

Strategies for Addressing Covid Learning Loss
Strategies and Procedures to Identify and Address Covid Learning Loss
An Online 1 Credit Graduate Course
Syllabus

Course Description

Educators across the U.S. are all trying to deal with an unprecedented potential learning loss, also known as the “COVID Slide.” Students fell behind academically this past school year after the effects of COVID-19 and virtual learning. Students that were already behind prior to the pandemic are showing the greatest learning loss. COVID-19 has disrupted the education of an entire generation of children. We have a full generation of students that aren’t fully prepared. This catastrophic learning loss could mean high school drop-out rates are likely to increase, resulting in up to 1 million more drop-outs. “If schools are to effectively address the learning loss created by the pandemic, it is imperative that they know the extent of the loss along with the most effective evidence-based strategies to support our students’ growth moving forward” Dan Jorgensen, PhD, of the Colorado Department of Education’s School Improvement and Planning.

This course will focus on a variety of learning losses, both within procedures and content, to better serve students experiencing various degrees of “Covid Slide”. The course content includes strategies for pre and post assessment, differentiated and small group instruction, and recording the extent of the student’s learning loss.

Resources

Engzell, P., Frey, A., & Verhagen, M. (2021). Learning inequality during the Covid-19 pandemic. *Proceedings of the National Academy of Sciences*, 118(17). [[PMC free article](#)] [[PubMed](#)]

Gore J, Fray L, Miller D, Harris J, Taggart W. The impact of Covid-19 on student learning in New South Wales primary schools: An empirical study. *The Australian Educational Researcher*. 2021;48:605–637. doi: 10.1007/s13384-021-00436-w. [[PMC free article](#)] [[PubMed](#)] [[CrossRef](#)] [[Google Scholar](#)]

Kuhfeld, M., Tarasawa, B., Johnson, A., Ruzek, E., & Lewis, K. (2020). Learning during Covid-19: Initial findings on students’ reading and math achievement and growth. *NWEA Research*. <https://www.nwea.org/content/uploads/2020/11/Collaborative-brief-Learning-during-COVID-19.NOV2020.pdf>

Orlov, G., McKee, D., Berry, J., Boyle, A., DiCiccio, T., Ransom, T., Reese-Jones, A., & Stoye, J. (2020). *Learning during the Covid-19 pandemic: It is not who you teach, but how you teach*. NBER working paper 28022.

Schult, J., Mahler, N., Fauth, B., & Lindner, M. (2021). Did students learn less during the Covid-19 pandemic? Reading and math competencies before and after the first pandemic wave. *PsyArXiv*, 11. 10.31234/osf.io/pqtgf

Tomasik M, Helbling L, Moser U. Educational gains of in-person vs. distance learning in primary and secondary schools: A natural experiment during the Covid-19 pandemic school closures in Switzerland. *International Journal of Psychology*. 2020;56(4):566–576.
doi: 10.1002/ijop.12728. [[PMC free article](#)] [[PubMed](#)] [[CrossRef](#)] [[Google Scholar](#)]

Must See websites

WHAT IS THE COVID SLIDE? <https://www.mathnasium.com/longview/news/what-is-the-covid-slide>

‘Covid slide’ in learning. Test results show how bad it is. <https://www.cnn.com/2021/08/25/us/school-test-scores-covid-pandemic/index.html>

What’s Behind the COVID Academic Slide? <https://www.edweek.org/leadership/whats-behind-the-covid-academic-slide-some-things-mattered-more-than-remote-learning/2022/03>

Learning Outcomes

Students will:

- Assess the extent of Covid Learning loss.
- Develop an understanding of how learning loss can impact behavior.
- Design small group differentiated instruction.
- Graphically chart what mastery is deficient or totally absent.
- Review strategies to create a safe, secure and successful classroom.

Course Requirements

Addressing Covid Learning Loss is a 20 hour, one-credit, graduate level course completed over four weeks.

Hardware & Computer Skills Requirements

Students may use either Macintosh computers or a PC with Windows 2000 or higher. Students should possess basic word processing skills and have internet access, as well as an active email account. Students are also expected to have a basic knowledge of how to use a Web browser, such as: Internet Explorer, Mozilla Firefox, Safari, etc.

Student Requirements

1. Submit thoughtful and well-designed module responses.
2. Research and cite current relevant published material.
3. Produce detailed plans to apply presented strategies and procedures in their classrooms.

Course Evaluation

Each of the Modules will be graded independently, with a maximum of 33 points. The total points accumulated will be determinant in arriving at a final grade.

Course Schedule

Module One: Evaluation of current Learning Loss

Contents:

1. Pre-testing of both content and procedural mastery.
2. Creation of pre-test rubrics.

Module Two: Interventional Support

Contents:

1. Designing small group interventional support.
2. Designing whole class interventional support.

Module Three: Lesson Planning

Contents:

1. Determine lesson successes/failures.
2. Create lesson modifications and student re-groupings, as needed.