Core Tenets of Acceleration

1. Grade Level Content is the academic priority – Submit every idea to a simple test: Will this help every student get back to grade level? This does not mean ignoring social/ emotional or other non-academic needs; addressing those are core to setting students up for success. More importantly, you should prioritize accelerating students' learning by accelerating their exposure to grade-appropriate content—so that every student can get back to grade level.

2. Address inequities head-on – The COVID-19 pandemic has likely exacerbated existing inequities and opportunity gaps in your school. Ensure that all your instructional plans account for the academic and social/emotional support students will need.

3. 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 in the upcoming school year. Ensure that you have a strong plan to provide support for all stakeholders in this uncertain time.

Recommendations for accelerating student learning: *assess the scenario for learning and proceed through these steps:*

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

Connecting Acceleration to the New Mexico Instructional Scope (NMIS) 1.0

The NMIS supports acceleration by providing detail and clarity around standards, best practices for instruction, and how to use the NGSS to identify prerequisite knowledge and skills. Using the subject-specific pages in this guide in conjunction with the Instructional Scope should provide information on these details for use.

• The implementation guide provides guidance on how to link grade level learning to what students should know in order to diagnose where targeted acceleration should occur in order to ensure all students spend the majority of their year working on grade level standards.
• Information in the Instructional Scope will define all standards and instructional practices to consider when planning grade-level instruction for all students.
• Assessment information is provided to help guide instruction and support monitoring student progress on grade-level assignments.
• Guidance is provided on how to utilize high-quality instructional materials that best support the accelerated approach.

Connecting Acceleration to Formative Assessment Practices and Tools

It is important to connect the work of acceleration to assessment performance to ensure that instructional time is maximized to prioritize standards for acceleration. To do this, teachers want to ensure they are utilizing multiple measures rather than a single assessment to gauge the status of student knowledge and skills at the start of the school year. Multiple measures of student understanding include formative and interim assessment data, as well as
leveraging longitudinal data, screeners, and other informal learning checks. Developing, selecting, and using the information from high-quality assessments works best when teachers can work together in groups such as professional learning communities (PLC). As student progress is monitored, it is important to respond with both the data and acceleration in mind. Here are some steps that could be taken based on formative practices and interim performance:

Less than 25% of students perform below mastery on an assessment: Respond with targeted intervention (layer 2) for those specific students. Do not adjust whole-group instruction to meeting this need.

Between 25-75% of students perform below mastery on an assessment: analyze the standards and high-quality instructional material being used. Determine what may need to be whole-group instruction and what may need to be targeted intervention, and for whom (mix of layer 1 and layer 2).
- Look at the horizontal and vertical articulation of the DCI in the NGSS. If this learning is foundational for learning later in the year, or for later grades, then you may have to adjust the scope and sequence/pacing guide to allow for more time to learn this material. You should also ask yourself how is this DCI foundational, what within this DCI is foundational and how can we address that targeted learning with our students?
  - Look at the SEPs and CCCs associated with this DCI, if they are also associated with future DCIs during the school year, then adjustments may not be needed as there will be opportunity to spiral the DCI to broaden the students' understanding of the SEPs and/or CCCs.
  - If the SEPs and/or CCCs associated with this DCI are unique for the grade level, then adjustments to pacing may be needed to allow more time to learn this material.
- Look at the horizontal and vertical articulation of the DCI in the NGSS. If this learning is an endpoint, or not foundational for later content, then you will need to adjust the scope and sequence/pacing guide. You should seek to adjust as minimal as possible so as not to remove needed days for other standards.

Note: Strategies must be adjusted depending on where along the 25-75% continuum the class exists.

More than 75% of students perform below mastery on an assessment: analyze the standards and high-quality instructional material being used. Respond with targeted, whole-group instruction to meet these needs (layer 1).
- Look at the horizontal and vertical articulation of the DCI in the NGSS. If this learning is foundational for learning later in the year, or for later grades, then you may have to adjust the scope and sequence/pacing guide to allow for more time to learn this material. You should also ask yourself how is this DCI foundational, what within this DCI is foundational and how can we address that targeted learning with our students?
  - Look at the SEPs and CCCs associated with this DCI, if they are also associated with future DCIs during the school year, then adjustments may not be needed as there will be opportunity to spiral the DCI to broaden the students' understanding of the SEPs and/or CCCs.
  - If the SEPs and/or CCCs associated with this DCI are unique for the grade level, then adjustments to pacing may be needed to allow more time to learn this material.

- Look at the horizontal and vertical articulation of the DCI in the NGSS. If this learning is an endpoint, or not foundational for later content, then you will need to adjust the scope and sequence/pacing guide. You should seek to adjust as minimal as possible so as not to remove needed days for other standards.

Connecting Acceleration to Bundling of NM STEM Ready! Science Standards

<u>What:</u> "Bundles" are groups of standards arranged together to create the endpoints for units of instruction. Bundling is just one step in a curriculum development process; many other steps are required to create instructional materials designed for the NGSS.

<u>Why:</u> Bundling is a helpful step in implementing standards because it helps students see connections between concepts and can allow more efficient use of instructional time. Many of us will be receiving students who have unfinished learning from previous grade levels due to the COVID-19 pandemic and thoughtful considerations bundling horizontally and vertically can allow students to spend the majority of their time in your classroom working on grade level work.

<u>How:</u> If you are responsible for bundling performance expectations (the standards) into coherent and sequential units of instruction, you can use the materials from *Bundling the NGSS* to familiarize yourself with the concept, process, and guidance.

Use the vertical and horizontal articulations of the disciplinary core ideas located in the NGSS connections box to understand what students should know about the topic prior to your instruction and what foundation you will be establishing for later instruction. Where you have concerns about unfinished learning, you should be very intentional to probe their knowledge level about previous learnings through the chosen phenomena and be prepared to add additional support in your instructional sequence to allow all students to access the grade level content.