

Do Now



Please think to yourself, then share in the Chat:

- o Think about your students' experiences with at-home learning. What has made you the proudest of your district's response to the COVID-19 pandemic?
- o Again, think about your students' experiences with at-home learning. What is most keeping you up at night as you think about how this work is going in your district?

Learning Acceleration

Planning for Acceleration: 2021 and Beyond

December 2020

What are we doing today?

Today, we're discussing two big questions as you plan to accelerate student learning:



What are your **goals for accelerating student learning**, and where do you stand against them?



How do we ensure that **your students' experiences in school will lead to accelerated learning** for all?

Possible challenges your system might anticipate as we plan to accelerate student learning:

Social and emotional learning needs for students, including addressing the effects of the pandemic and the effects of systemic racism

Budgeting

Student and staff health and safety

Communication with your stakeholders

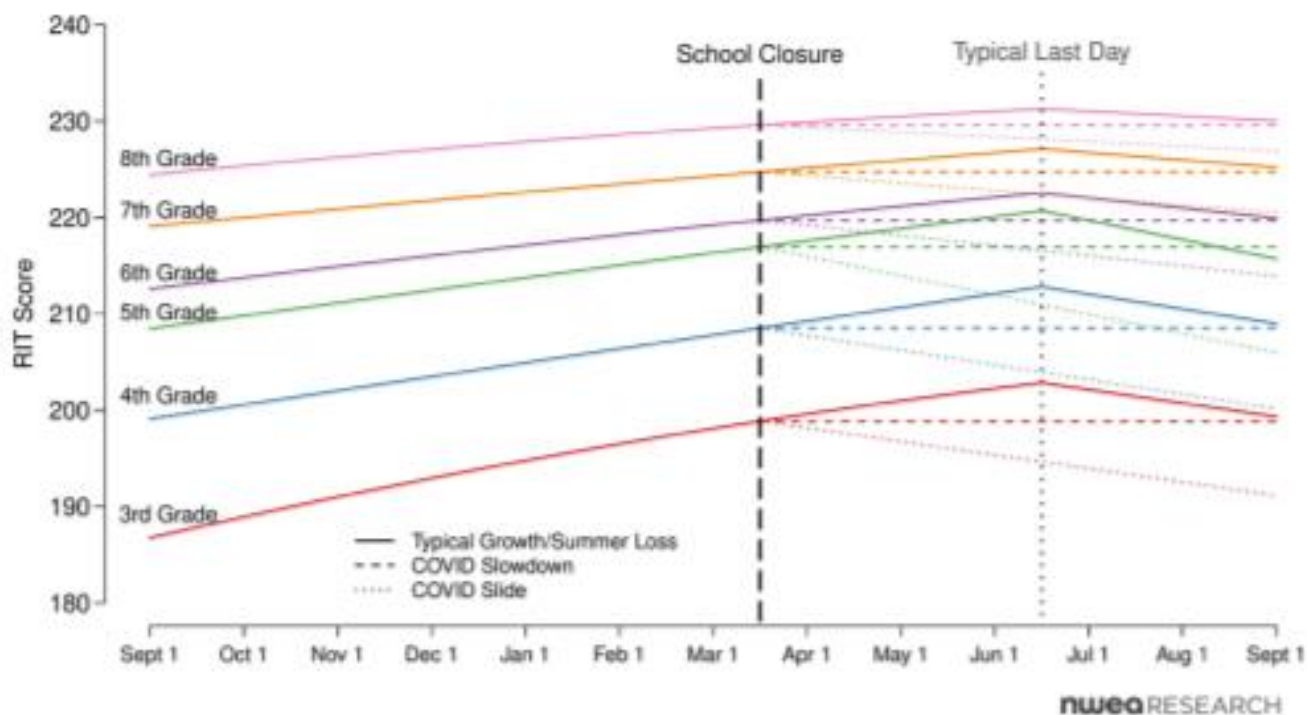
The reality that your staff are navigating working from home

Staffing the open positions across your system

Operational decisions and contingency planning, like “How do I support kids and teachers if we work on social distancing in our school buildings?”

One study predicts that students will experience a learning loss of 50 percent in math...

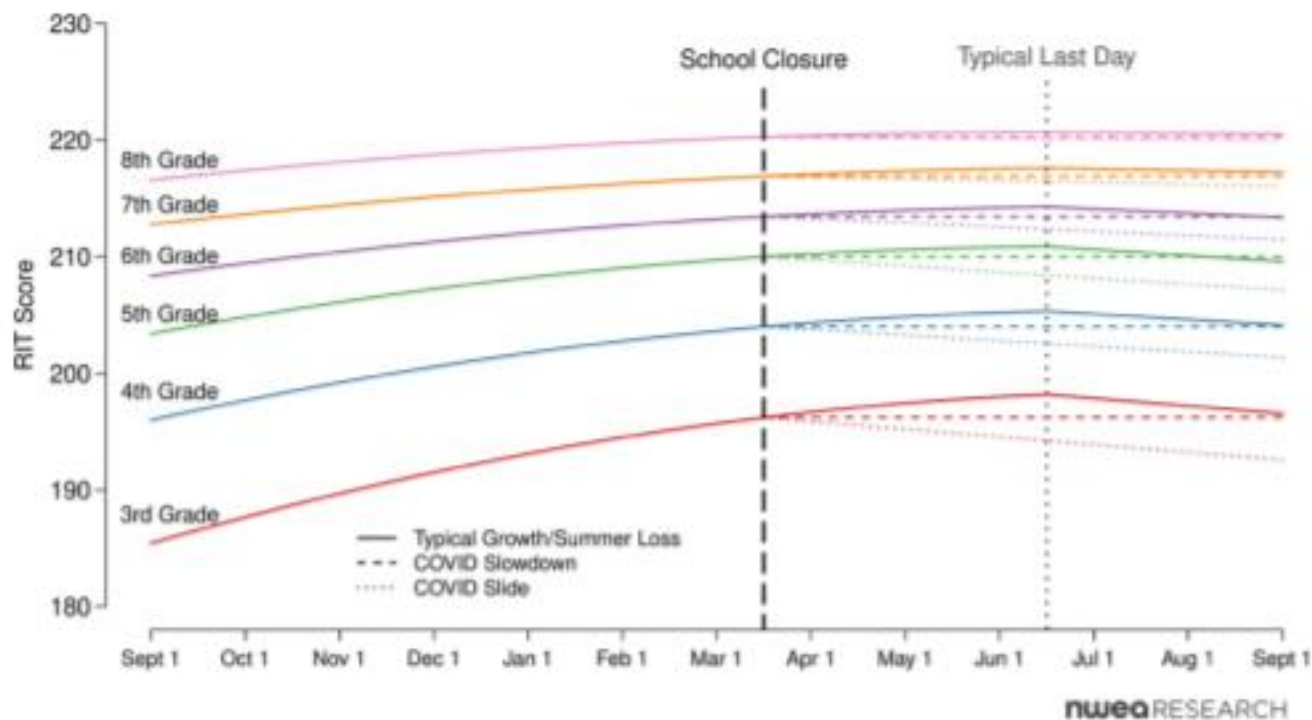
Figure 1. Mathematics forecast



“[I]n mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions.”

and 30 percent in reading.

Figure 2. Reading forecast



“Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year.”

We've historically tried to address learning loss in three ways.



Retention: Students that have fallen far behind their peers are retained and required to repeat an academic year of school.

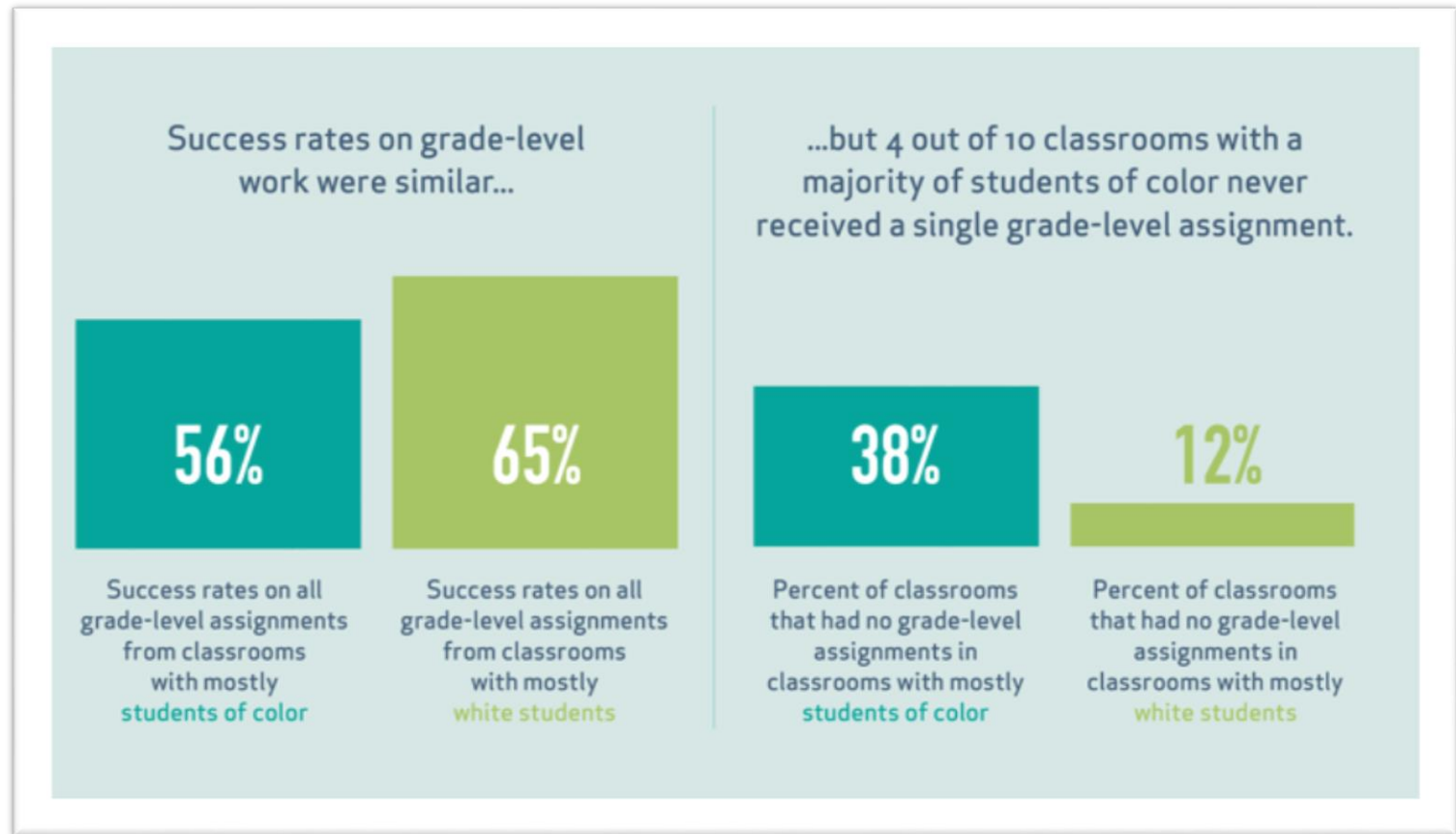


Social Promotion: Students continue with their age peers regardless of their academic performance.



Remediation: At a basic level, remediation (or reteaching) means "teaching again" content that students previously failed to learn.

But when we gave students a chance to do grade-level work, they succeeded more than half the time.



Accelerated Learning versus Remediation



Remediation often focuses on drilling students on isolated skills that bear little resemblance to current curriculum.

Activities connect to standards from years ago and aim to have students master content from years past.



Accelerated Learning strategically prepares students for success in current grade-level content.

Acceleration readies students for new learning. Past concepts and skills are addressed, but always in the purposeful context of current learning.

What are your goals for accelerating student learning for all students, and where do you stand against them?

Start by grounding your decision-making in a set of values that puts student learning at the forefront.

**CORE TENETS
OF
ACCELERATION**

**Grade-level
content is the
academic
priority.**

**Address
inequities head
on.**

**Support and
assume the best
of all your
stakeholders.**

Read these values, then annotate your reactions to them.

Start by grounding your decision-making in a set of values that puts student learning at the forefront.

Grade-level content is the academic priority

- Submit every idea to a simple test: Will this help every student get back to grade level? More importantly, you should prioritize accelerating students' learning by accelerating their exposure grade-appropriate content - so that **every** student can get back to grade level.

Address inequities head on

- Losing so much of the 19-20 school year likely exacerbated inequalities and opportunity gaps in your schools. Ensure that all instructional plans account for the academic and social/emotional supports students will need.

Support and assume the best of all stakeholders

- In this pandemic, everyone has done the best they know how to do in an unprecedented situation. Assume the best of your students, families, and fellow staff. Ensure that you have a strong plan to train and provide support for all stakeholders in this uncertain time

What are your goals for accelerating student learning, and where do you stand against them?

GOALS FOR ACCELERATING STUDENT LEARNING

1. All students and families have the resources they need to meaningfully engage in school, whether it's in person or not.
2. All students feel like they belong in their school experience.
3. All students and families are treated as authentic partners.
4. All students have access to grade-appropriate assignments focused on priority content.
5. All students have access to strong instruction that addresses any gaps in prior learning they have within the context of grade-appropriate assignments focused on priority content.
6. All students are demonstrating mastery of grade-level content.

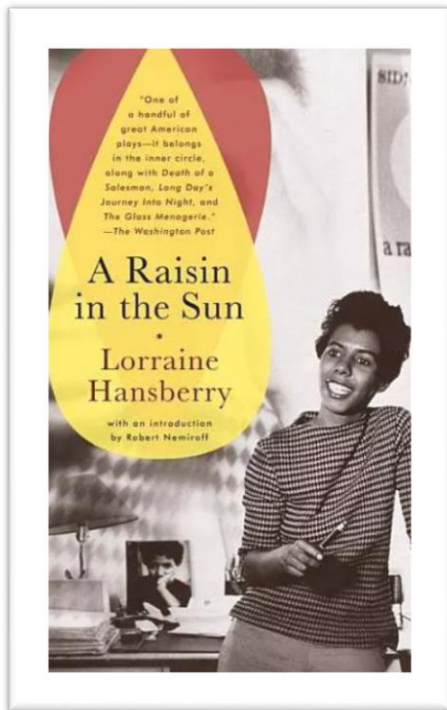
How do you ensure that your students' experiences in school will lead to accelerated learning for all?

To execute on accelerating student learning for all, you'll want to...

1. **Prioritize the most critical prerequisite skills and knowledge** for each subject area and grade level *now*.
2. **Plan your approach to diagnosing students' unfinished learning** in that prerequisite content knowledge and those prerequisite skills.
3. **Adapt your scope and sequence/pacing guidance** for each subject area and grade level to reflect where teachers might need to provide acceleration support.
4. **Monitor your students' progress** on grade-appropriate assignments and adjust your supports for teachers and leaders based on student results.
5. **Adjust your supports** for teachers and leaders based on student results. Consider how to address specific learning needs and where targeted intervention may be needed.

Prioritize the most critical prerequisite skills and content knowledge for each subject area and grade level *now*.

In English Language Arts, this looks like deeply examining the appropriately-complex and culturally-relevant texts that students will read across the year, considering what content knowledge students will need to access this text.



To deeply understand *A Raisin in the Sun*, ninth grade students might need to build their historical knowledge of:

- Redlining – a topic Hansberry obscures in rich figurative language
- The Great Migration

To address this, you could build knowledge intentionally with non-fiction texts to supplement the anchor text.

After you've prioritized the critical prerequisite skills and content knowledge, you'll need to plan your approach to diagnosing students' unfinished learning for that prioritized set of skills and content knowledge.

Use diagnostics from high-quality adopted materials as often as possible.

Plan to diagnose only your prioritized knowledge and skills.

Plan to spend no more than a few hours administering diagnostics to an individual student.

Think through data you could collect during at-home learning.

Once you've identified your high priority content and critical prerequisites, adapt your pacing guidance to reflect that content.

Rather than addressing unfinished learning through “nine weeks of remediation” or some other structure that puts students in below-grade-level work, you should:



Build the calendar you need to help students reach the demands of grade level standards. If financial resources allow it, you will want to extend your school day or year.




Update curriculum and pacing resources to focus on priority content and critical prerequisites. Add guidance and resources for teachers to cover prerequisites within grade-level learning. ID lower priority content that can be condensed to focus on higher priority content.



Set the expectation that teachers use your provided curricular materials. Rather than teachers spending tremendous personal time planning their own activities, support them to prepare to use the high-quality materials that you've adopted.

Monitor your students’ progress on grade-appropriate assignments and adjust your supports for teachers and leaders based on student results.

You’ll want to ensure that you have a plan to deeply understand your students’ experiences in this school year and provide additional supports to teachers and leaders to improve that experience as you need to.

 **TNTP** reimagine teaching

Student Experience Assessment Guide

Overview

In our research, we found that school isn't setting up most students to be college and career ready by the time they graduate high school. Data about student outcomes, such as grades and test scores, can tell us part of the story about why this is so, but often overlooked are students' day-to-day experiences at school—what they learn about in their classes, how they interact with their teachers, and how they perceive what they're learning and how they're learning it. As an administrator, it's crucial that you regularly seek out information about students' daily experiences and use what you've learned to work to provide all students with high-quality experiences in every classroom, every day.

While students' daily experiences are influenced by many factors, both within and outside school, we assessed their in-school experiences using four approaches: reviewing the assignments students were given (and how they performed on them), asking students in the moment what they thought about their classes, surveying teachers about their expectations for the students in their classes, and completing in-person observations to get a sense of the culture and instruction in classrooms.

You're likely already doing one or more of these things in your school—possibly with an eye toward supporting teachers (such as conducting observations to give feedback or reviewing assignments during PLCs to inform planning). This resource will help you develop a plan to gather information with a specific focus on students' experiences. We've provided the tools we used, as well as guidance on how to combine assignment review, student and teacher surveys, and lesson observations to get a read on the quality of students' academic experiences across classrooms—and how to use the information you collect to make strategic decisions to improve the education students receive in your school.

Phase 1: Planning

The main consideration to take into account is your capacity to begin systematically conducting reviews of students' experiences at your school. It's a big undertaking, especially the first time you do it. Although this document provides detailed guidance, two of the biggest necessary resources reside in your school—people and time. The investment is well worth the insight into students' experiences, but it does require a commitment that takes careful planning.

The recommendations and questions below provide a sense of the scope of the review process and can help you decide how and when to tackle this. While we share specific ideas about things like tools and timeline, you know your school's unique context best and should tailor the process to align with the priorities and structures you already have in place. This will set you up to conduct reviews successfully so you're able to reflect regularly on what school is like from your students' points of view and take action to make students' school experiences better.

Category	Recommendation	Questions for Consideration
Why	Conduct a school-wide review gathering multiple types of data to get a representative read on students' academic experiences across classrooms in your school.	Do you have a different and/or additional purpose for conducting this review that's specific to your school context? For example, is there a school-wide initiative (such as academic discourse or culturally responsive teaching) that you want students' perspective on? Or have you recently adopted a new curriculum and want to use the review process to norm with your staff on what strong content and instruction with the new curriculum looks like?

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Adjust your supports for teachers and leaders based on student results.

Academic supports

Make adjustments to the scope and sequence

Incorporate regular formative assessments to monitor student progress

Spiral unfinished learning into future lessons and homework

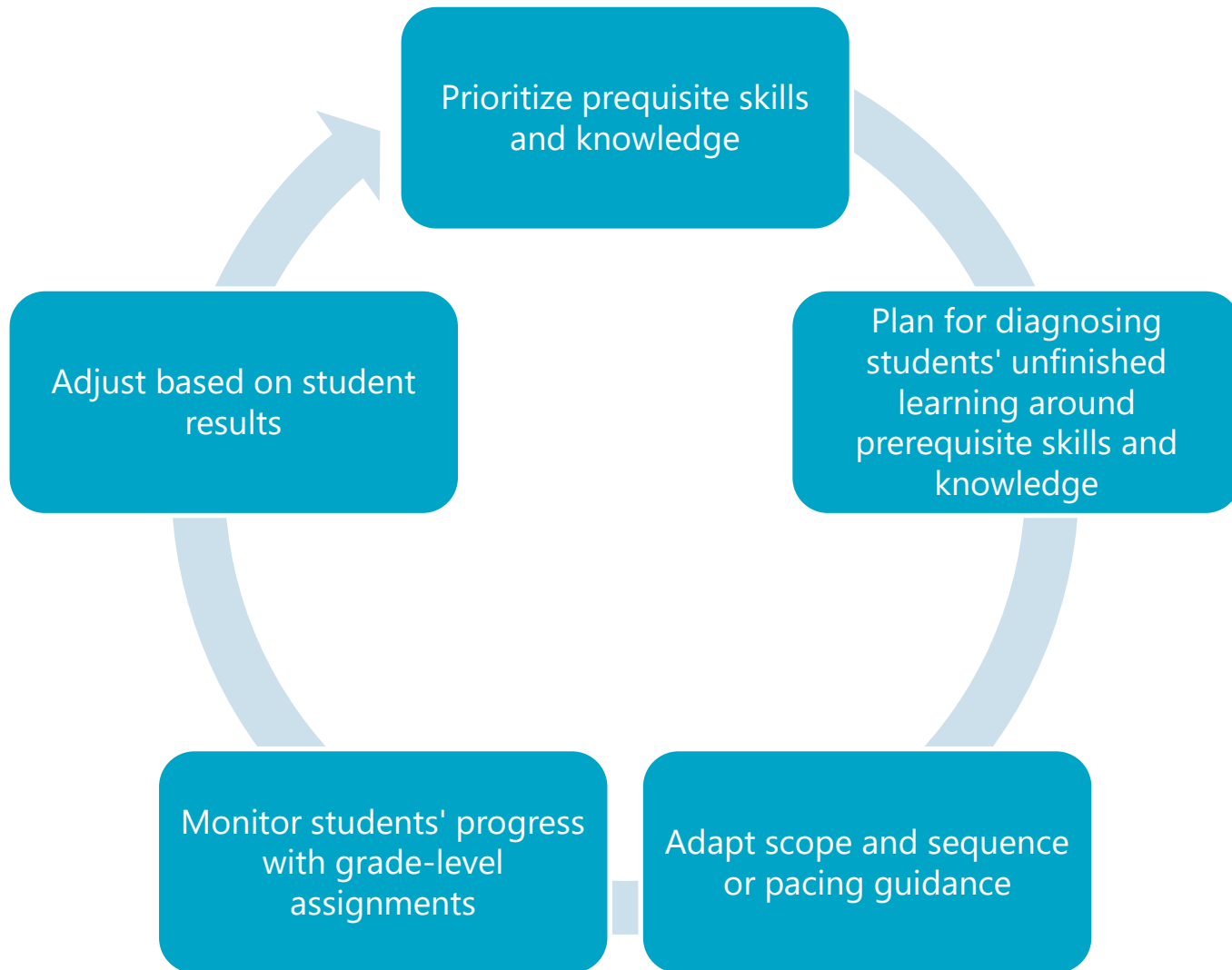
Social & Emotional Supports

Support any teachers or students stepping into a new learning model

Provide opportunity for meaningful social interactions

Help students navigate through potential loss of loved ones

Adjust your supports for teachers and leaders based on student results. Consider how to address specific learning needs and where targeted intervention may be needed.

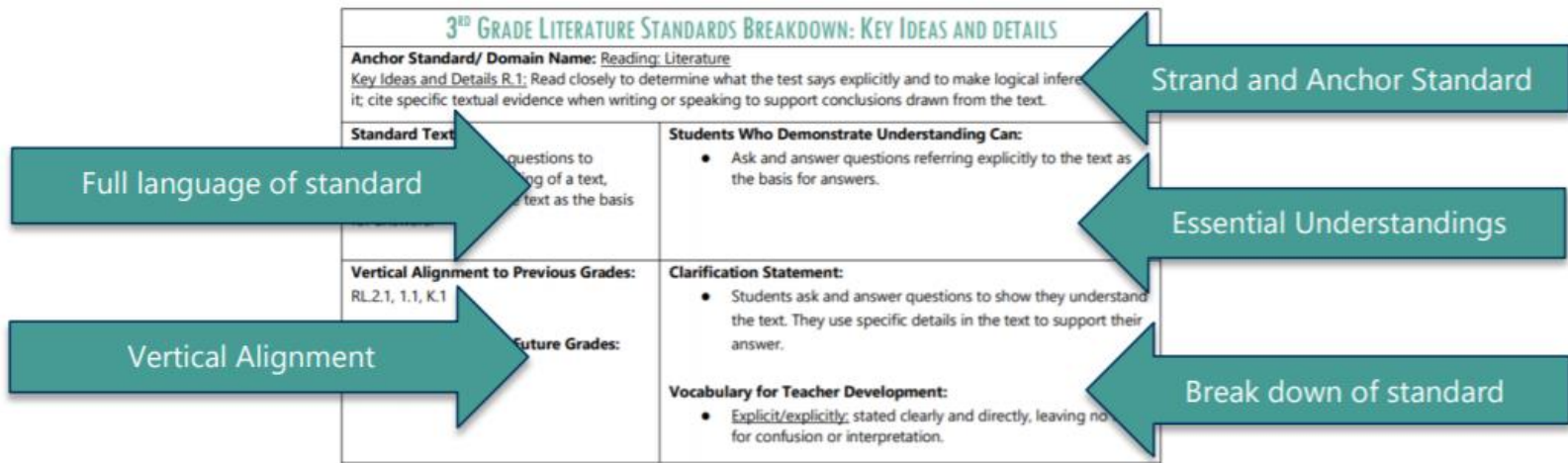


How do we connect acceleration to the New Mexico
Instructional Scope?

Connect to NMIS: Prioritize the most critical prerequisite skills and knowledge



R.6 Assess how point of view or purpose shapes the content and style of a text.



Reentry Guidance Tools



Instructional Acceleration

NEW MEXICO GUIDANCE

Guidance Tool: Literacy

To deeply understand Standards, one needs to know that Literacy Standards are different from other Standards. These differences require a shift in thinking about the approach to grade-level work with these Standards. The shifts that must be taken are rooted in three key ideas: knowledge, complexity, and evidence. When planning with the text as the focus of the lesson and these three shifts in mind, rigorous and equitable instruction for students in New Mexico is created.



Literacy Shifts:

- ▶ Regular practice with **complex text** and its **academic language**.
- ▶ Reading, writing, and speaking are grounded in **evidence from the text**, both literacy and informational.
- ▶ **Building knowledge** through **content-rich nonfiction**.



Instructional Acceleration

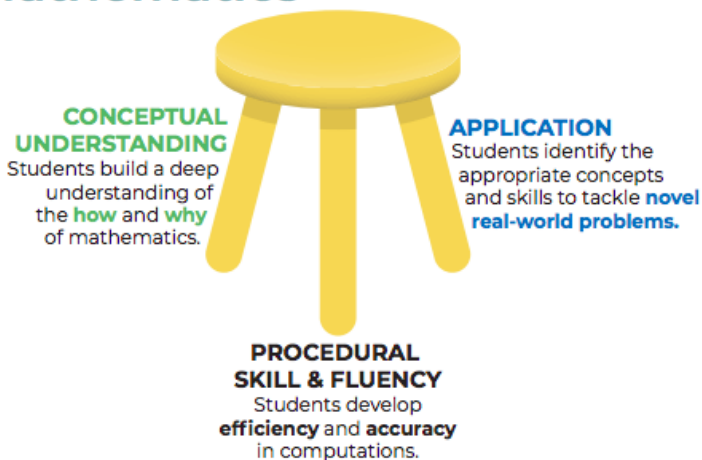
NEW MEXICO GUIDANCE

Guidance Tool: Mathematics



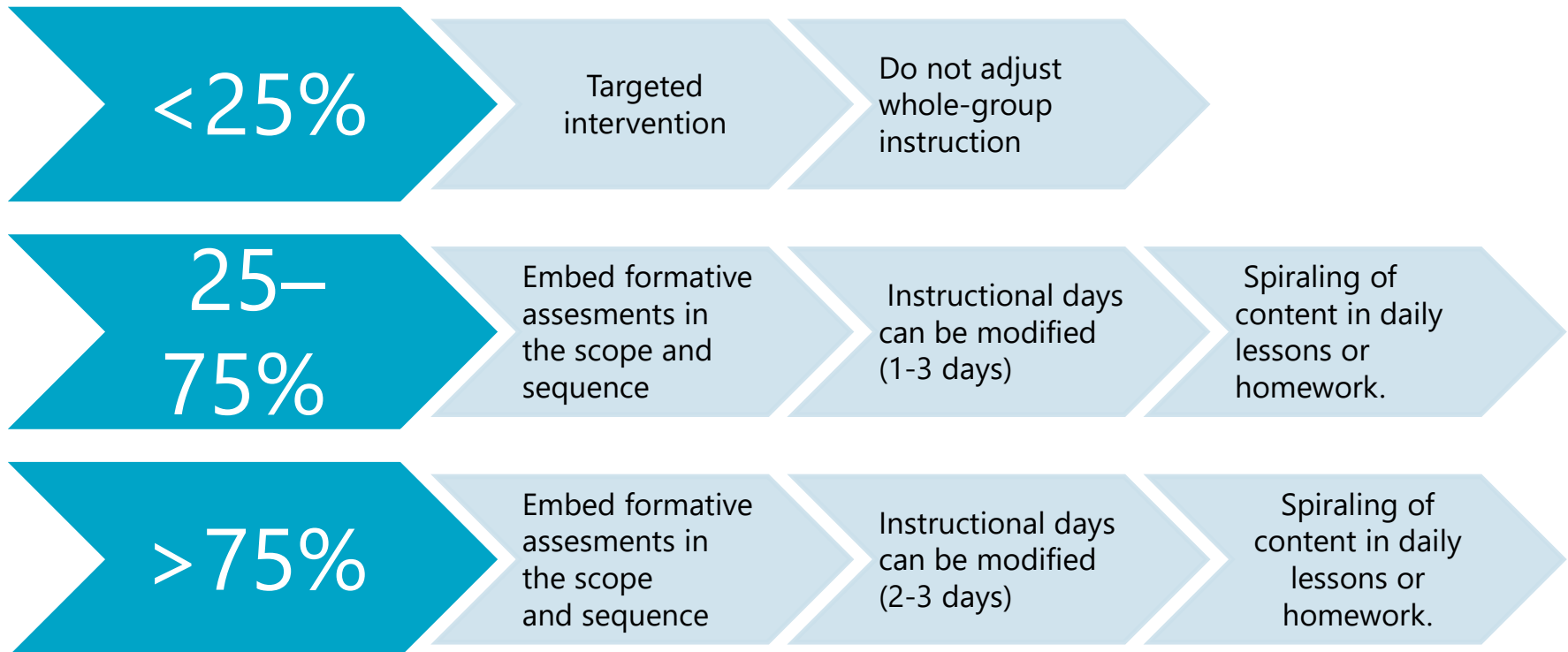
[NMPED Resources Page](#)

As one prepares to deeply understand the Standards, there is a need to recognize they can have different goals. These goals are tied specifically to the aspects of rigor needed for that specific Standard. The three aspects of rigor are often illustrated as a stool, as in the image to the right. Each of these three aspects is critical and needs to be addressed for students to be able to reach the depth of learning that is expected by the Standards.



Connecting Acceleration to Formative Assessment Practices and Tools

% of Students Scoring
Below Mastery



Use strategic assessment to diagnose unfinished learning.

Assessments Should:

- Look ahead to provide information on the skills, language, and knowledge that students need to access grade-level content.
- Be specific to each content area.
- Be embedded in the curriculum as much as possible.
- Identify and build on students' assets.

Assessments Should NOT:

- Look behind at the complete set of lost learning without attention to priority content for the upcoming year.
- Be disconnected from the curriculum or lead a teacher to break the coherence of lessons to remediate.
- Map only students' deficits, which leads to a remediation mindset.

Focus assessment on getting teachers the most actionable instructional information possible.

Think about at least one lingering question and one next step you're committing to and share this in the Chat.

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