As we begin..

Reflect on the work of planning for academic instruction and emotional well-being. 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".

Session Norms

Safety to share different perspectives

Equity of voice

Active and attentive listening
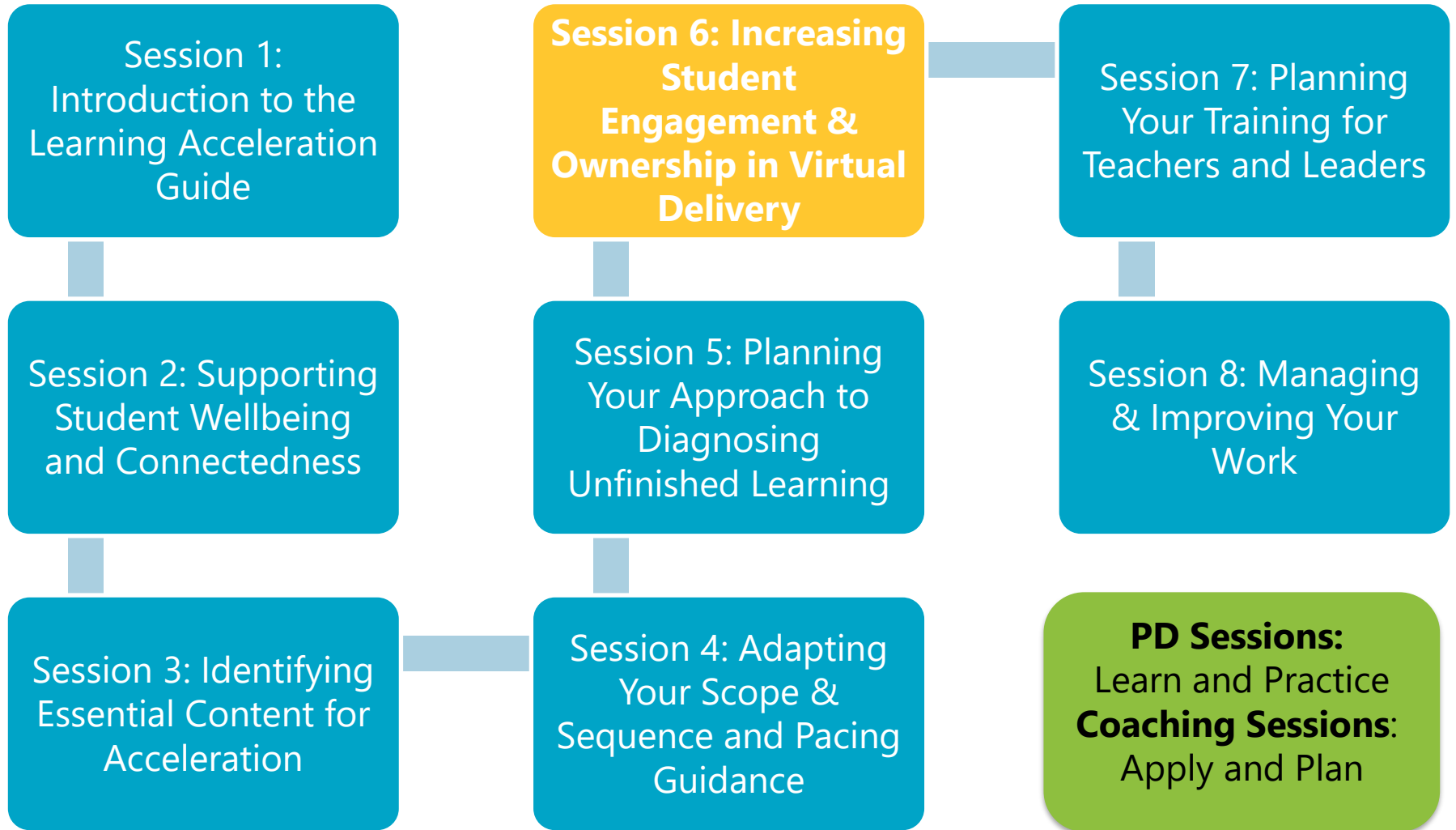
Commitment to the work

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 priorities for **optimizing instruction** for distance learning.

2

Identify how the principles and practices - **support diverse student populations**.

3

Determine **current status** of this work within your district and **create a plan** for supporting schools/teachers within your role.

Making connections to the Learning Continuity and Attendance Plan

Pupil Learning Loss

How will districts provide continuity of instruction to ensure students have access to a full curriculum of substantially similar quality regardless of the method of delivery?

Pupil Participation and Progress

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

Distance Learning Professional Development

What training will districts need to provide staff to support them with new delivery methods and best practices?

Support for Pupils with Unique Needs

What supports will districts provide during distance learning to assist students with unique needs, including ELs, students with exceptional needs served across the full continuum of placements?

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

Optimizing Instruction for Distance Learning

Designing Instruction for All Students

Planning for Next Steps

What are your top 5 instructional "look-fors" that are universal to all subject areas?

- *Teachers are _____.*

- *Students are _____.*

Vision for High-Quality Instruction

Watch at least one asynchronous lesson video example of your choice (either math or ELA).

Video Options
- Kindergarten Math (Stop at 3:30 and skip to 8:20)
- 5th Grade ELA (Stop at 3:20 and skip to 4:00)

Reflect on the asynchronous video you watched:

- Do you think students would be engaged? How do you know?
- What are the teaching practices you listed that were effective?
- What are the systems you identified that had to be in place?
- What do you take from this for your own virtual learning?

Key Priorities for Optimizing Distance Learning

Responsive Learning Environments

Authentic Relationships

Strong Instruction

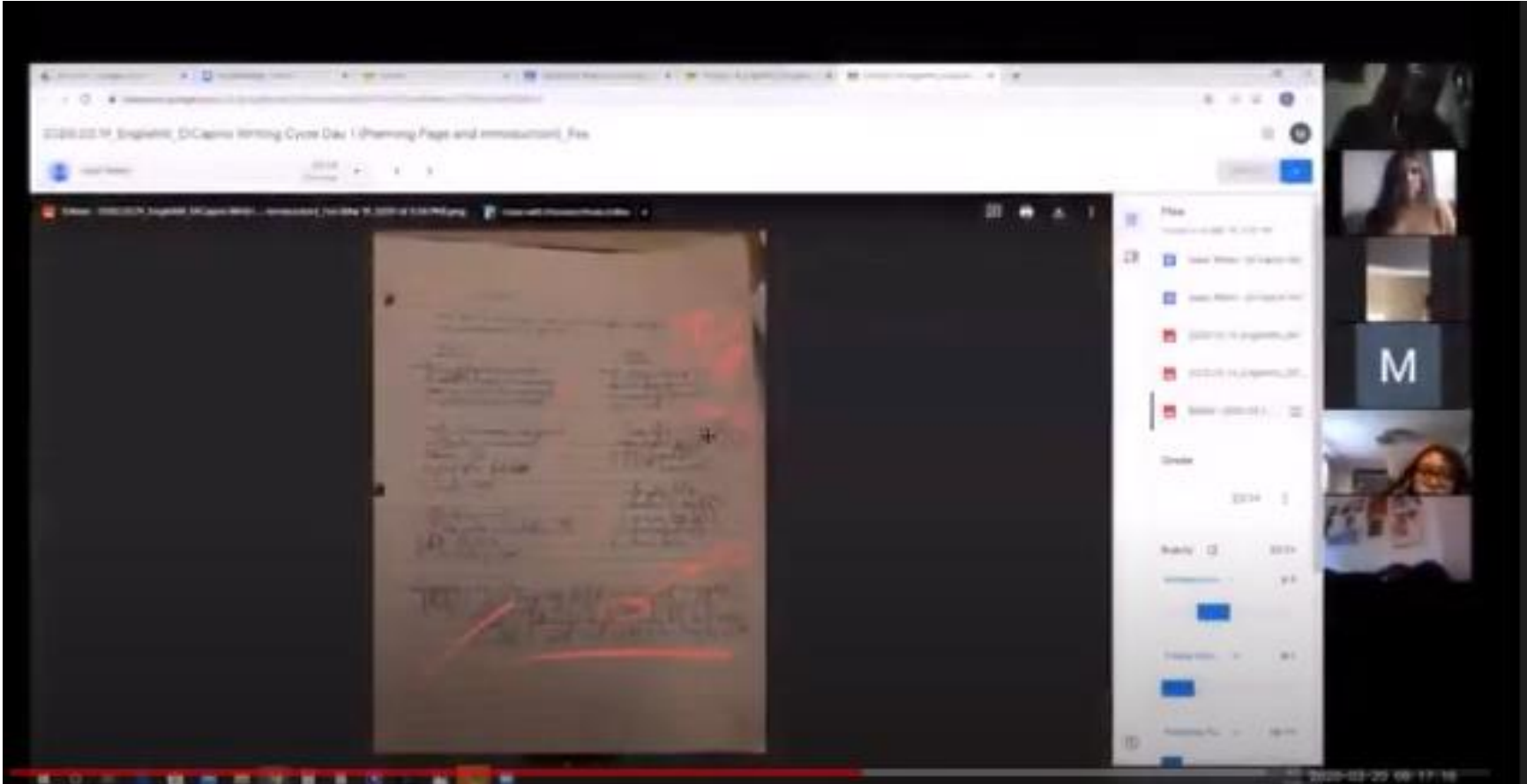**Set clear routines & expectations**

Understand limitations of a virtual environment

Prioritize engagement

Relationships happen inside and outside of the classroom

Supporting students to connect with other students

Collect regular feedback

Use asynchronous and synchronous time wisely

Make asynchronous learning interactive

Provide regular feedback

Priority 3: Strong Instruction

Best Practices for Synchronous and Asynchronous Learning

ASYNCHRONOUS

Record your daily lessons using a screen casting tool, Zoom, Meet, or PPT narration.

Make sure that you **break your recorded lessons into segments** that are less than 9 minutes each.

Give students **response activities** during or immediately following lesson segments.

SYNCHRONOUS

Use live sessions (via Zoom, Google Classroom, Blackboard Meet) to **discuss content explored during the asynchronous** work.

Provide feedback to students during the live session based on their asynchronous responses.

Give students time to **listen and learn** from one another.

Prioritize **foundational skills instruction**

5 Minute Break

Back at 10:25

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Key Questions to Consider When Planning Lessons

Think about how learners will engage with the lesson.

Does the lesson provide options that can help all learners:

- regulate their own learning?
- sustain effort and motivation?
- engage and interest all learners?

Think about how information is presented to learners.

Does the information provide options that help all learners:

- reach higher levels of comprehension and understanding?
- understand the symbols and expressions?
- perceive what needs to be learned?

Think about how learners are expected to act strategically & express themselves.

Does the activity provide options that help all learners:

- act strategically?
- express themselves fluently?
- physically respond?

Designing Accessible Presentations and Documents

Getting Started with Document Accessibility

To help you remember the best practices for document accessibility, use the m...
SLIDE, which stands for:
- **Styles** are used to properly mark up headings
- **Links** are meaningful
- **Images** have text alternatives
- **Design** is perceivable and predictable
- **Empathy** drives design

Styles are used to mark up section headings

Section headings reveal how the information is organized and ma...
document easier to scan. Properly marking up section headings v...
styles also improves navigation for screen reader users.

Best Practices: Select the desired heading text and choose an appropriate he...
style (H1, H2 and so on) from the styles menu in your authoring tool. Make sur...
headings are nested in a logical order (e.g. H2 does not come before H1).

Links are meaningful

Screen reader users can use a shortcut to bring up a list of the li...
document. Links need to be unique and descriptive for them to n...
sense when they are accessed as a list, without the surrounding...
context.

Best Practice: Instead of "click here" or "learn more" select meaningful text (te...
descriptive and unique) and make that text the link.

Getting Started with Presentation Accessibility

To help you remember the best practices for presentation accessibility, use the mnemonic **SLIDE**, which stands for:
- **Slide titles** are descriptive and unique
- **Links** are meaningful
- **Images** have text alternatives
- **Design** is perceivable and predictable
- **Empathy** drives design

Slide titles are descriptive and unique

Unique, descriptive slide titles help screen reader users know where they are as they navigate a presentation. For other learners, descriptive slide titles can help them quickly skim the presentation to get a sense of its big ideas and concepts.

Best Practice: Enter your descriptive slide title in the appropriate "Title" placeholder for each slide layout. In PowerPoint, you can use the Outline View (**View, Outline View**) to confirm that each slide has a descriptive slide title.

Links are meaningful

Screen reader users will often scan a list of links to get a sense of the resources shared in a presentation. Link text should be unique and descriptive to ensure it makes sense when accessed in this way, without the rest of the slide for context.

Best Practices:
- Instead of "click here" or "learn more" select meaningful text (text that is descriptive and unique) and make that text the link.
- Unless it is short and descriptive, avoid including a full web address on a slide.

Designing Accessible Presentations and Documents

- **Slide titles** are descriptive and unique
- **Links** are meaningful
- **Images** have text alternatives
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Stop & Jot
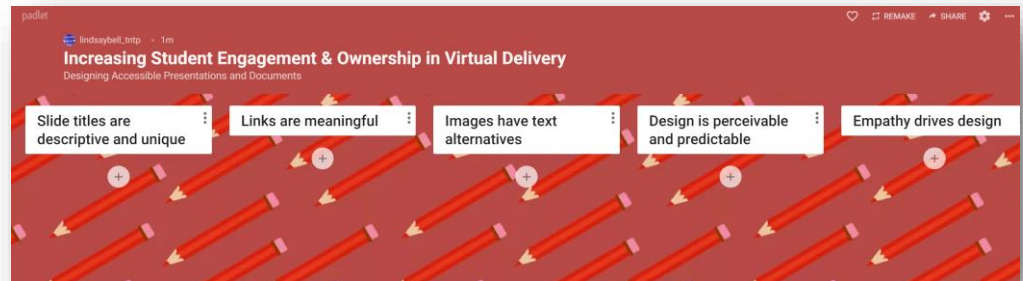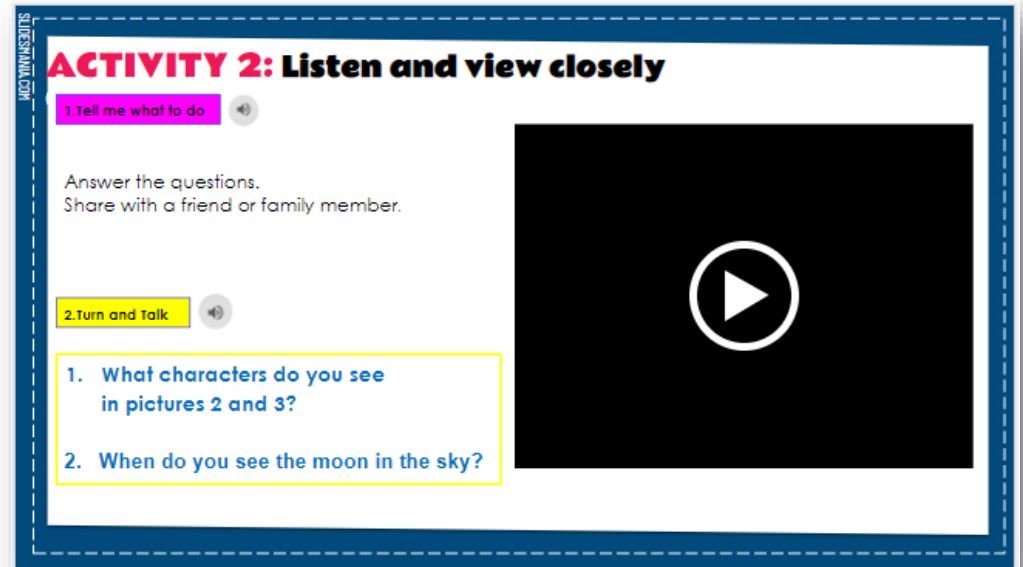
What would you add to your vision for excellent distance instruction specifically for diverse students?

Agenda

Optimizing Instruction for Distance Learning

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Breakout Planning Time

Define effective synchronous instruction for your district.

What elements of instruction should be true in virtual classrooms? What observable practices should be taking place each day? What practices must be in place to support diverse learners?

Align expectations for synchronous instruction to your schedule and address inequities head on.

How will you ensure students attend synchronous instruction? What plans will you put in place for students that cannot access lessons synchronously? How will the expectations meet the needs of diverse learners?

Identify the supports teachers will need to implement lessons.
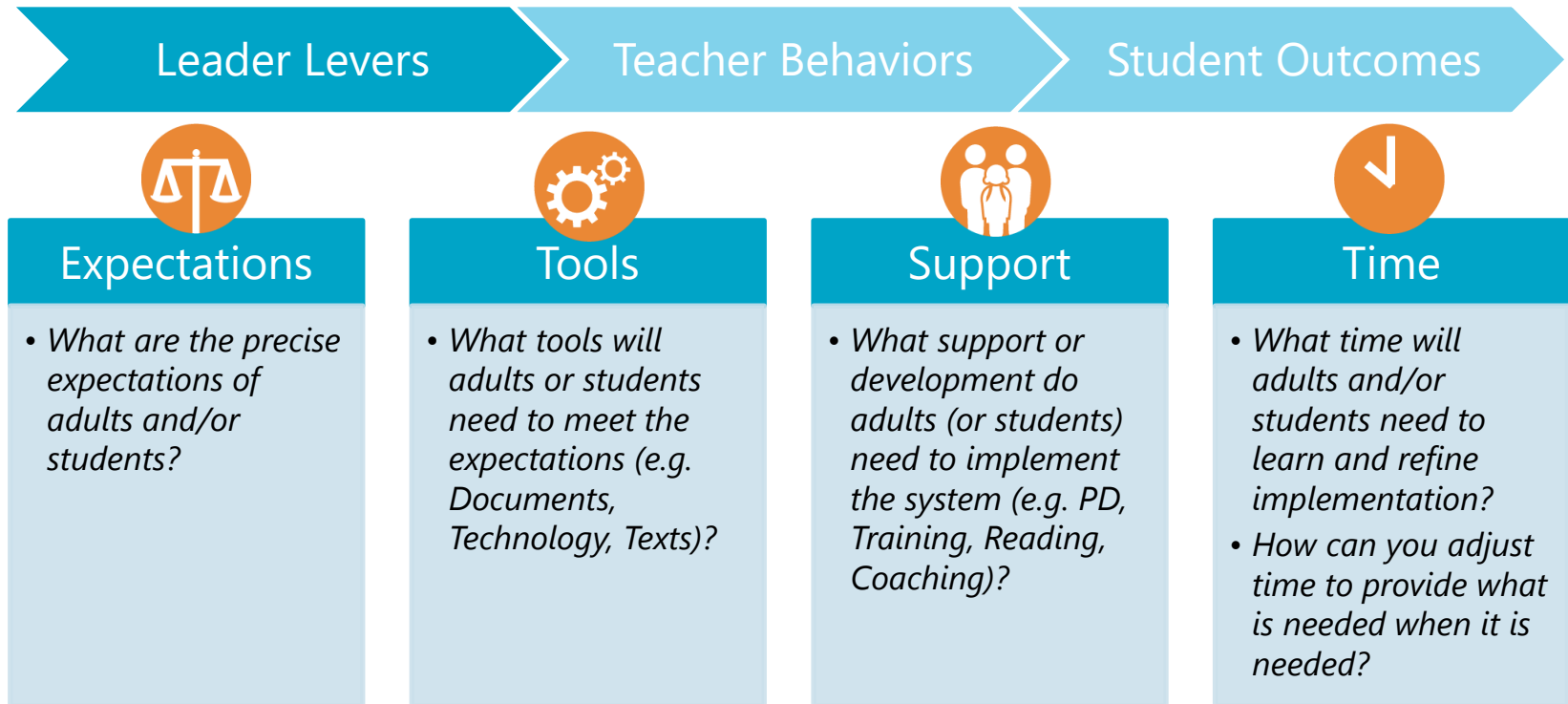
How will you support teachers to engage diverse learners? When will teachers receive these supports and how? What PD or training do teachers need to do this well? How are you leveraging staff that did or do this well?

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?

Leader Levers	Teacher Behaviors	Student Outcomes

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?*

What is one next step you'll follow up on with your team based on today's learnings?

What is one next step you'll follow-up on with your COE (districts) or the districts you support (COEs and GeoLeads)?

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

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Please share your feedback.

Help us help you!

Feedback link provided in handout and in chat

Connect with us.

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🐦 twitter.com/tntp

in linkedin.com/company/tntp