Please think to yourself, then share in the Chat:

- 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?
- 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...

“In 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.”

“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.
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. Identify 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.
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.

- Prioritize prerequisite skills and knowledge
- Plan for diagnosing students' unfinished learning around prerequisite skills and knowledge
- Monitor students' progress with grade-level assignments
- Adjust scope and sequence or pacing guidance
- Adjust based on student results
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

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

Guidance Tool: Mathematics

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.

**Conceptual Understanding**
Students build a deep understanding of the how and why of mathematics.

**Procedural Skill & Fluency**
Students develop efficiency and accuracy in computations.

**Application**
Students identify the appropriate concepts and skills to tackle novel real-world problems.

NMPED Resources Page
Connecting Acceleration to Formative Assessment Practices and Tools

% of Students Scoring Below Mastery

<25%
- Targeted intervention
- Do not adjust whole-group instruction

25–75%
- Embed formative assessments in the scope and sequence
- Instructional days can be modified (1-3 days)
- Spiraling of content in daily lessons or homework.

>75%
- Embed formative assessments in the scope and sequence
- Instructional days can be modified (2-3 days)
- Spiraling of content in daily lessons or homework.
Use strategic assessment to diagnose unfinished learning.

<table>
<thead>
<tr>
<th>Assessments Should:</th>
<th>Assessments Should NOT:</th>
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<tbody>
<tr>
<td>• Look ahead to provide information on the</td>
<td>• Look behind at the complete set of lost learning without</td>
</tr>
<tr>
<td>skills, language, and knowledge that</td>
<td>attention to priority content for the upcoming year.</td>
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<tr>
<td>students need to access grade-level</td>
<td>• Be disconnected from the curriculum or lead a teacher to</td>
</tr>
<tr>
<td>content.</td>
<td>break the coherence of lessons to remediate.</td>
</tr>
<tr>
<td>• Be specific to each content area.</td>
<td>• Map only students' deficits, which leads to a remediation</td>
</tr>
<tr>
<td>• Be embedded in the curriculum as much as</td>
<td>mindset.</td>
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<tr>
<td>possible.</td>
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<tr>
<td>• Identify and build on students' assets.</td>
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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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