Do Now

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 restarting school in the fall?

Also, please change your Zoom Display name to read: (**District) First Name Last Name**

- County Officers, please list the name of the district you support

Need help? Go to Participants in the setting bar, find yourself, click "Rename".

TNTP reimagine teaching

Restarting School Support Series

Introduction to the Learning Acceleration Guide & Beginning our Acceleration Planning

June 23, 2020

Who is TNTP? TNTP was founded in 1997 and today works at every level of the U.S. public school system to help our partners end educational inequality and achieve their goals for students.

We focus on three areas to ensure teachers succeed and students thrive:

Rigorous Academics

Are students studying challenging, engaging and relevant content?

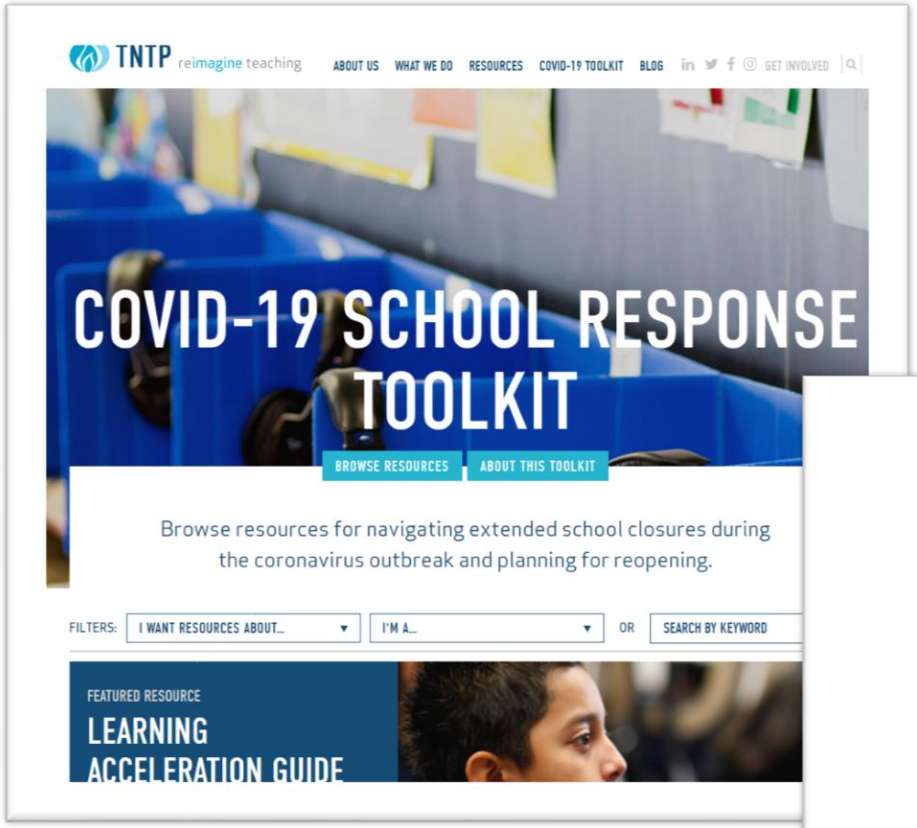
Talented People

Are educators in the right roles with the right skills to help students thrive?

Supportive Environments

Are policies, systems and communities supporting great schools for all?

TNTP has made our vetted, research-based resources publicly available to support school systems to restart school successfully.



https://tntp.org/covid-19-school-response-toolkit/view/learning-acceleration-guide

Who is Here? Our Community of Practice

Inglewood USD	**Konocti USD**	**Oakland USD**	**Oakland Military Academy**	**Vallejo City USD**
8,755 Students	3,575 Students	37,075 Students	415 Students	12,486 Students

Where are we going?

Session 1: Introduction to the Learning Acceleration Guide

Session 2: Supporting Student Well Being and Connectedness

Session 3: Identifying Essential Content for Acceleration

Session 4: Adapting Your Scope & Sequence and Pacing Guidance

Session 5: Planning Your Approach to Diagnosing Unfinished Learning

Session 6: Increasing Student Engagement & Ownership in Virtual Delivery

Session 7: Planning Your Training for Teachers and Leaders

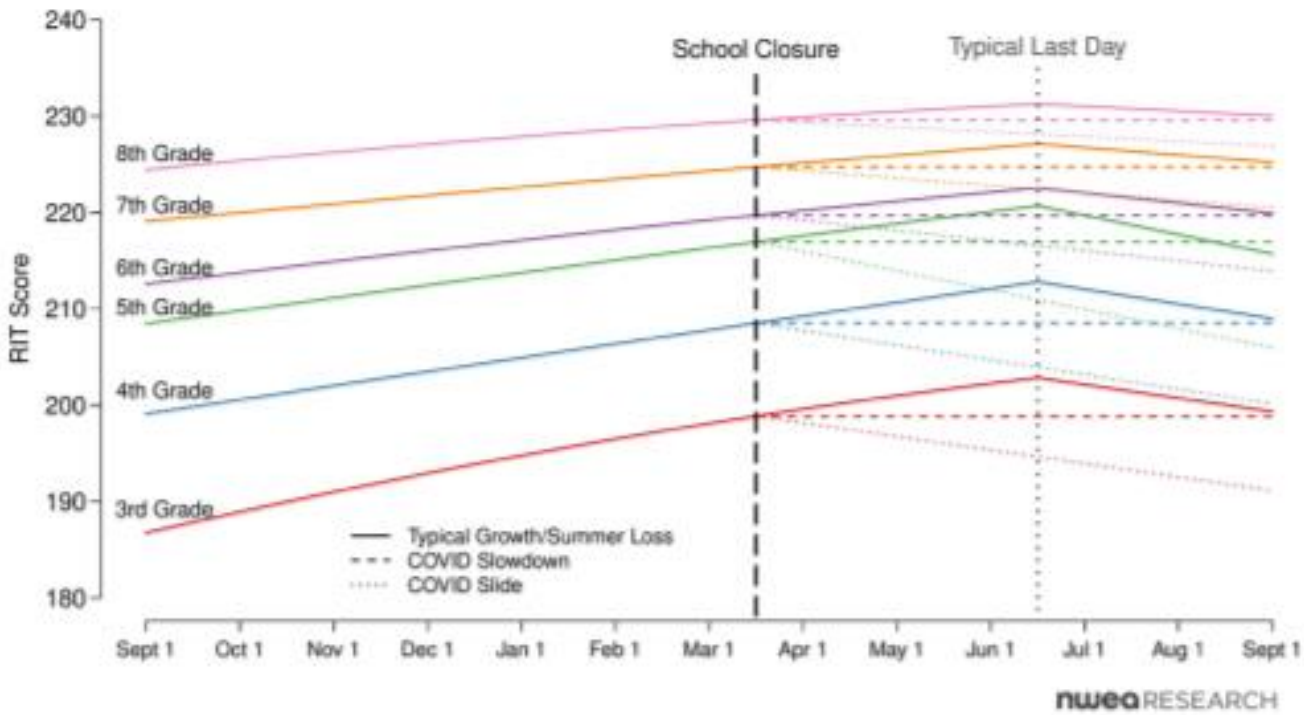
Session 8: Managing & Improving Your Work

Our goals for today are that instructional teams will be able to…..

- Explain why their system will take an acceleration (rather than a remediation) approach to student learning in SY20-21.
- Examine specific examples of instruction that accelerates learning by using just-in-time supports to ensure all students can engage with grade-level content.
- Explain how their system will create a plan to accelerate student learning over the next two years.
- Articulate the importance of access, implementation, and quality goals in accelerated learning work.
- Articulate the role of the acceleration team, as well as next steps.

Why are we here? One study predicts that students will experience a learning loss of 50 percent in math…

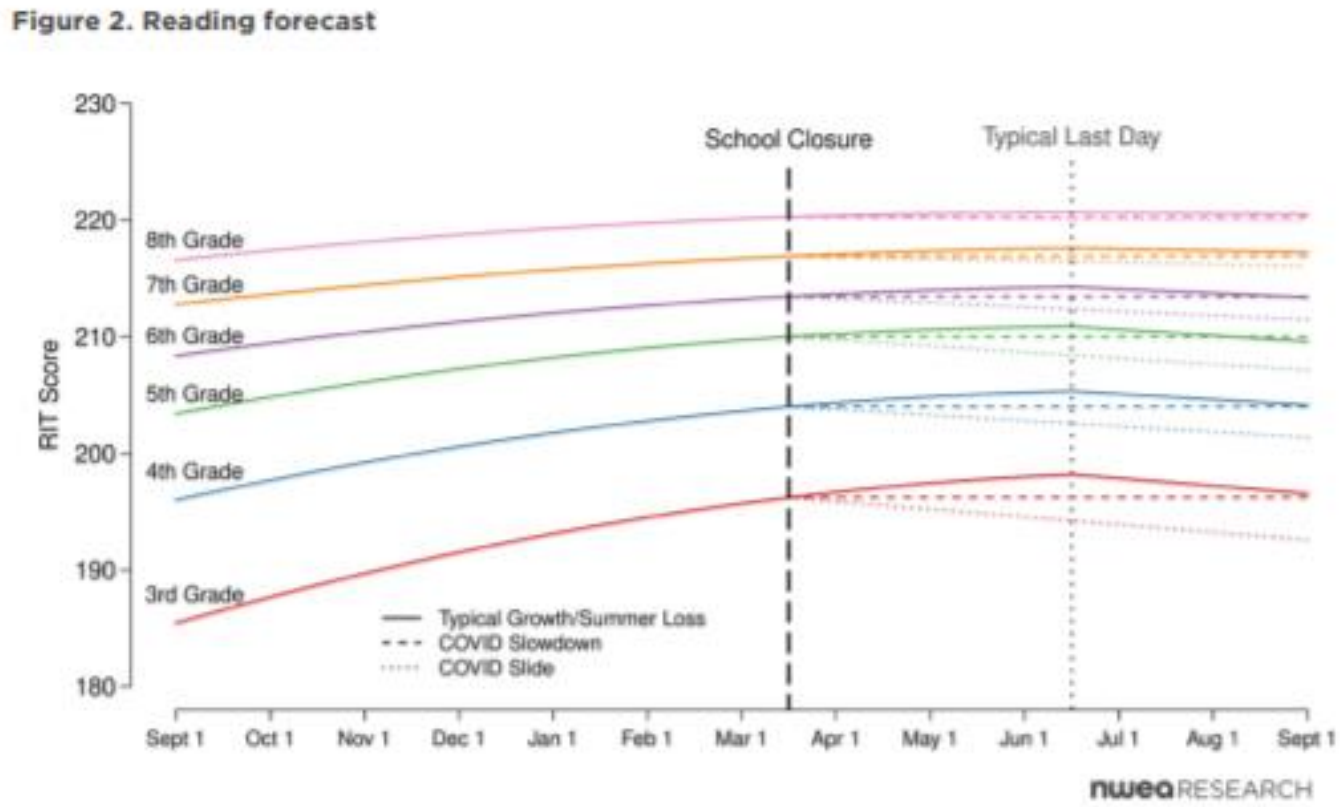
Figure 1. Mathematics forecast



"[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."

https://www.nwea.org/content/uploads/2020/04/KAP5122-Collaborative-Brief_Covid19-Slide-APR20_FW.pdf.

and 30 percent in reading.



"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."

https://www.nwea.org/content/uploads/2020/04/KAP5122-Collaborative-Brief_Covid19-Slide-APR20_FW.pdf.

We've historically tried to address unfinished learning 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.

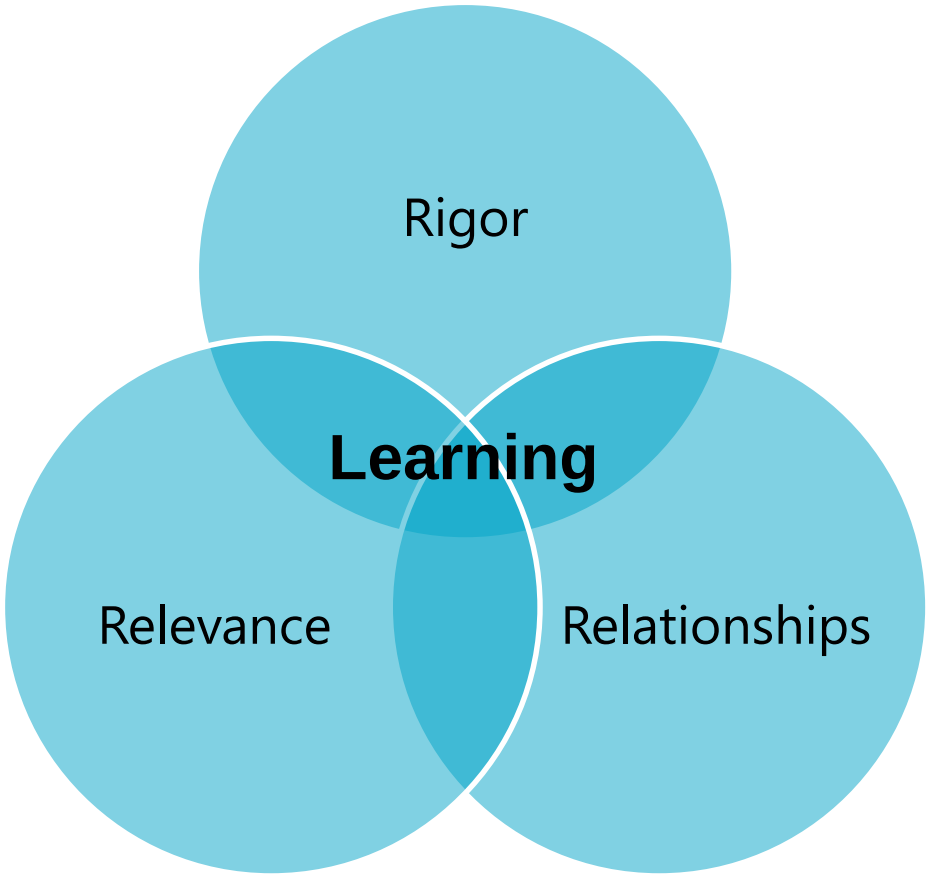
Remediation has not been shown to be effective at scale.

After Hurricane Katrina, elementary schools in New Orleans that emphasized skill recovery (i.e. remediation) found that students scored poorly on state accountability tests…

…poorly enough to threaten charter schools' existence.

https://www.crpe.org/thelens/what-post-katrina-new-orleans-can-teach-schools-about-addressing-covid-learning-losses

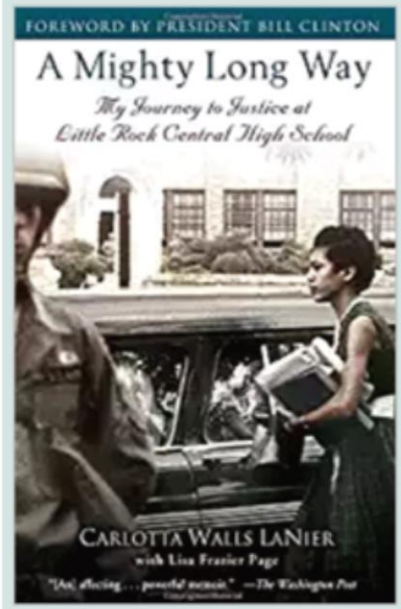
These practices are not effective because they fail to do one crucial thing: meet students where they are.



Why are we accelerating rather than remediating student learning?

Even before school closures, we know that students often didn't have access to grade-level assignments.

When we conducted *The Opportunity Myth,* we saw that about 26% of assignments were grade-appropriate. What did that look like in two eighth grade classrooms we studied?



Education

GRADE 8: MODULE 3B: UNIT 2: LESSON 16

Informational Essay Planner

Name:

Date:

Focusing Question: In the events surrounding the Little Rock Nine and the struggle to integrate Central High, the press played a newly powerful role. In what ways did it serve to illuminate events for a national audience, and it what ways did it give an incomplete or even inaccurate picture of events?

Students read *A Mighty Long Way* and wrote an informational essay analyzing historical events, getting the chance to fully meet the depth of multiple standards and learn relevant content.

Before school closures, we know that students often didn't have access to grade-level assignments.

The "Billion Oyster Project" Brings Life Back to NYC Waters

Gazing at Manhattan's East River, you will see huge cargo ships, ferries, and barges. You'll see a stream of cars and trains zooming over the city's bridges. It's hard to imagine that this river was once an unspoiled marine habitat. Years of industrial development have taken a toll. Much of the natural ecosystem here was lost or damaged. But today, with the help of the Billion Oyster Project and lots of New York City students, that's starting to change.

Long ago, oysters thrived in the waters around NYC. Have you ever heard of Pearl Street in downtown Manhattan? That street was named for all the oysters that swarmed the nearby river. But as NYC became a shipping hub, the rivers became polluted. The oyster population nearly disappeared. This impacted the whole ecosystem, because oysters were a key ingredient.

As oysters eat, they filter the water supply by removing nitrogen. We see great biodiversity around oyster reefs, because the oysters' filtering ability attracts life. Around NYC's oyster reefs, there were large habitats of fish and marine creatures. Even whales were a common sight here. Oyster reefs also helped to buffer Manhattan from erosion. They limited the damage from storms and waves. As NYC's oysters died off, so did many other creatures, and so did the protective quality of the reefs. This was a big loss for the city.

The Billion Oyster Project has set out to address this loss. The project works to bring oysters back to NYC's waters. The project began with students at New York Harbor School. It has since expanded to include many schools in the city. Thousands of NYC students have participated in reef construction and oyster planting. So far, over 26 million oysters have been planted in the waters around NYC. And it's working! With the oysters, many more fish and marine creatures have returned as well. Even whales have been spotted again.

These NYC waterways and harbors will always be some of the world's busiest. But with the help of the Billion Oyster Project, the dynamic natural world that once thrived here is beginning to return and to coexist more peacefully with the ferries, barges, cars and trains.

Sample question from this assignment:

Add vowels (a, e, i, o, u) to complete the words from the reading.

It's hard to imagine that this river was once an unspoiled marine H_B_T_T.

After reading a fifth-grade level text, students completed multiple-choice vocabulary questions and filled in the missing vowels in words, which is not aligned to any eighth-grade literacy standard.

As a result, students were largely succeeding on their assignments but rarely able to meet state grade-level standards.

Students succeeded on

71%

of their assignments

They met grade-level standards on

17%

of those exact same assignments

Even though most students are meeting the demands of their assignments—and many are earning As and Bs—they're not prepared for college-level work.

But students who received more frequent access to grade-level content made significantly larger gains than their peers who did not.

In The Opportunity Myth sample, all students made

But students who were furthest behind made

This tells us that we must **accelerate—not remediate**—student learning.

Making the case for accelerated learning.

Take five minutes to read an excerpt from “Learning in the Fast Lane” by Suzy Pepper Rollins (beginning on page 3 of your handout).

TNTP reimagine teaching

Why are we accelerating rather than remediating student learning?

Excerpt from *Learning in the Fast Lane* by Suzy Pepper Rollins[1]

Chapter 1. Acceleration: Jump-Starting Students Who Are Behind

I recently came into a freshman remedial class to find students busily logging in to the school's basic-skills software. Those who were deemed the furthest behind, according to a diagnostic pre-test, practiced skills that were the furthest removed from the current curriculum. Students who weren't as far behind worked on skills from the previous year or two. Any connection between the skills the students practiced, and the standards being introduced in their "regular" classes that same day was entirely coincidental. A young woman rolled her eyes at me as she entered her password on the keyboard: "We've been doing this program since 4th grade."

Discuss in breakout groups

How would you define “acceleration” and “remediation?”

How would you articulate WHY your organization needs to adopt an accelerated learning approach?

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.

Rollins, Suzy Pepper. *Learning in the Fast Lane: 8 Ways to Put All Students on the Road to Academic Success.* ASCD Member Book. 2014.

WHAT does accelerated learning really look like?

What does accelerated learning look like?

A 4th grade math teacher preparing to teach multiplication of fractions by a whole number might first *quickly* address students' unfinished learning in the conceptual understanding of what fractions represent.

MAJOR CLUSTER

3.NF.A.1

Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.

In this way, students' unfinished learning occurs in the context of—and preparation for—current learning.

MAJOR CLUSTER

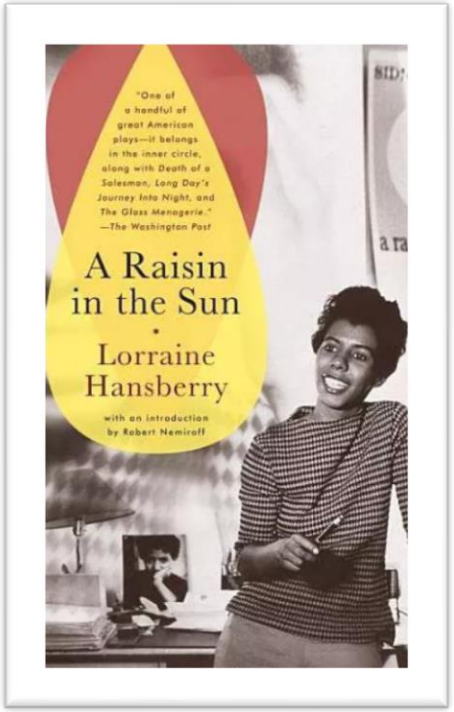
4.NF.B.4

Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

*Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.

This looks different in ELA than in math.

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 and supports 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.

Let's Get Meta: What did we do here?

Step 1: Generate Thinking, Purpose, Relevance and Curiosity with Success Starters

Step 2: Clearly Articulate the Learning Goal and Expectations in Student-Friendly Terms

Step 3/4: Scaffold and Practice Essential Prerequisite Skills by Identifying Most Critical Gap

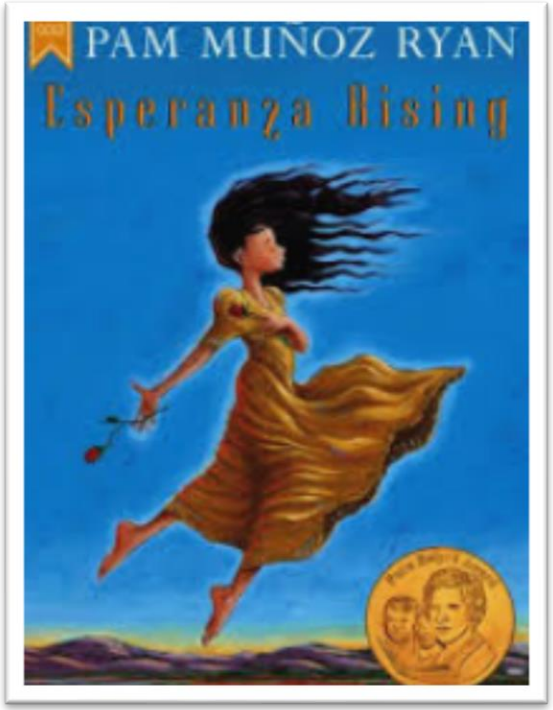
Step 3/4: Introduce New Vocabulary and Review Prior Vocabulary, Including the Term, Information and Picture

Step 5: Dip Into New Content to Get a Sneak Peek

Step 6: Conduct Formative Assessment Frequently in Informal, Quick Ways

Rollins, Suzy Pepper. *Learning in the Fast Lane: 8 Ways to Put All Students on the Road to Academic Success.* ASCD Member Book. 2014.

Your Turn: Practice in Breakout Groups



To deeply understand *Esperanza Rising,* fourth grade students might need to build their knowledge of:

-
-
-
-
-

To help students experience success with this grade-level text, a teacher could:

-
-
-
-
-

Your Turn: Practice in Breakout Groups

ADDITIONAL CLUSTER

1.MD.B.3

Tell and write time in hours and half-hours using analog and digital clocks.

1 day Standard Review	1 day Standard Review	1 day Standard Review

1.OA.A.1

Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.*

Reflection Questions

What knowledge and skills are needed to do this type of planning?

Who should be involved in doing this work?
(And, realistically, who likely will end up doing it?)

What will be required to invest all educators in this approach?

FIVE MINUTE STRETCH BREAK

HOW do we accelerate student learning in the next two years?

To execute on accelerating student learning plans, you'll need to…

- Prioritize the most critical grade-level content for each grade and subject.
- Identify the prerequisite knowledge, skills, and academic vocabulary that students will need to access that grade level content.
- Plan your approach to diagnosing students' unfinished learning in that prerequisite content knowledge and those prerequisite skills.
- Adapt your scope and sequence/pacing for each subject and grade to reflect where teachers might need to provide acceleration support.
- Invest and train your educators in the accelerated approach and give them tools to monitor student progress.

Reflect: Where does your system need to start?
Where do you need the most support?

How do we CREATE A PLAN to accelerate student learning?

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.

Address inequities head on.

Support and assume the best of all your stakeholders.

Communicate clearly.

Which values are already in place?
Which will feel new?

Once you've clearly articulated your values, you need to create a plan to accelerate student learning. To do this, you'll want to….

1. **Assemble a small, diverse acceleration planning team** for a series of planning sessions.
2. **Plan for several potential instructional delivery scenarios** in the 2020-2021 school year.
3. **Assemble an advisory committee** that will offer your acceleration team student, teacher, leader, and family perspectives about the choices and decisions you are making.
4. **Prioritize concretely planning to accelerate student learning** across the course of the next school year.
5. **Answer key questions** you'll need to begin planning for reopening using data from stakeholders.
6. **Start with information you already have** to answer key questions.
7. **Then, collect any additional information** that you need but don't already have.
8. **Identify challenges and opportunities**—three to five each—that your team will need to address.

A quick note on logistics

Which Students?

- All students
- "Bubble" students
- Only those most significantly behind

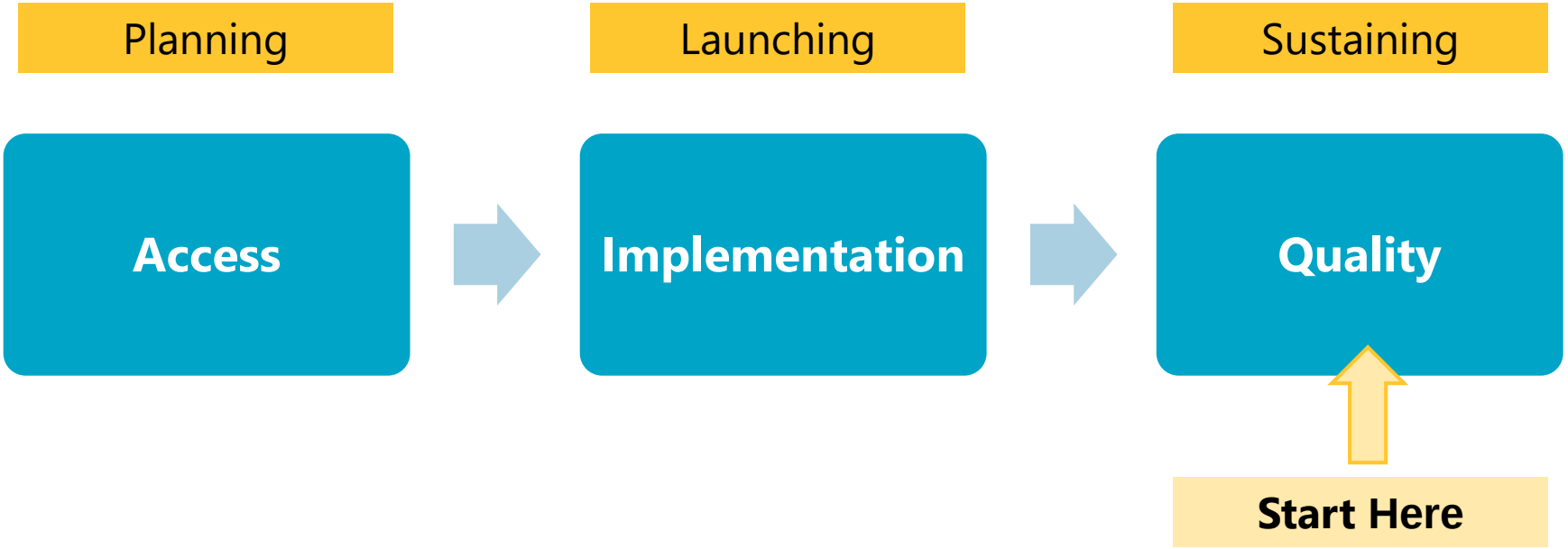
Which Teachers?

- Regular content teacher
- Separate, specialized teacher

When in the Day?

- Extended Learning Time/Fast Lane Class
- Incorporated in/in place of electives
- "Before or After School"

Goals are essential to help us monitor progress and continually improve.



https://ccsso.org/blog/ccsso-releases-restart-recovery-considerations-teaching-learning

Sample Goals

Access	Implementation	Quality
100% of teachers and students have access to a high-quality curriculum during remote learning	100% of students complete rigorous assignments aligned to high-quality curriculum materials each day	100% of students make progress towards mastery of grade-level standards
100% of students/families have been assigned an adult at school to whom they are connected	__% of students/families interact with a reliable and responsive adult at school to whom they are connected at least once per week	__% of students/families report feeling supported, engaged and connected to school

Developing system-specific goals will be a key component of coaching conversations

https://ccsso.org/blog/ccsso-releases-restart-recovery-considerations-teaching-learning

What is our job as the Acceleration Team?

Check for understanding, check for alignment

In district teams, debrief what you heard today and begin planning next steps.

- What is our charge as the Acceleration Team?
- What components of our academic program will feel the same under this approach?
- What components of our academic program will need to change to align with this approach?
- Who do we need to have "at the table"?
- How will we hold ourselves accountable?

Putting it all together

What questions do you have?

What clarification is still needed?

There's a lot to tackle to be ready to accelerate student learning.

Take a few minutes to jot down your thoughts

Things to consider:

What is front of mind for you?

What would you like to cover in coaching?

What is your first next step?

Please share your feedback

Help us help you!

Feedback link provided in handout and in chat

Connect with us.

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