



**REBOUND**

**C.I.A. Basic Training**  
July 26, 2021  
Academic Coaches  
Administrators  
Teacher Leaders

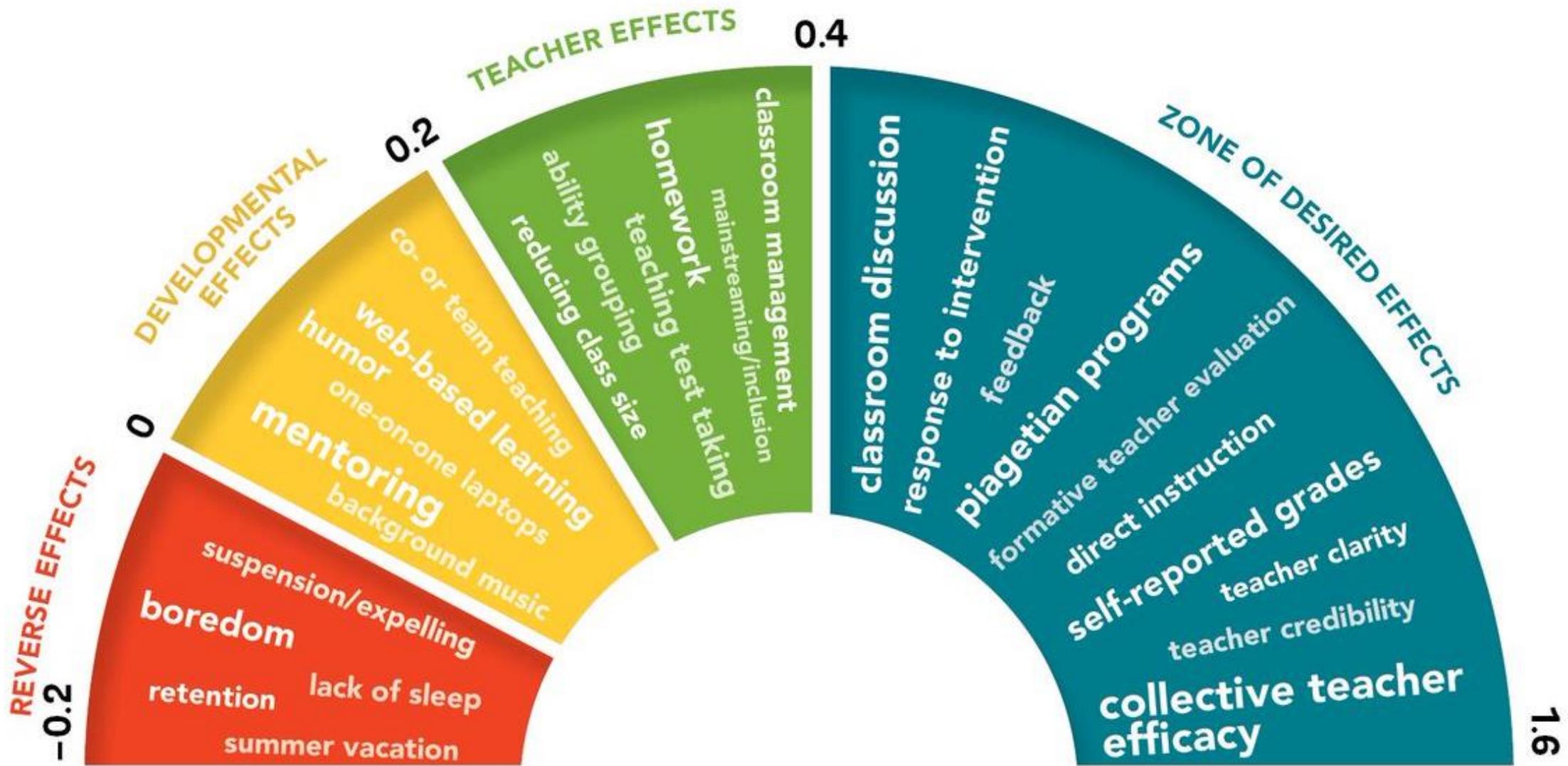


“

Never say educators  
can't change, adapt, or  
show resilience.

—Douglas Fisher, Nancy Frey, Dominique  
Smith & John Hattie

”

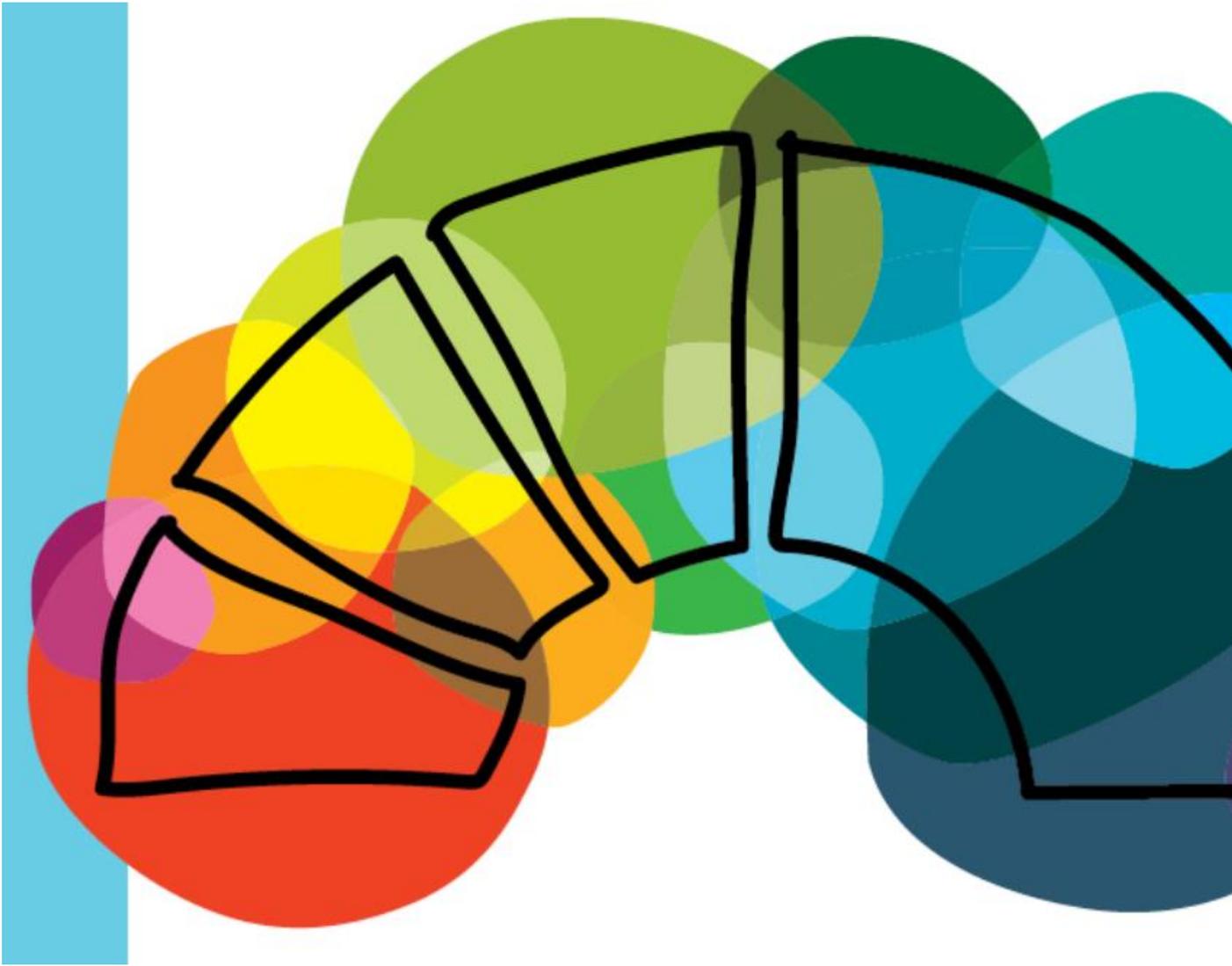


# Leading the REBOUND

3 ways to focus on the REBOUND

- Recovering Learning Through **CURRICULUM**
- Recovering Learning Through **INSTRUCTION**
- Recovering Learning Through **ASSESSMENT**





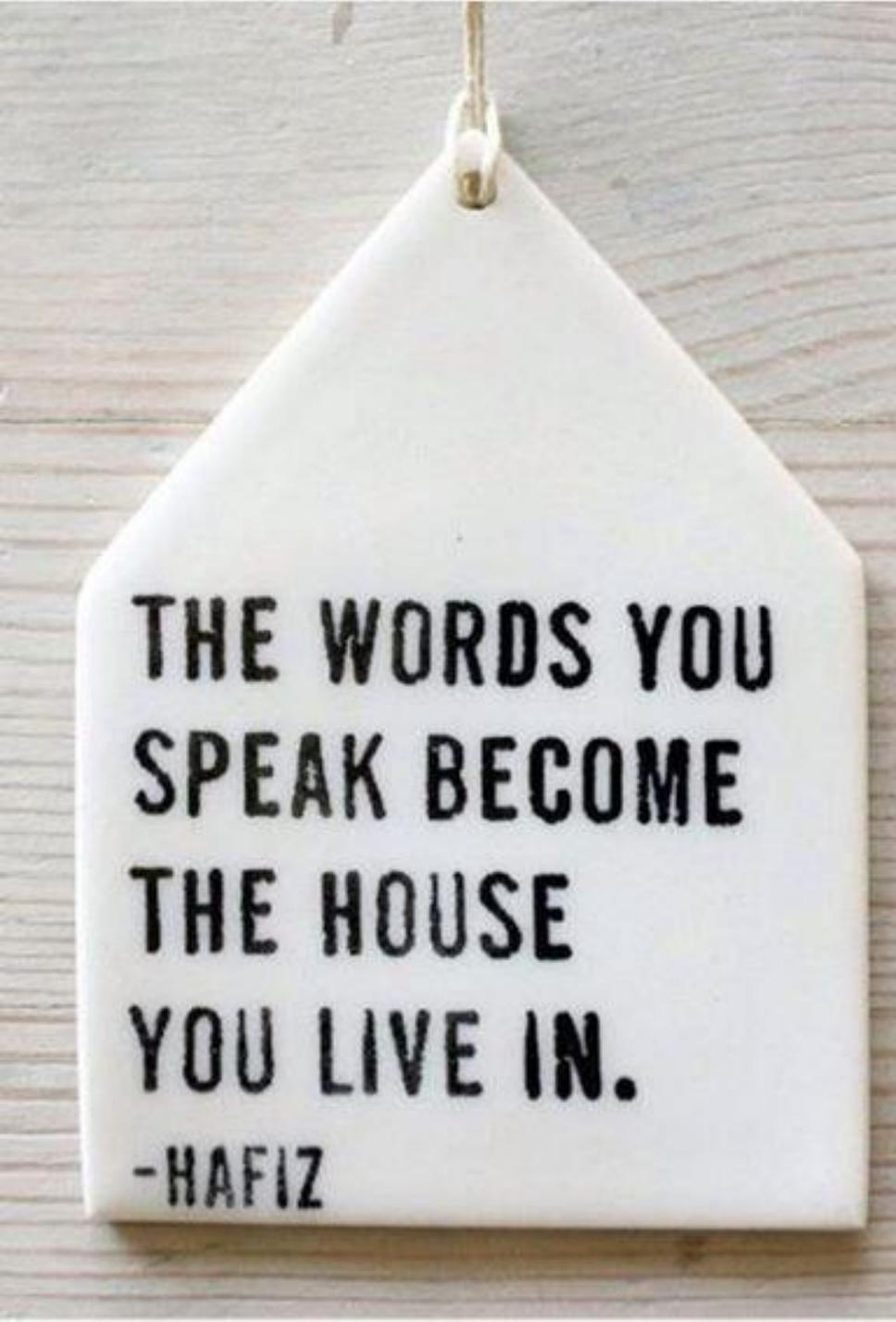
## 4 Points for Recovering Learning through CURRICULUM

- Teacher Expectations
- Clarity of Learning
- Priority Learning Content
- Designing Challenging Tasks

# Teacher Expectations

- If we believe there is widespread learning loss
- Then we talk about the learning loss and focus on looking for gaps
- In order to close the gaps, we have to focus on remediation
- We discover there is a large gap so we can't expect as much this year
- Our thinking becomes focused on deficits
- The language of learning loss becomes our narrative
- Our narrative becomes our reality

“We do not believe that teachers intentionally lower their expectations, but rather that the narrative about learning loss leads to it.” (Fisher, Frey 2021)



THE WORDS YOU  
SPEAK BECOME  
THE HOUSE  
YOU LIVE IN.  
-HAFIZ



# What if instead we...

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- Recognize the impact of COVID
- Focus efforts on acceleration and recovery of learning
- We talk about learning LEAPS instead of loss
- We focus on student learning by identifying critical content
- We raise our expectations for students rather than lower them
- We shift our thinking toward the impact of our teaching

**Teacher Expectations = 0.43 Effect Size**

## **The RESULT...**

“Teachers who have high expectations believe that the students they teach will make accelerated growth, not simply “normal” progress.

(Rubie-Davies, 2014, Fisher & Frey 2021)



“

No more talk about learning loss. Instead,  
**let's talk about learning leaps!**

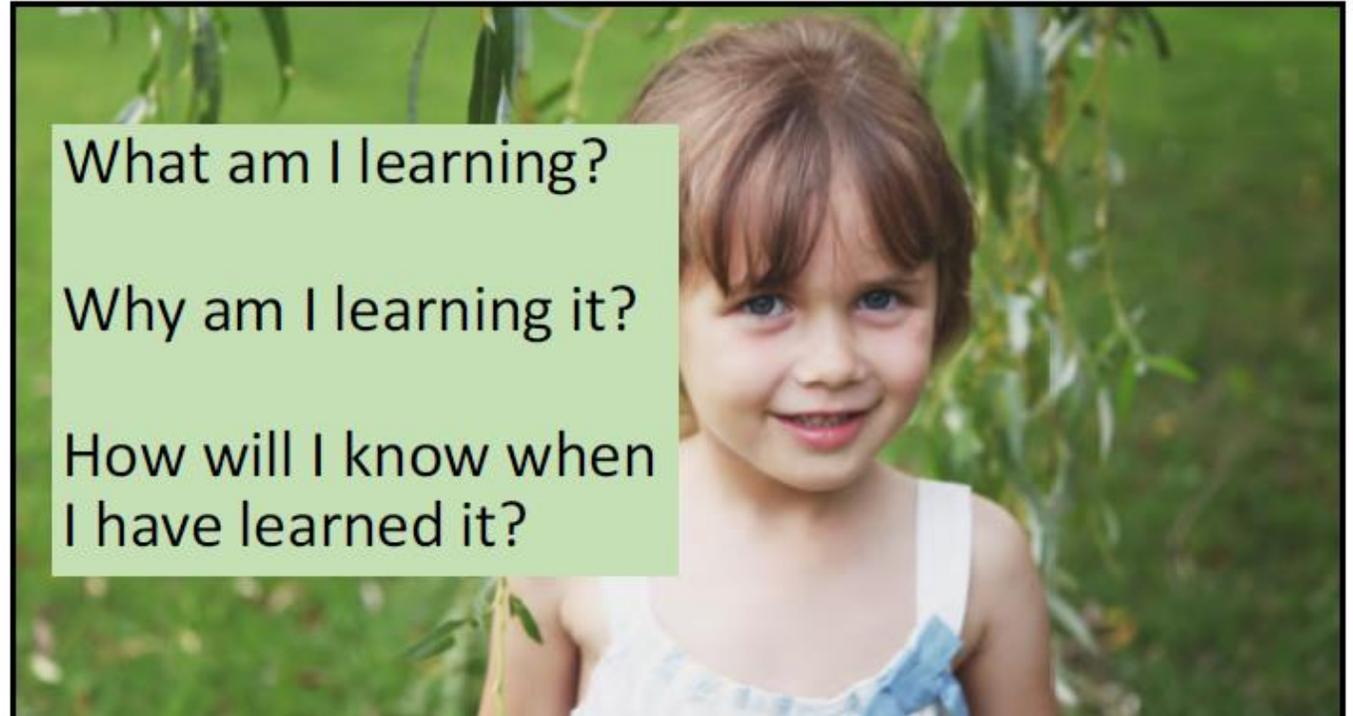
—Douglas Fisher, Nancy Frey,  
Dominique Smith & John Hattie

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# Clarity of Learning

- “Analyzing standards and developing an understanding of concepts and skills embedded within those standards is an important part of teaching. It’s the key to translating the official curriculum of state into classroom practice. This is where the curriculum really comes to bear on addressing learning recovery.” (Fisher, Frey 2021)





So where do we start?

“

You are critical in the next normal of school. You have the potential to change the grammar of schooling as we know it and magnify the effective practices from the past while leveraging the lessons learned during pandemic teaching.

—*Leading the Rebound*

”



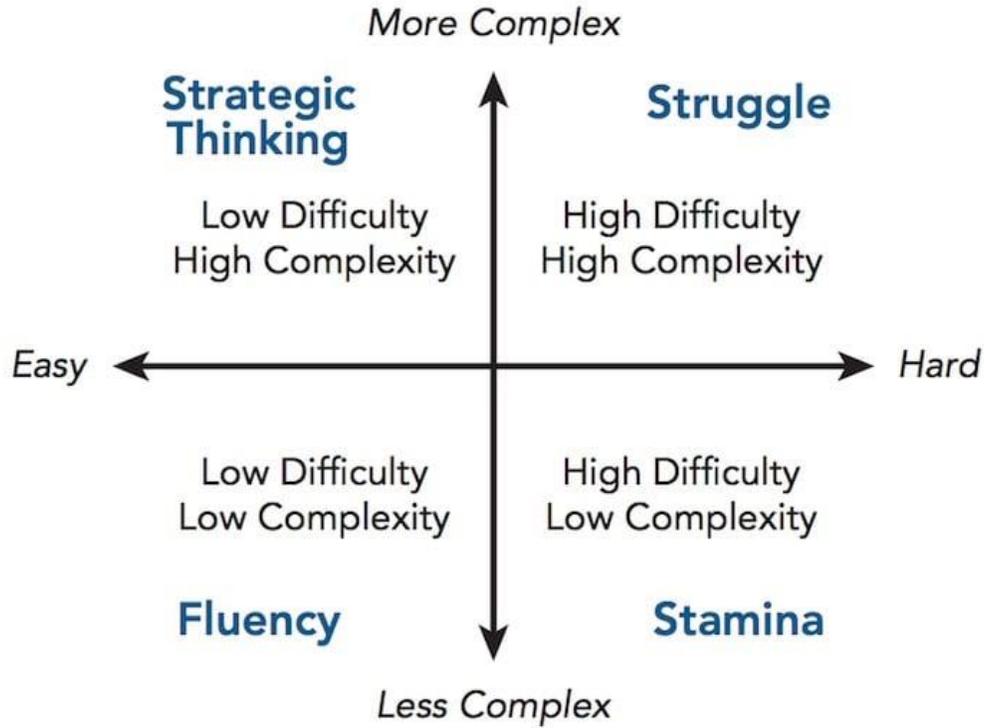
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# Priority Learning Content

- “For the time being, identify nonnegotiable curriculum that all students need to learn and accelerate their learning on that.” (Fisher, Frey 2021)
- **Endurance** – lasting beyond one grade or course; concepts and skills needed in life
- **Leverage** – crossover application within the content area and to other content areas
- **Rigor** – demanding yet accessible curriculum focused on critical-thinking skills and content knowledge
- **Readiness for the next level of learning** – prerequisite concepts and skills students need to enter new grade level or course of study
- **External Exams** – what students are most likely to encounter

<b>CONTENT AREA UNIT # and Instructional Days</b>	The subject area to be taught.	<b>Overarching Concept/Theme/Big Idea/Question</b>	The name of the unit described in the form of an overarching question or big idea.
<b>Priority Standard (s)</b>		<b>Standards-Based Vocabulary &amp; Definitions</b>	
Two or Three standards students MUST master by the end of the unit.		Vocabulary FROM the standard with COMMON definitions from the Deconstructed Standards. Tier 2 Vocabulary	
<b>Supporting Standards (s)</b>			
Standards related to mastery of Priority Standards, Supporting does not negate importance			
<b>Concepts (Know and Understand)</b>	<b>Skills (Do)</b>	<b>Common Unit Assessment/Learning Progression Checkpoint = XXX Days</b>	
		Provided by the district, tightly held, performance task, students demonstrate connectedness of concepts and skills for standards mastery.	
<b>Relevant Launch</b>			
An activity that focuses <u>students</u> attention to the concepts of the unit and can be referred to throughout the unit.			

<b>Learning Progression 1 = XXX Instructional Days</b>		<b>Content Vocabulary</b>	
A mid-sized chunk of the unit. There are multiple <i>Learning Progressions</i> for each unit.		Additional vocabulary needed for the unit that was not referenced in the standards but is critical for concepts/skills mastery.	
<b>Enduring Understanding (Concepts)</b> Stated as an Essential Question OR Learning Target	<b>“I Can” Statements (Skills)</b> Discrete skills needed to master Enduring Understanding	<b>Points for Teacher Clarity</b> Key Implementation Questions/ <u>Statements from</u> Deconstructed Standard that add clarity to implementation	<b>Success Criteria</b> Formative Assessment Suggestions



## Complexity vs. Difficulty

### Complexity

- How much cognitive demand a task or a question requires?
- What kind of thinking, action or knowledge must be demonstrated and communicated to answer a question, address a problem, or accomplish a task?
- How many different ways can a question be answered, a problem be addressed, or a task be accomplished?
- Not necessarily based on development
- Simple or Complex

### Difficulty

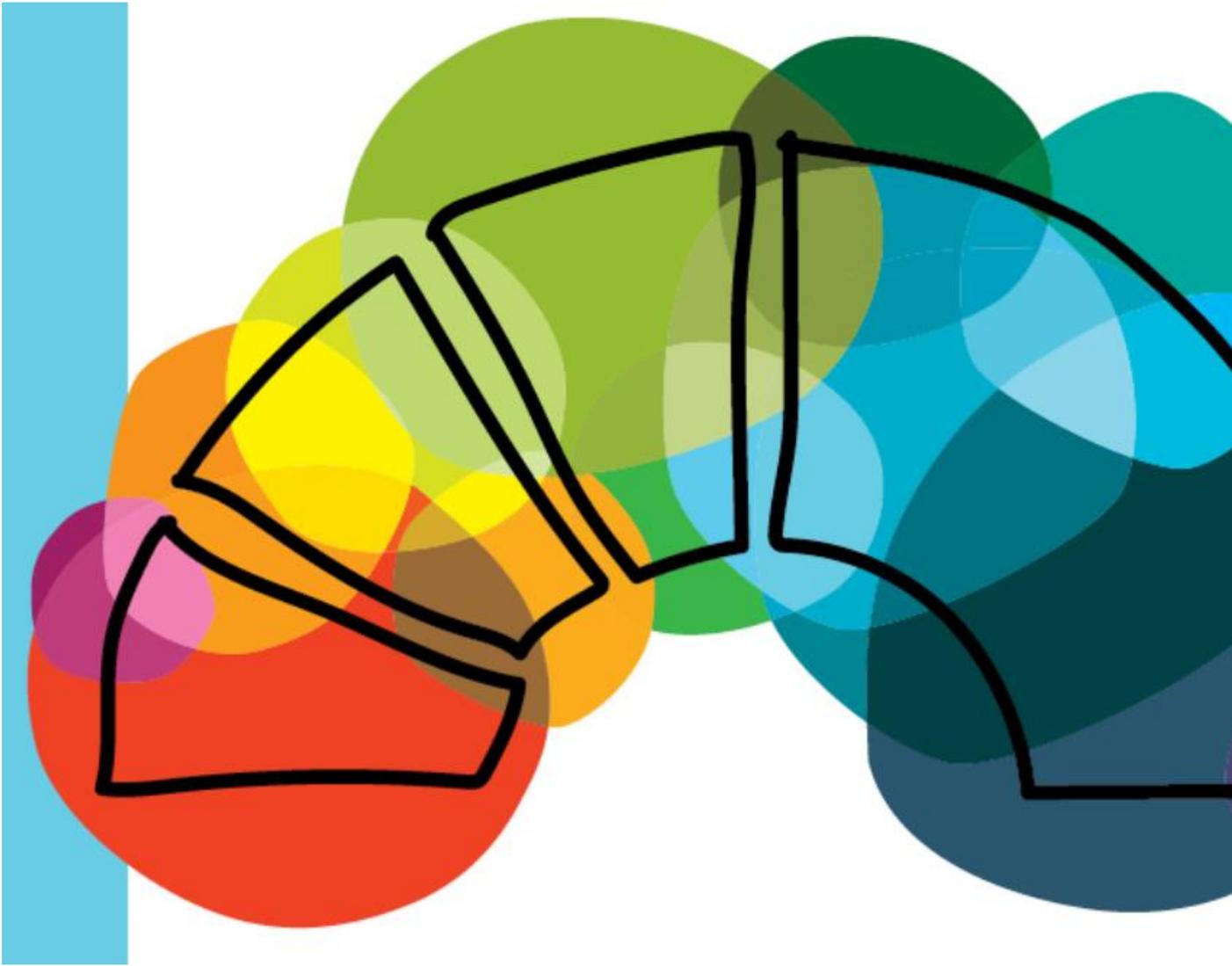
- How much effort is needed to question, address a problem, accomplish a task?
- How many people can answer question, address a problem, accomplish a task correctly or successfully?
- Can be developmental
- Easy or Hard

# Designing Challenging Tasks

# Just Right...

- “If the task is too difficult or too complex, learning my grind to a halt. If it’s too easy then it’s ‘hands on/minds off.’”
- Try:
- From closed to **open**
- From information to **understanding**
- From telling to **asking**
- From procedure to **problem solving**





## 5 Points for Recovering Learning through INSTRUCTION

- Quality-First Teaching
- Cognitive Apprenticeship
- Maximizing Instructional Minutes
- Grouping for Acceleration
- Deliberate Practice



“

**Inside every crisis  
is an opportunity.**

**—Douglas Fisher, Nancy Frey,  
Dominique Smith & John Hattie**

”

# Quality-First Teaching

**Kids Talking = Classroom Discussion**

**Result = 0.82 effect size**

**DOUBLE** the average impact on student learning

BUT...

There are key features of a learning group:

- Collective problem solving
- Displaying multiple roles
- Confronting ineffective strategies and misconceptions
- Providing collaborative work skills



- If 50% of the instructional minutes are spent in student-to-student interactions then,
- 50% of the instructional minutes are spent by teachers building or surfacing knowledge or by students engaging in independent practice.

# Cognitive Apprenticeship

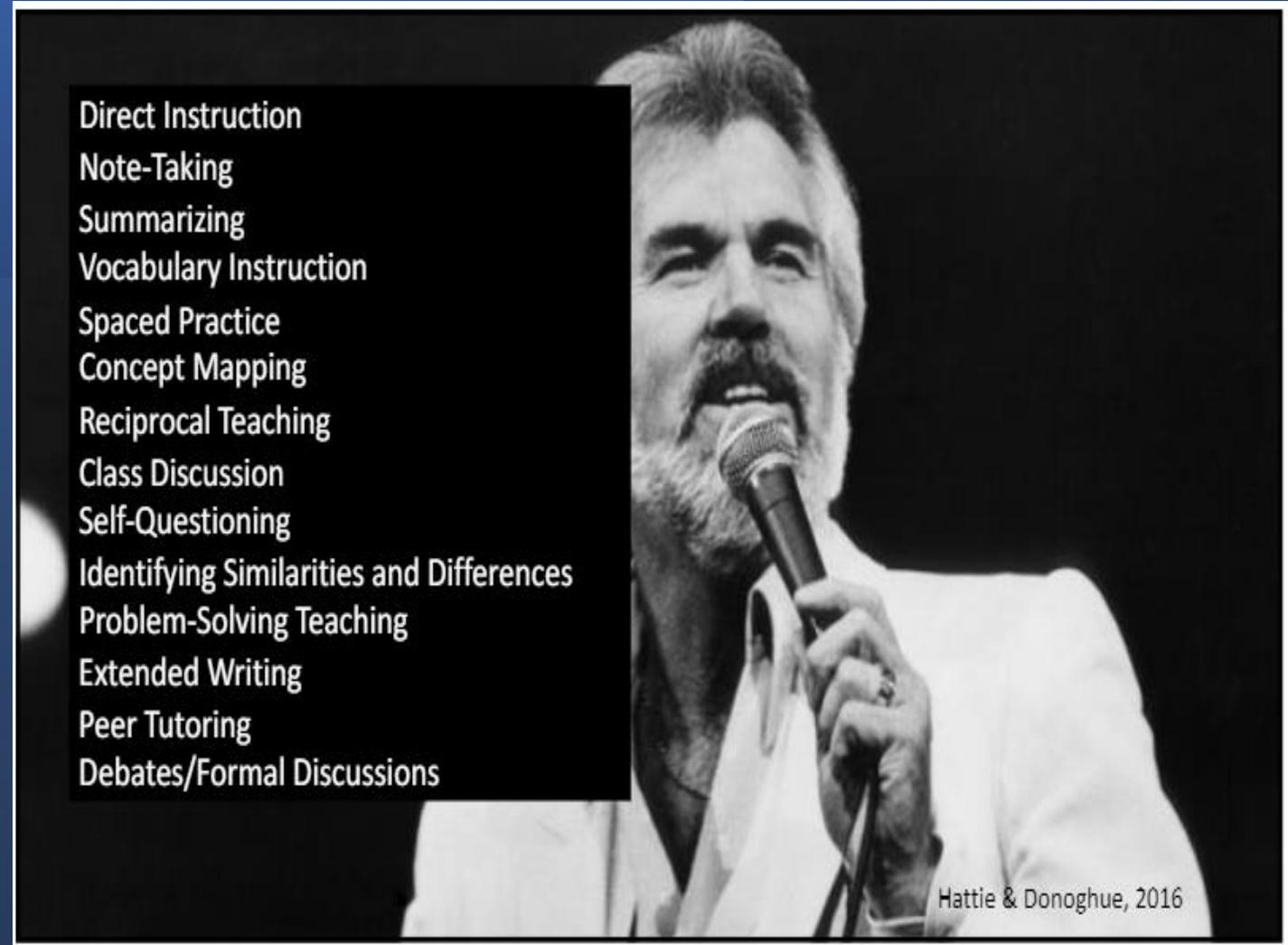
## Modeling

Teacher models/demonstrated desired knowledge & skills; necessary for new learners or new learning

- **Coaching**  
Teacher observes learner's performance & provides focused feedback
- **Scaffolding**  
Instructor deploys various mechanisms for learners; moving from less explicit & less supportive as learner gains competence and confidence
- **Articulation**  
Teacher encourages a student to talk about what he/she is doing or knows about a task; occurs at many points in instructional sequence
- **Reflection**  
Teacher encourages student to compare his/her response to a problem situation with that of an expert drawing attention to differences for development

## Exploration

Teacher provides students with opportunities to explore new problems requiring alternative problem-solving strategies.

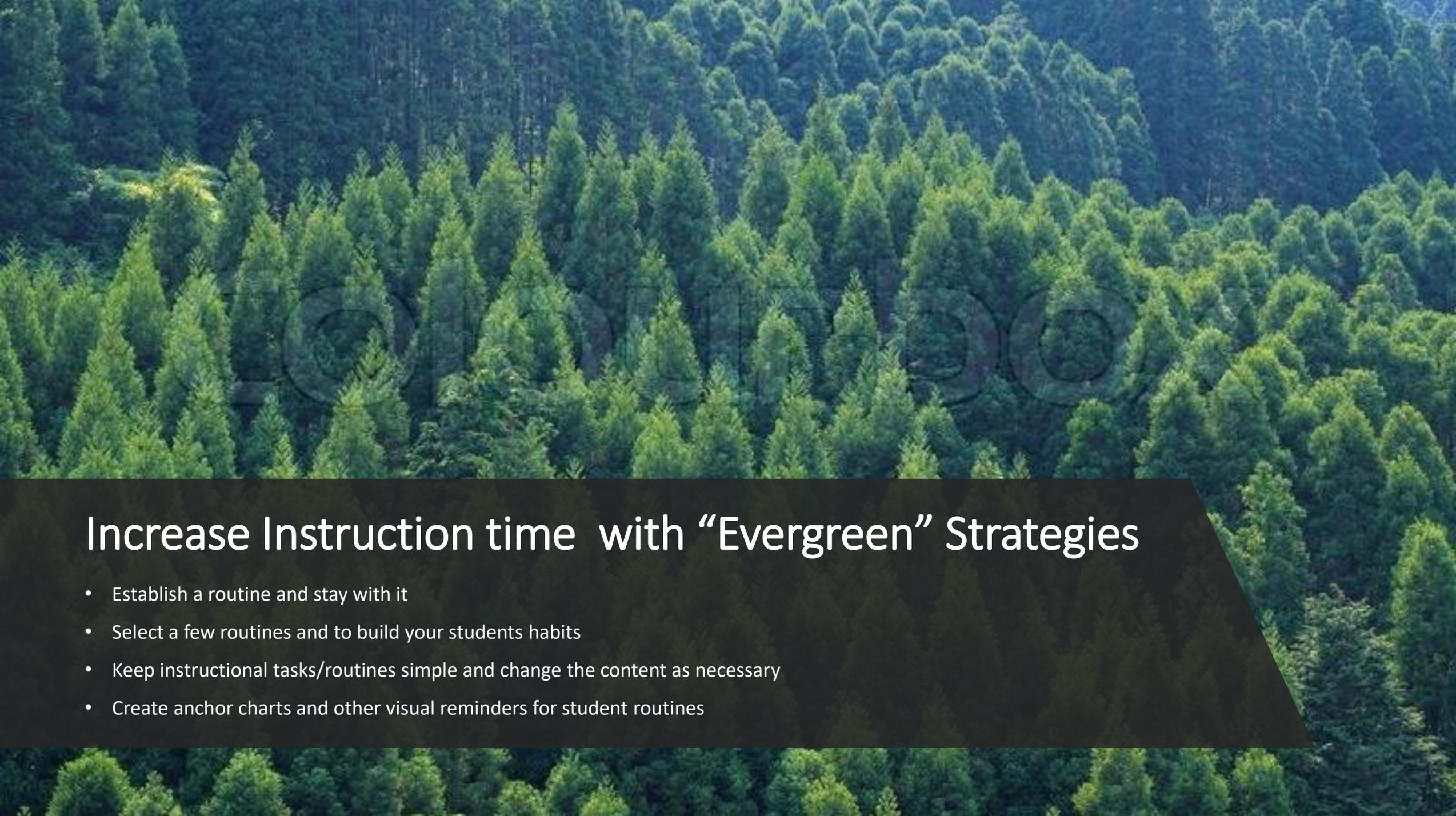


**“Students need systematic and purposeful experiences that move them from surface to deep, to transfer of learning.”** (Fisher, Frey 2021)

# Maximizing Instructional Time



“If an elementary teacher spends 5 minutes explaining what will happen during the day, 10 minutes explaining what students will do in their centers/workstations, and another 5 minutes for various tasks during math, science, and social studies, the results are about 45 minutes per day on instructions which equates to 22 days each school year.”



# Increase Instruction time with “Evergreen” Strategies

- Establish a routine and stay with it
- Select a few routines and to build your students habits
- Keep instructional tasks/routines simple and change the content as necessary
- Create anchor charts and other visual reminders for student routines

**Figure 9** Alternate Ranking System Sample



1. Keisha	17. Rudolfo
2. Arturo	18. Sara
3.	19.
4.	20.
5.	21.
6.	22.
15. Leighanne	31. Felicia
16. John	32. Sam

Two green arrows point downwards from the middle of the first column (rows 4, 5, 6) and the middle of the second column (rows 4, 5, 6).

*Source: Frey, N., Hattie, J., & Fisher, D. (2018). Developing assessment-capable visible learners in grades K-12. Corwin.*



# Grouping for Acceleration

## THE FIVE PRINCIPLES OF DELIBERATE PRACTICE



Deliberate practice is when practice is broken down into smaller parts and each part is made better.

1. You must get **out of your comfort zone**, constantly attempting things that are just out of reach.
2. You need to establish a (reachable) **specific goal**.
3. You must be maximally **focused** on improvement during practice. It must be intense, uninterrupted and repetitive ('drilling'). Not particularly pleasant, but highly rewarding.
4. You must receive **immediate feedback** on your performance. Without it, you can't figure out what you need to modify or how close you are to achieving your specific goal. - This is where you parents/ guardians come in.

What is practiced and how it is practiced matters.

Deliberate Practice = 0.79  
Effect Size

- Requires initial acquisition level of at least 85 percent
- Requires learner's attention
- Dedicated instructional time
- Takes place in the classroom
  - Modeling problem solving processes
  - Designing partially completed examples
  - Sequencing activities logically
  - Spacing practice activities appropriately
  - Monitoring student practice & providing guidance and feedback

There is a difference between practice and busy work.

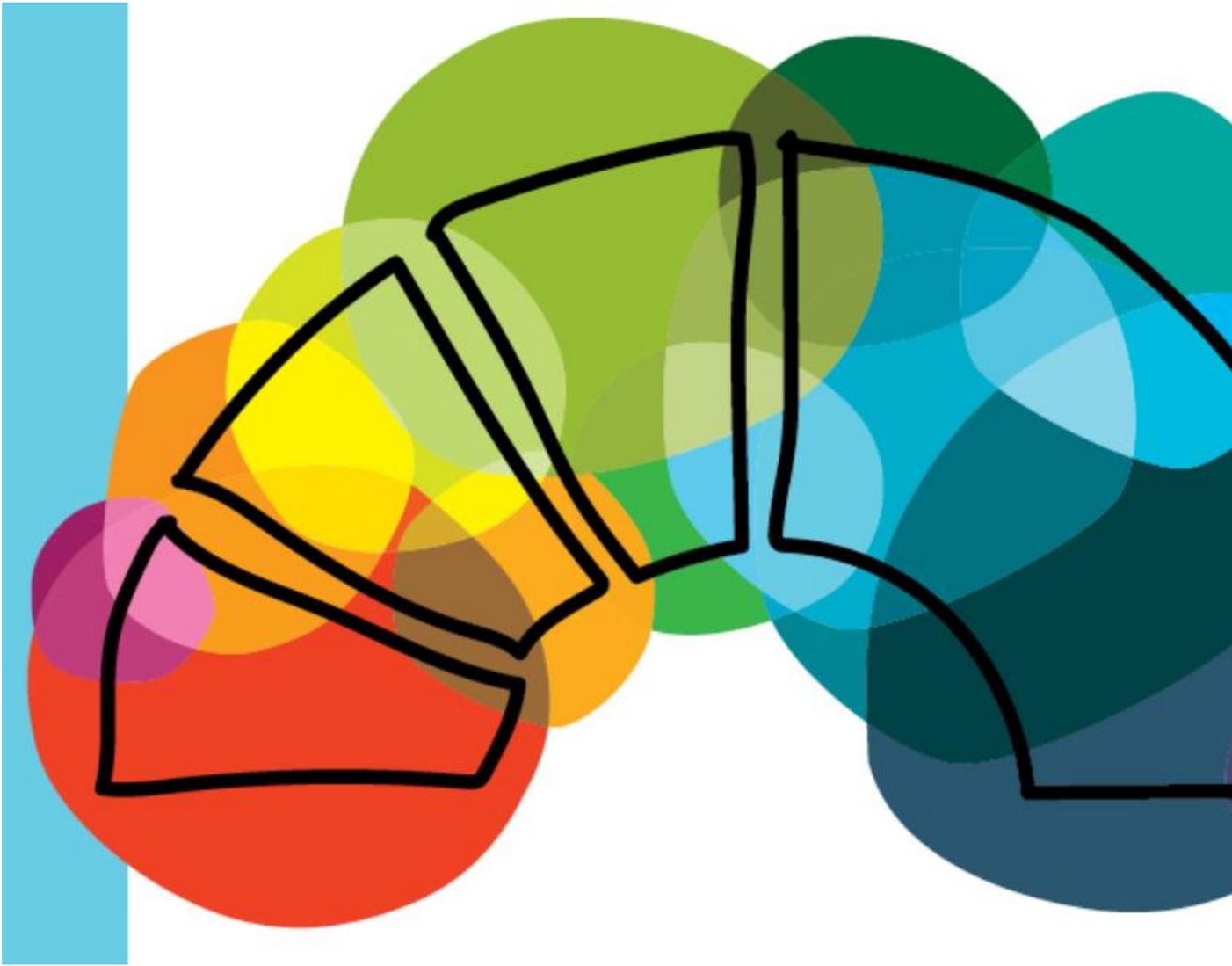


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The greatest travesty that can arise for schools is if we rush back to the old normal, having learned nothing new.

—Douglas Fisher, Nancy Frey,  
Dominique Smith & John Hattie

”

An abstract graphic on the left side of the slide. It features a vertical light blue bar on the far left. To its right is a cluster of overlapping circles in various colors: red, orange, yellow, green, and blue. Overlaid on these circles is a thick black outline that forms a shape resembling a stylized letter 'E' or a bracketed structure. The circles are semi-transparent, creating a layered effect.

## 3 Points for Recovering Learning through Assessment

- Reassembling Learning
- Overcoming Assessment Bias
- Initial v Confirmative Assessments



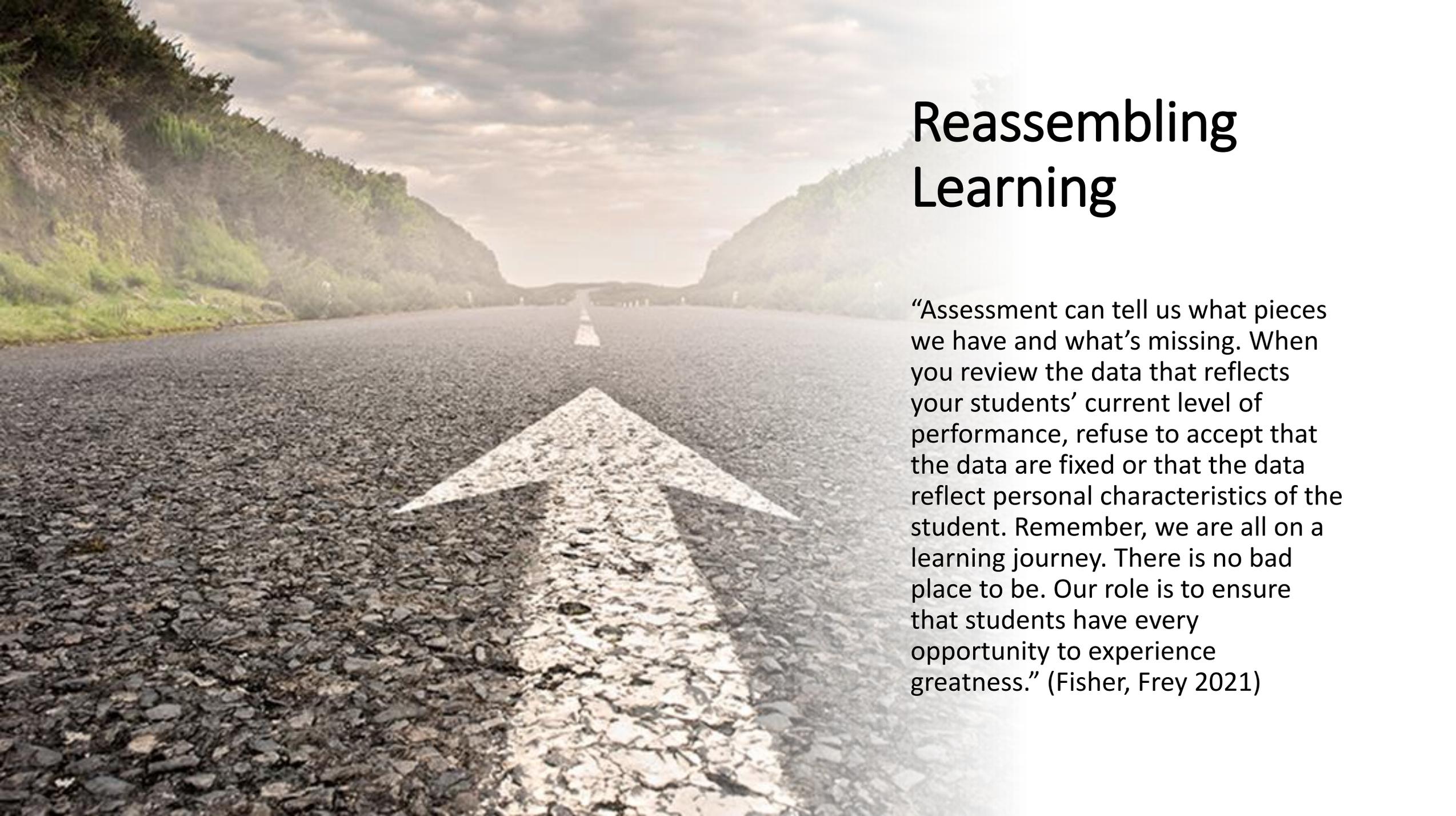
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The learning students do matters more when we take relevance into account, and assessment is a part of that learning.

— The Assessment Playbook for Distance and Blended Learning

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A photograph of a paved road winding through a valley. A large white arrow is painted on the road, pointing towards the horizon. The road is flanked by green hills and a cloudy sky. The overall scene is bright and open, suggesting a path forward.

# Reassembling Learning

“Assessment can tell us what pieces we have and what’s missing. When you review the data that reflects your students’ current level of performance, refuse to accept that the data are fixed or that the data reflect personal characteristics of the student. Remember, we are all on a learning journey. There is no bad place to be. Our role is to ensure that students have every opportunity to experience greatness.” (Fisher, Frey 2021)

# Assessment Bias



## Types of Assessment Bias:

### Confirmation Bias

Confirms what we already know

### Optimism Bias

Belief that there is no learning gap because everything is going just fine; kids are doing well means teacher is doing well too

### Pessimism Bias

Chicken Little Effect – the sky is falling and we can't do anything about it

### Reliance on partial information

Not getting the whole story, making assumptions. For example; a student's trauma is why he isn't doing well in math

### Illusion of knowledge

"Forget what the district is telling me, I've been teaching for years and I know what I'm doing."

### Status quo Bias

The feeling to simply go back to normal; pre-COVID

Apply Visible  
Learning  
techniques to  
reduce  
assessment  
bias

Be	Be clear on success criteria from the BEGINNING of each unit
Involve	Involve students in directly monitoring their learning progress
Make	Make cyclical feedback part of a high-trust environment
Use	Use a range of instruction & assessment approaches so students can demonstrate mastery in more than one way
Know	Know how to gauge your own impact by using initial and confirmative assessments in tandem

### **Initial Assessments**

- Identify student learning needs at the outset of new learning

### **Confirmative Assessments**

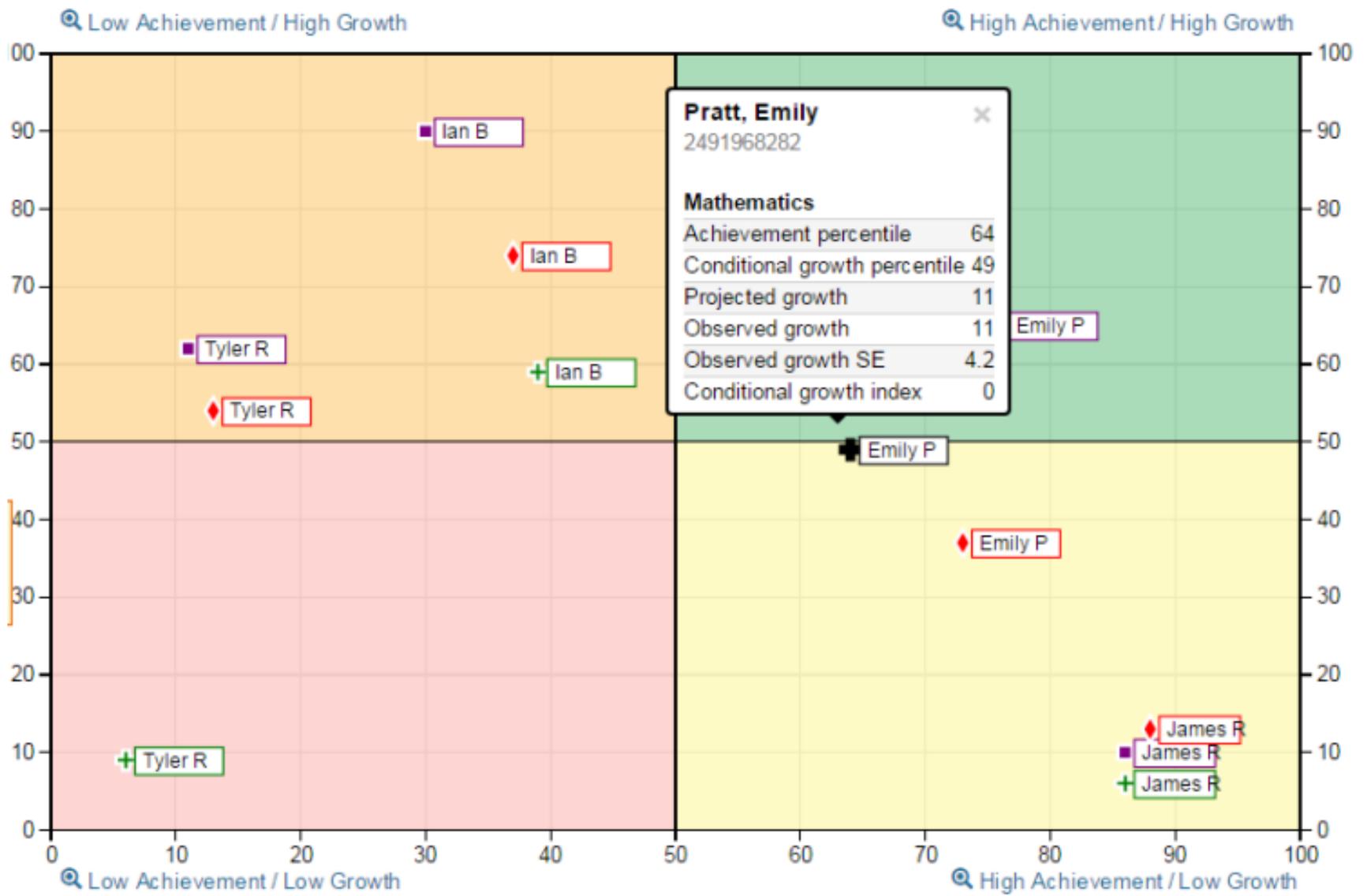
- Gauges the teacher's impact on learning by confirming what the students have learned after teaching has occurred

“What if assessments were part of the instructional experience and not a separate event?”

### **Flexible Assessment Tools:**

- Universal Response
- Teaching Back
- Assessment through writing
- Co-constructing rubrics

Know your impact!



Let's not simply  
go back to school  
but rather return  
to school stronger  
and better.

— From *Rebound: A Playbook for Rebuilding Agency,  
Accelerating Learning Recovery, and Rethinking Schools*



Grades K-12

# REBOUND

REBUILDING AGENCY, ACCELERATING LEARNING  
RECOVERY, AND RETHINKING SCHOOLS—A PLAYBOOK

DOUGLAS FISHER • NANCY FREY • DOMINIQUE SMITH • JOHN HATTIE

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