai>
- <https://www.letsenvision.com/>



Fluency:

Microsoft Overview of tools and services:

<https://education.microsoft.com/en-us/resource/50b18238>

- <http://www.flipgrid.com>

Reading progress:

<https://education.microsoft.com/en-us/resource/50b18238><https://education.microsoft.com/en-us/resource/50b18238>

- <https://www.texthelp.com/en-gb/products/fluency-tutor/>
- SUPER EXPENSIVE: <https://www.eschoolnews.com/2022/05/09/how-mixed-reality-glasses-can-help-struggling-readers/>
- <https://docs.microsoft.com/en-us/learn/educator-center/product-guides/immersive-reader/>



Decoding:

- <https://www.wilsonlanguage.com/programs/foundations/materials/virtual-resource-hub/>
- <http://calireads.org/wordbuilder/>
- <https://education.ufl.edu/ufl/virtual-teaching/main/>



Phonemic Awareness:

- <https://www.understood.org/articles/en/evidence-based-literacy-strategy-elkonin-sound-boxes>
- [https://apps.apple.com/us/app/writing-wizard-for-kids/id631446426;](https://apps.apple.com/us/app/writing-wizard-for-kids/id631446426)

- <https://education.ufl.edu/ufl/virtual-teaching/main/>

➤ **Text to Speech Options:**

Rules for the Road:

- Provide ample time to practice
- Do not try and learn to use TTS with a looming deadline
- Model, model, model
- Change the voice and rate as needed: Charlie Brown effect
- Teach metacognitive skills: what voice is best for history vs. science
- Rate for a cold read vs. re-reading review

TTS on a Phone:

- <https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/text-to-speech-on-phone>

TTS in One Note:

- <https://support.microsoft.com/en-us/office/use-the-speak-text-to-speech-feature-to-read-text-aloud-459e7704-a76d-4fe2-ab48-189d6b83333c>

TTS in Read & Write:

- <https://www.texthelp.com/en-us/products/read-write/>

TTS on a Mac:

- https://drive.google.com/file/d/1uxXLY4Mp0MUV28Az04zJMK_7uyjY7nuT/view
- <https://youtu.be/6-uYMY5VjSU>

TTS on a PC:

- <https://youtu.be/U25vhhE50kl>

TTS as an Extension:

- When in the Google Chrome browser, click on the Apps icon in the upper left-hand corner
- Click on the Web Store, which can be in different locations on your screen. It depends on the computer

Type In the search box type in Text to Speech and click on Extensions

TTS in Word:

- https://youtu.be/N_JhQBJpgVw

TTS in Google Docs:

- <https://youtu.be/xDMRTq-bdos>

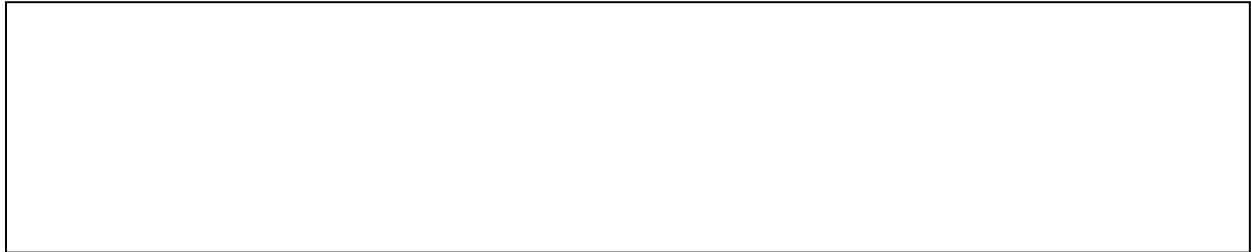
TTS Apps:

- <https://otter.ai/>
- <https://www.imore.com/best-apps-transcribing-voice-text>
- <https://www.makeuseof.com/tag/best-android-dictation-apps/>
- <https://www.techradar.com/news/best-speech-to-text-app>

➤ **Speech to Text Options:**

Turning on STT on a Mac:

- <https://drive.google.com/file/d/1nycW08-X2E8AkIzBDFsNYNGhJs2W-ngL/view>
- <https://www.youtube.com/watch?v=16SaD4iEgMo&feature=youtu.be>



Turning on STT on a PC Video:

- <https://www.loom.com/share/3eaeda48c78c4456bbbe75333f6c15be>
- <https://support.microsoft.com/en-us/help/4042244/windows-10-use-dictation>



Turning on STT in Word:

- <https://youtu.be/spYsvXYPwh0>



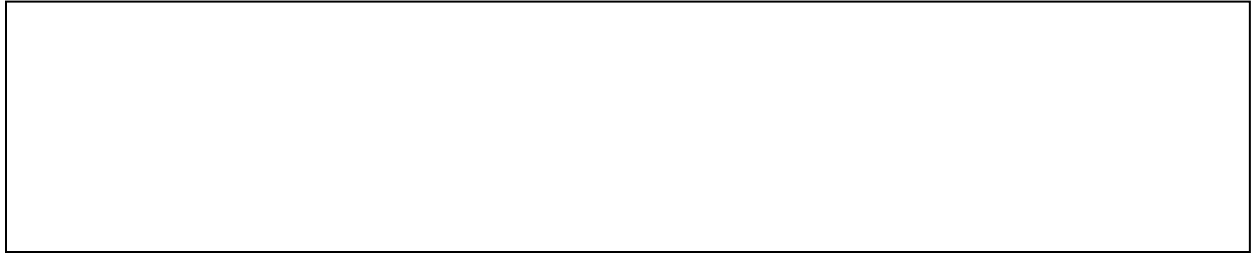
Turning on STT in Google Docs:

- <https://www.loom.com/share/64a41743cb2646148749194f22a82a71>



Turning on SST on your iPhone or iPad:

- <https://www.lifewire.com/use-ipad-voice-dictation-4103815>



Turning on SST on an Android Device:

- <https://www.android.com/accessibility/live-transcribe/>




Word Prediction:

- <https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/word-prediction-technology-what-it-is-and-how-it-works>



Word Prediction on a PC:

- <https://support.microsoft.com/en-us/office/using-word-prediction-for-inclusive-classrooms-8ca3ea32-66b1-4d9d-abf1-1d0ead34f2a2>



Word Prediction on a Mac:

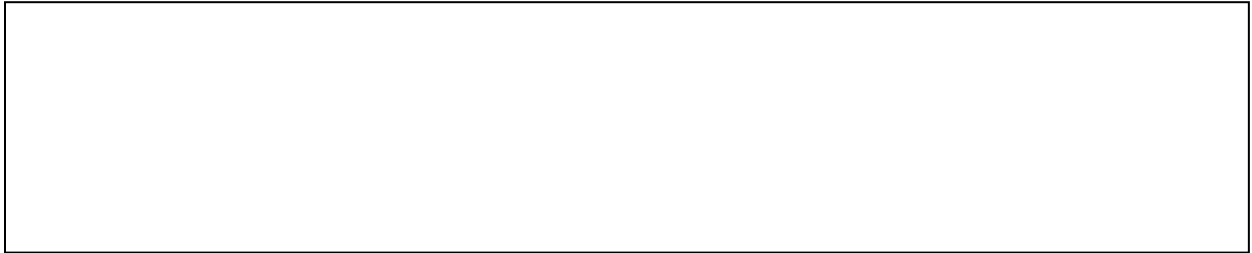
- <https://drive.google.com/file/d/1bnbZ0pttibLrjImvkG0COFWhCg-sWVv8/view>

- <https://youtu.be/aoVcXJSOk4>



Word Prediction on an iPhone or iPad:

- <https://support.apple.com/guide/ipad/use-predictive-text-ipad736a3ca8/ipados>



Word Prediction on Android Devices

Samsung:

- https://support.sprint.com/support/tutorial/Turn-predictive-text-on-or-off-Samsung-Galaxy-Sreg-II-As-You-Go/WScenario_542_48288_771_en_625-dvc7260007prd



Other Android Options:

- <https://ostoday.org/android/how-to-turn-on-predictive-text-on-android.html>

Word Prediction in Google Docs:

- <https://www.theverge.com/2020/2/19/21144066/google-docs-smart-compose-ai-microsoft-word-email>

Written Organization:

- <https://www.inspiration-at.com/>
- <https://www.matchware.com/>
- <https://www.ghotit.com/>

General Tools:

- <https://www.helperbird.com/>

Co-Writer by Don Johnston

- <https://learningtools.donjohnston.com/product/cowriter/>

Read & Write:

- <https://www.texthelp.com/en-us/products/read-write/read-write-for-education/>

Immersive Reader:

- <https://www.youtube.com/watch?v=wHJJCLV-DNg>

Outside Vendors:

- <https://www.bookshare.org>
- <https://learningally.org>
- <https://www.gutenberg.org>
- <https://meet.soraapp.com/>
- <https://www.overdrive.com/apps/libby/>

Handheld Tool:

- <https://cpen.com>
- <https://cpen.com/news/>

Seeing AI:

- <https://www.microsoft.com/en-us/ai/seeing-ai>

Links for Further Information:

- <https://www.apple.com/accessibility/>
- https://www.understood.org/articles/en/how-does-optical-character-recognition-help-kids-with-reading-issues?_ul=1*nxv4mu*domain_userid*YW1wLTJXbIVZMFNsTEV2ZHo1REJnSIIzMEE
- <https://support.google.com/chromebook/answer/177893?hl=>
- https://www.microsoft.com/en-us/accessibility/windows?activetab=pivot_1:primaryr2
- <http://s3.amazonaws.com/fieldexperiments-papers2/papers/00746.pdf>
- <https://www.publicsource.org/how-pandemic-learning-loss-impacts-foster-youth-already-facing-challenges/>
- https://www.edweek.org/leadership/a-tenuous-balance-supporting-students-while-pushing-their-learning-recovery/2022/02?utm_source=nl&utm_medium=eml&utm_campaign=eu&M=64305309&U=2607069&UUID=a737a28fd3d79f724407d21cf8de54b2
- <https://www.the74million.org/oster-study-finds-learning-loss-far-greater-in-districts-that-went-fully-remote/>
- <https://detroit.chalkbeat.org/2022/2/14/22933616/literacy-pandemic-michigan-third-grade-reading-law-msu-report>
- https://www.edweek.org/teaching-learning/more-than-1-in-3-children-who-started-school-in-the-pandemic-need-intensive-reading-help/2022/02?utm_source=nl&utm_medium=eml&utm_campaign=eu&M=64308463&U=2607069&UUID=a737a28fd3d79f724407d21cf8de54b2
- https://www.edweek.org/technology/virtual-instruction-is-here-to-stay-here-are-7-tips-for-doing-it-well/2022/04?utm_source=nl&utm_medium=eml&utm_campaign=eu&M=64392055&U=2607069&UUID=a737a28fd3d79f724407d21cf8de54b2

