



Professional Development Institute

Flex Course Syllabus

Bridging the Gap: High-Yield Strategies to Recover from Learning Loss (K-12)

PDI Course Number: 124T02

UCSD Course Number: EDUC42226

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, [please click here](#).

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

Does the prospect of finding a way to identify and reverse learning loss give you cause for alarm? Because of the extended learning disruptions caused by the global pandemic, teachers across the country are desperate to find ways to recover from the learning loss experienced by most students. This online course is designed to give K-12 teachers the peace of mind they so desperately crave as they return to in-person instruction after a long absence. The course begins by discussing the impact that the novel coronavirus has had on schools. Teachers will learn strategies for using a variety of social and emotional best practices to attend to the whole student so that trauma and anxiety can be addressed head-on. As the course progresses, teachers will learn how to motivate their returning students by meeting them where they are through several research-backed best practices such as tiered lessons, guided inquiry, project-based learning, and active learning strategies. Teachers will take a deep dive into nine high-yield instructional strategies that have been proven to show the most potential for bridging any learning gaps. Teachers will learn how to compact their curriculum and to leverage technology in their favor. By the end of this course, teachers will feel more confident in their quest to embed a variety of high-yield, best practices into their own teaching habits so that any and all learning gaps can be bridged and conquered.

Educational Outcomes

1. Teachers will learn about the impact that the novel coronavirus had on schools, including the chronic achievement gap and the COVID-19 slide.
2. Teachers will be introduced to specific suggestions and activities to better help students transition back to in-person instruction.
3. Teachers will learn about the unintended effects of trauma and how Maslow's hierarchy of needs fits into reducing trauma and anxiety.
4. Teachers will be introduced to specific strategies to help traumatized and anxious students succeed in the classroom.
5. Teachers will understand the importance of addressing students' social and emotional learning (SEL) needs upon return to in-person instruction.
6. Teachers will understand the guiding principles of social-emotional learning as well as the five key competencies that are involved in a successful SEL program.
7. Teachers will learn how to establish and nurture a safe and trusting classroom environment, a foundational need in terms of social-emotional learning.
8. Teachers will be introduced to a variety of activities to introduce the topic of diversity into the classroom.
9. Teachers will understand the basic principles of growth mindset.
10. Teachers will learn specific activities for fostering a growth mindset in the classroom, broken down by grade levels.
11. Teachers will learn the role that metacognition plays in 21st century learning, as well as specific metacognitive strategies which are designed to narrow the achievement gap after distance learning.
12. Teachers will learn how to use the data-driven decision-making process to identify gaps in students' learning.
13. Teachers will learn several formative assessment techniques that can be used to further guide instructional decisions on an ongoing basis.
14. Teachers will learn how to create an action plan so that his/her instructional goals can be tracked and met.
15. Teachers will explore the Multi-Tiered System of Support (MTSS) framework and understand how it can be used to help students once they return to in-person instruction.
16. Teachers will understand how the MTSS builds off Response to Intervention (RtI), and they will explore the essential elements within a MTSS.
17. Teachers will learn how to tier lessons so that they are better differentiated to meet students' needs.
18. Teachers will learn specific strategies for helping students build their stamina, perseverance, and grit once they return to in-person instruction.
19. Teachers will be introduced to S.M.A.R.T. goals, and they will learn how to help students create their own short- and long-term S.M.A.R.T. goals as a way to build resiliency.
20. Teachers will understand the foundations of collaboration, and they will learn how these foundations can be achieved while adhering to social distancing guidelines.
21. Teachers will take a deep dive into Marzano, Pickering, and Pollack's nine high-yield instructional strategies, and they will learn specific grade-level strategies for engaging students in same.

22. Teachers will learn how to empower their students with active learning strategies, and they will be introduced to several specific strategies for doing the same.
23. Teachers will learn how to apply several total participation techniques so that students are actively and cognitively engaged in their learning.
24. Teachers will be introduced to the concept of visible thinking, and they will learn specific strategies for engaging in the various visible thinking routines.
25. Teachers will learn specific ways in which they can digitally differentiate their classrooms to address the various needs of their students.
26. Teachers will learn about the process of guided inquiry, and they will understand how this curriculum strategy can be used to bridge any learning gaps.
27. Teachers will learn about the workshop model, and they will understand how this curriculum strategy can be used to bridge any learning gaps.
28. Teachers will learn about project-based learning, and they will understand how this curriculum strategy can be used to bridge any learning gaps.
29. Teachers will learn about curriculum compacting, and they will understand how this curriculum strategy can be used to bridge any learning gaps.
30. Teachers will learn how to use Measures of Academic Progress (MAP) assessments to hold students accountable for their learning.
31. Teachers will learn how to bridge the achievement gap using the Rigor, Relevance, and Relationships Framework.
32. Teachers will learn specific strategies for juggling the challenges of hybrid instruction.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Design Three Lesson Plans (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- The Impact of Coronavirus on Schools
- The “New Normal” Classroom
- Addressing Trauma and Anxiety
- **Assignment #1**
Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about helping students close the achievement gap as they return to the classroom after distance learning. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- The Importance of Social and Emotional Learning
- Closing the Achievement Gap through Growth Mindset and Metacognition
- Motivating Students to Succeed
- **Assignment #2**
As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.
- **Test #2**

Unit Three

- Meeting Students Where They Are
- Multi-Tiered System of Support
- Creating Resilient Learners
- Collaboration in a New Environment
- **Assignment #3**
Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to helping students succeed as they return to the classroom after distance learning. The tip, strategy, or idea that you share needs to make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to follow easily. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.
- **Test #3**

Unit Four

- Embracing High-Yield Instructional Strategies
- Empowering Students with Active Learning Strategies
- Using Technology to Your Advantage
- **Test #4**

Unit Five

- Bridging the Gap with Guided Inquiry
- Bridging the Gap with the Workshop Model
- Bridging the Gap with Project-Based Learning
- Compacting the Curriculum
- **Test #5**

Unit Six

- Holding Students Accountable
- Bridging the Gap in the Face of Adversity
- **Assignment #4**

Design three lesson plans. Each lesson must focus on a different high-yield instructional strategy, as introduced in Unit Four, and it needs to relate to your grade level and/or area of expertise. The lessons can be centered around academics, but they can also focus on important social-emotional skills as well. Each lesson must focus on a new skill, so that each of the three lessons are different from one another.

After each lesson, write one paragraph describing how you envision this lesson to be used to help close any projected learning gaps. Be specific. Each paragraph should be written in no less than eight detailed sentences. Be sure to list your grade level, area of expertise (e.g., math, reading, physical education, social work, etc.), and the high-yield instructional strategies that you chose in the title of your submission.

- **Assignment #5**

The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

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