
COVID Come-Back TLC (Teaching, Learning, & Curriculum) for Schools

Program Description

The impacts of COVID-19 on education are far-reaching and nearly universal. One of the greatest of these impacts consists of the deleterious effects that the coronavirus-caused school closures have had on learning gaps in Reading, Writing, and Math, especially among primary-grade students. Due to these school closures, these gaps which are componential to the aptly called “COVID slide” have widened. By the early fall of 2020, these gaps will have been made even wider by the so-called “summer slide.” Experts are now estimating that by the early fall there will be a 30-percent loss of skills in Reading and as much as a 50-percent loss of skills in Math.¹

If these learning gaps and their residual and ongoing effects are not arrested as early as possible during school year 2020-2021, then they will become even more profound, damaging, and long-lasting. This unfortunate reality will redound most acutely to not only primary grade students, but also special education and economically disadvantaged students.

If the educational integrity of schools is to be maintained, then schools will be compelled to narrow these gaps and these gaps’ effects. This compulsion begets two additional compulsions: first, schools will be required to remap their curricula and, second, teachers will be required to utilize differentiated instruction.

Through a combination of on-site and off-site *coaching*, ADAC will work closely with school leaders and teachers to:

- interpret assessment data and identify therefrom individual students’ respective learning gaps;
- remap curricula to address the identified learning gaps;
- facilitate faculty-wide and cohort-specific curriculum planning meetings;
- modify individual teachers’ respective lesson plans;
- implement modified lesson plans through differentiated instruction; and
- assess the effectiveness of said modifications and differentiation.

¹ Megan Kuhfeld & Beth Tarasawa, “The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement,” April 2020, NWEA, 2.