As we begin..

Reflect on the work of adapting pacing guidance that we engaged in last session. What's a key learning that has stuck with you?

Get ready to share! Add your responses to the chat.

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

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

Restarting School

Planning Your Approach to Diagnosing Student Learning

Wednesday, September 30

Session Norms

- Safety to share different perspectives
- Equity of voice
- Active and attentive listening
- Commitment to the work
- Mindful while using technology

Virtual Norms

- Be on video
- Use the chat!
- Jump in with questions
- MUTE, but unmute for verbal responses
- We are Better Together

Where are we going?

Session 1: Introduction to the Learning Acceleration Guide

Session 2: Supporting Student Wellbeing 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

PD Sessions: Learn and Practice
Coaching Sessions: Apply and Plan

At the end of this session, you'll be able to….

1

Understand **how to approach** diagnosing unfinished learning and the **most effective tools** for doing so.

2

Explain how your district's current approach **compares to the recommended process** and if there are gaps to be addressed.

3

Analyze the links between prioritizing content, adapting scope and sequences and diagnosing learning

Making connections to the Learning Continuity and Attendance Plan

Pupil Learning Loss

How will districts diagnose unfinished learning?

What strategies will they use to accelerate learning?

How will they measure the effectiveness of the supports they are providing?

Pupil Participation and Progress

How will districts assess pupil progress through live contacts and synchronous instructional minutes?

Resource Landing Page

TNTP reimagine teaching

Learning Acceleration Series Resource Guide

Series Participant Folder

Session 1: Introduction to Learning Acceleration

- TNTP's COVID-19 School Response Toolkit: TNTP's collection of resources to support schools in navigating extended school closures and planning for reopening
- TNTP's Learning Acceleration Guide: TNTP's guidance to schools and districts engaging in planning and executing accelerated learning plans
- The Opportunity Myth: TNTP's 2018 report documenting the impact of lack of access to rigorous, grade level content and providing recommendations to school systems.
- CCSSO's Restart and Recovery Framework: The Council of Chief State School Officers' guidance to school systems planning to restart schools and recover learning loss
- CCEE's Learning Continuity and Attendance Plans Resources and Supports: CCEE's collection of curated resources to support LEAs in the development of LC/A plans
- Session 1 Participant Handout: Includes excerpt from *Learning in the Fast Lane* (Suzy Pepper Rollins).

Agenda

Tools for Diagnosing Unfinished Learning

Diagnosing and Addressing Unfinished Learning

Putting It All Together: Academics

Planning for Next Steps

Tools for Diagnosing Unfinished Learning

All assessment tools should help teachers support **every student to move to grade-level content** as quickly as possible.

Assessments should be **connected to high-quality curricula**, tailored to the unique considerations of each content area.

Large-scale assessments are **less able to provide teachers with the instructional information** they need to support students.

System Level Screening and Benchmark Assessments

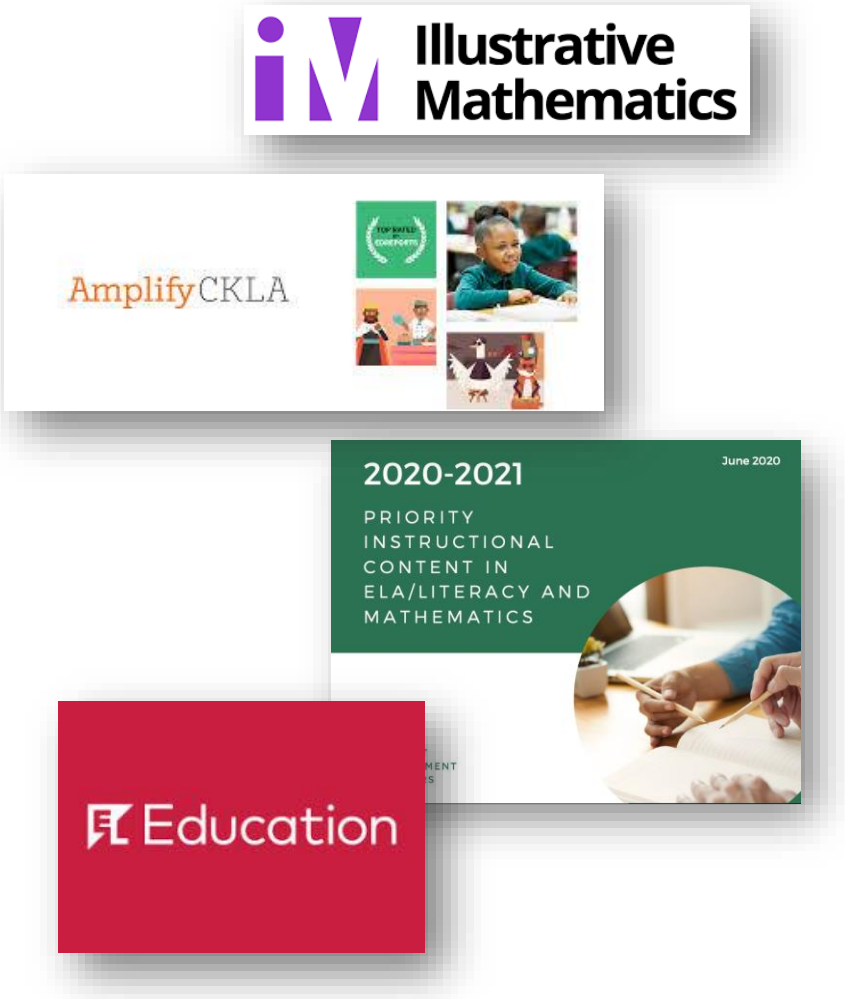
Screening and benchmark assessments give a high-level snapshot of student performance and often help systems determine how they can allocate and redistribute resources and capacity.

However, they do not provide teachers with the instructional information they need for day to day planning.

Effective Diagnostics Connected to Curricula

Use your prioritized content list to determine what data is missing or where there are gaps.

Effective Diagnostics help teachers determine a **student's individual strengths, challenges, knowledge, and skills** prior to instruction and ultimately help educators answer the question, **"What knowledge and skills does this student already possess?"**



SAP's Priority K-12 ELA/Math Content

Diagnostics and Ongoing Progress Monitoring of Skills

ELA K-2

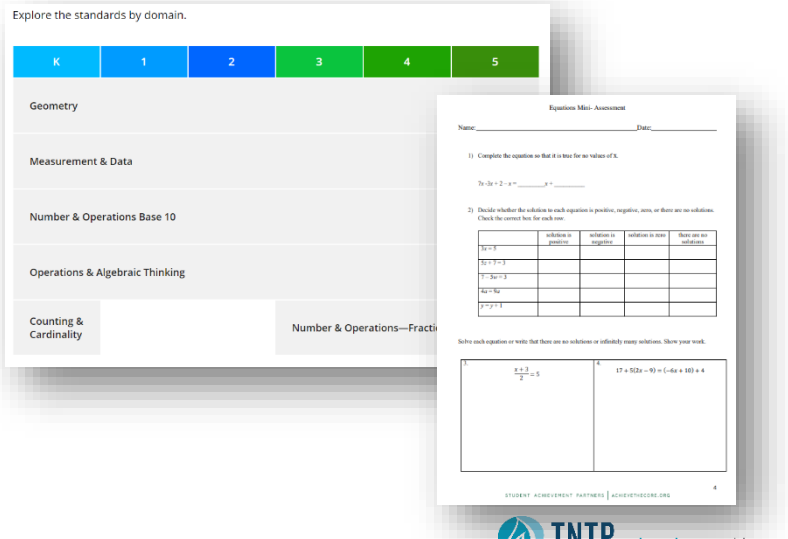
Systems and school sites should conduct ongoing measures of foundational skills to support students' decoding and fluency development.

Grades 3-12

Systems and school sites should periodically measure student fluency with grade level texts to monitor progress and provide additional supports.

Math

Systems and school sites should use diagnostics included in their materials. Assessments should be aligned to an appropriate area of rigor and assess the depth of the standard.



SAP's Priority K-12 ELA/Math Content

The Role of Assessments

SHOULD

Just-in-time information to help every student access grade-level learning

Specific approach based on content area and grade level that is instructionally relevant

Embed within the curriculum and assess specific skill, language or knowledge

Assess what students know to create an **asset-orientation**

Identify and **build on students' assets**

SHOULD NOT

Remediating all prior content

Assess every previous grade standard

Break coherence from grade-level curriculum to remediate

Generate a list of what students do not know to create a remediation mindset

Map all students' deficits

Act as a gatekeeper to grade-level instruction

Key Principles for Diagnosing Unfinished Learning

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 diagnosis data that you can collect on an ongoing basis.

Key Principles for Diagnosing Unfinished Learning

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 diagnosis data that you can collect on an ongoing basis.

Reflection

How will assessment tools be used similarly to previous years? How will they be used differently?

How would you discuss the similarities and differences of how you are using diagnostic assessments with teachers? With families?

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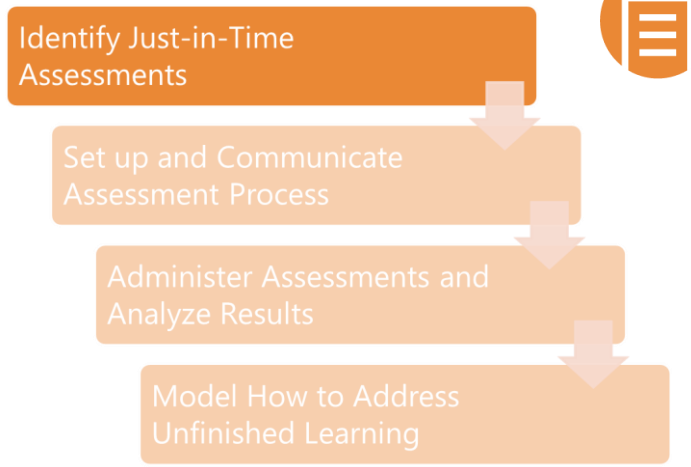
How to Diagnose and Address Unfinished Learning

1. Identify Just-in-Time Assessments
2. Set up and Communicate Assessment Process
3. Administer Assessments and Analyze Results
4. Model How to Address Unfinished Learning

Step 1

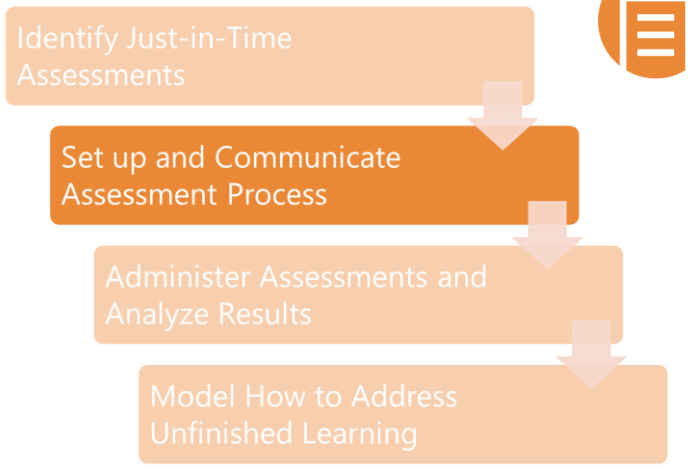


Identify Just-in-Time Assessments

Use **curriculum-embedded** assessments whenever possible.

If those are not available, prioritize publicly available resources.

Step 2

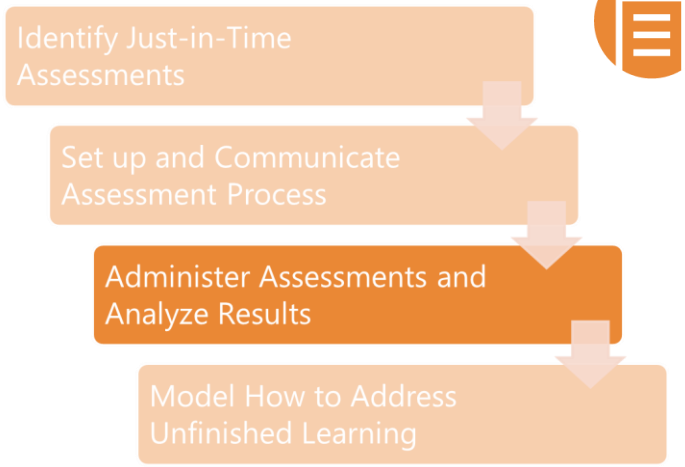


Set up and Communicate Assessment Process

Codify testing windows, data collection processes, required platforms and technology, etc.

Communicate clearly with stakeholders, provide reminders and to ensure fidelity.

Step 3



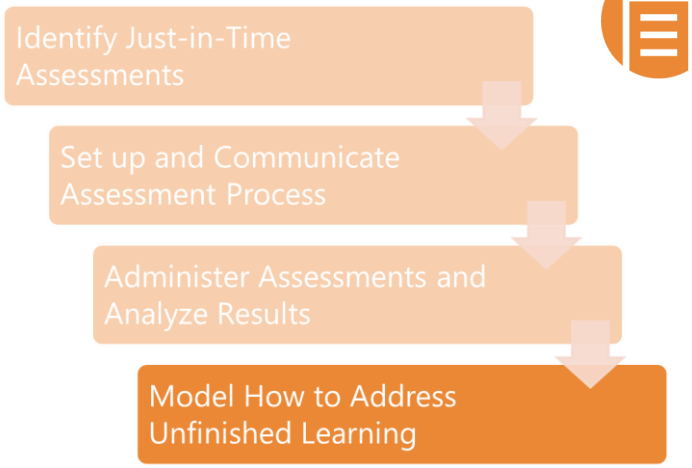
Administer Assessments and Analyze Results

Complete the task to **identify potential misconceptions**.

Administer the assessments and **sort student work** based on responses.

Identify prerequisite skills and **adapt instruction** for whole group, small group and individual students.

Step 4



Model How to Address Unfinished Learning

Provide examples of how to adapt instruction to address unfinished learning effectively.

Support moving students to **grade-level content** as quickly as possible.

Approach to Diagnosing Unfinished Learning: Recap

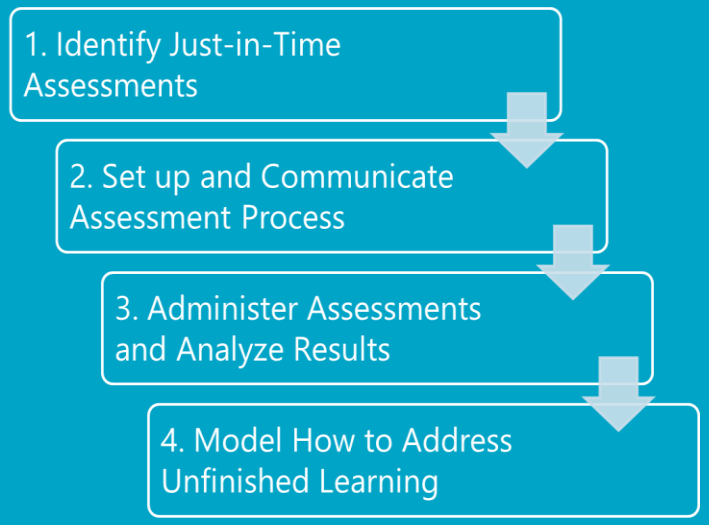
Use diagnostics from high-quality adopted materials as often as possible.

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 diagnosis data that you can collect on an ongoing basis.

5 Minute Break
Back at 10:25



Change your Zoom Participant Name
Step #, Name (Network)

Click in upper right-hand corner, then click on “Rename”

Breakout Groups: Evaluating Your Current Tools and Approach

What does this look like in your district now?

What are the specific leader levers you need to pull in your district to engage in this work?

Expectations

- *What are the precise expectations of adults and/or students?*

Tools

- *What tools will adults or students need to meet the expectations (e.g. Documents, Technology, Texts)?*

Support

- *What support or development do adults (or students) need to implement the system (e.g. PD, Training, Reading, Coaching)?*

Time

- *What time will adults and/or students need to learn and refine implementation?*
- *How can you adjust time to provide what is needed when it is needed?*

Reflections

What does this look like in your district now?

What are the specific leader levers you need to pull in your district to engage in this work?

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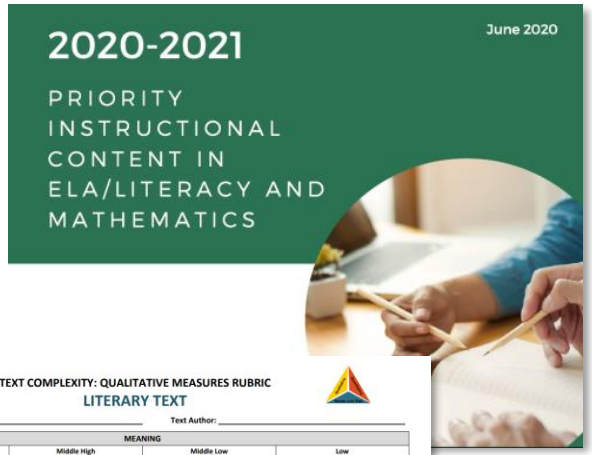
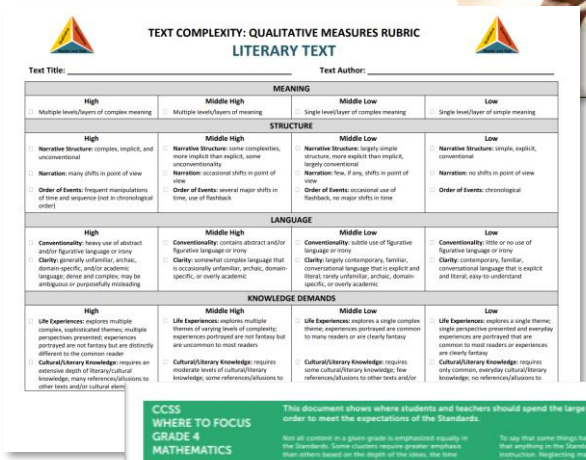
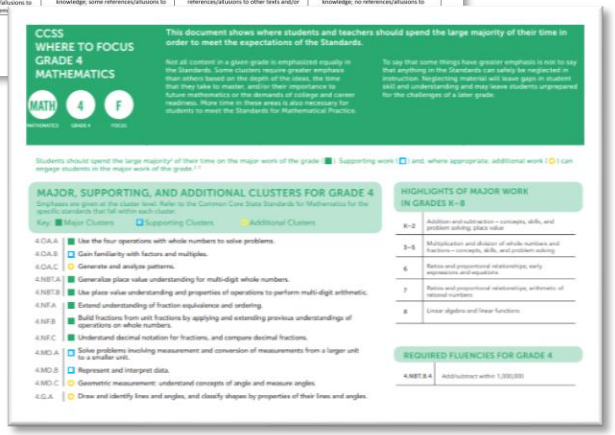
Connections to previous session: Steps and tools to identifying priority and prerequisite content

- Read Text & Identify Knowledge
- Conduct Qualitative Analysis
- Review SAP Guidance
- Consider "Just In Time" Supports





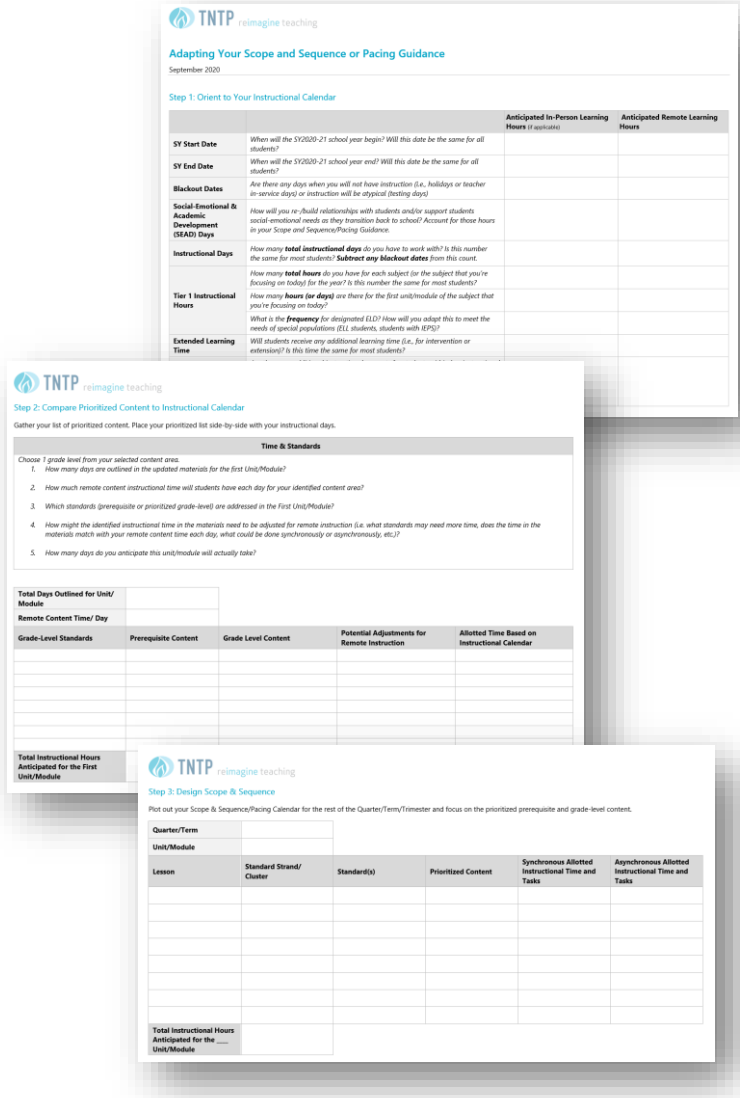


Connections to previous session: Steps for adapting your scope and sequence

Orient to Your Instructional Calendar

Compare Prioritized Content to Instructional Calendar

Design Scope & Sequence



Connections to previous session: Steps for identifying unfinished learning

- Identify Just-in-Time Assessments
- Set up and Communicate Assessment Process
- Administer Assessments and Analyze Results
- Model How to Address Unfinished Learning

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Breakout Groups: District-Level Planning

With your network, synthesize your learnings from the past three sessions focused on academics.

Guiding Questions

- How does prioritizing content, adapting your scope and sequence and diagnosing unfinished learning maximize student learning? How does it help ensure accelerated instruction?
- How is this approach similar or different from previous years?

Share your thinking about the process you went through today and begin planning for next steps.

Guiding Questions

- How will the key headlines and knowledge from today's session be messaged & shared with key stakeholders?
- How will you discuss the similarities, differences, and approach to acceleration with teachers? With families?
- What are the specific leader levers you need to pull in your district to engage in this work? What resources or support might be needed?

Whole-Group Reflections

What is one next step you're taking out of this session?

Reflection

What is your current touchpoint to assessments in your district?

What messages do you want convey to those who are making decisions about what assessments are used?

Final Thoughts

Partner with parents, families, or your students' support network

Lead with relationships, not assessments

Do no harm

Less is more

Communicate with and develop stakeholders

Assess for learning, not accountability

Commit to the long-game

Use curricular materials to which you have access

At the end of this session, you'll be able to….

1

Understand **how to approach** diagnosing unfinished learning and the **most effective tools** for doing so.

2

Explain how your district's current approach **compares to the recommended process** and if there are gaps to be addressed.

3

Analyze the links between prioritizing content, adapting scope and sequences and diagnosing learning

Please share your feedback.

Help us help you!

Feedback link provided in handout and in chat

Connect with us.

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