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Learning Acceleration: Elementary Recommendations

2020 - 2021

Learning Acceleration for Math, English Language Arts, and Science

This resource provides guidance for what **to do** and what to **avoid** when planning to address unfinished learning from the previous school year. When planning for accelerating student learning, avoid overly remediating and unnecessarily holding students back from accessing grade-level content. This guidance is specifically focused on Tier I instruction. It does not provide guidance for Tier II or Tier III remediation and intervention. English Language Arts (ELA) Guidelines for eLearning and Math Guidelines for eLearning are companion documents and should be used in conjunction.

Curriculum

Do	Avoid
Math	
<ul style="list-style-type: none"> • Update your pacing guide aligned to the District’s scope and sequence and, when appropriate, align to the priority standards for each grade level identified in the Priority Content Guide or the Assessed Standards from the FCAT 2.0 Science Test Specifications Appendix B document. • Plan for just-in-time supports. Anticipate where students might need support to address unfinished learning and/or have misconceptions because of unfinished learning. Plan how you can support students through those potential barriers to grade-level content by building an on-ramp for all learners. • Provide students authentic opportunities to engage in the rigor associated with the standards. • Leverage the curriculum resources that support instructionally vulnerable students. 	<ul style="list-style-type: none"> • Avoid reteaching full units from the previous year. This approach to remediation is unnecessary and will hold students back from accessing grade level work. Having students focus on content from previous grades as a replacement for grade-level content perpetuates inequity. • Avoid over-remediating. Make decisions about when and how to remediate based on a coherence map and aligned tools rather than treating all standards equally. Standards build in rigor and depth as students advance each year. Prior year’s standards can be taught through just in time instruction while teaching grade level content. • Avoid trading concepts for procedures in an attempt to cover more topics. Students who are instructionally vulnerable and/or who have experienced lost learning time benefit from increased time with concrete and pictorial representations to develop deep conceptual understanding. Tricks like mnemonics and key words provide quick fixes and are prohibitive to future learning and problem solving. Such modifications demonstrate the institutional bias of low expectations for instructionally vulnerable students.
K-2 Reading Foundational Skills	
<ul style="list-style-type: none"> • Teach reading foundations in a coherent order, beginning with missed skills if needed. The skills of early reading are meant to be 	<ul style="list-style-type: none"> • Avoid primarily focusing professional learning for teachers on small group intervention or remediation that is meant to “fill

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<p>taught sequentially through a coherent progression. If students missed parts of reading foundations, it is appropriate to go back and teach the skills beginning where they left off.</p> <ul style="list-style-type: none"> • Support students’ decoding and fluency development through additional small group or individual support. 	<p>gaps.” Small group intervention or remediation should primarily be focused on just-in-time supports that will support all students to access grade-level material.</p>
<p>K-5 ELA</p>	
<ul style="list-style-type: none"> • Focus remediation on text-critical vocabulary, background knowledge, and fluency practice, NOT isolated skills or standards. All students are capable of exploring and discussing the ideas of grade level text. Instructionally vulnerable students and students who have experienced lost learning time will benefit from vocabulary work, building background knowledge, and engaging in daily fluency practice, ideally using excerpts from the text under study for which the teacher has modeled speed, accuracy, and prosody. • Plan for just-in-time supports. Anticipate where students might need support to address unfinished learning and/or have misconceptions because of unfinished learning. Plan how you can support students through those potential barriers to grade-level content by building an on-ramp for all learners. • Provide students authentic opportunities to engage in the rigor associated with the standards. 	<ul style="list-style-type: none"> • Avoid reteaching full units from the previous year at the beginning of this year. This approach to remediation is unnecessary and will hold students back from accessing grade-level work. • Avoid providing students with a lower-level text for all parts of instruction, read all the text aloud to students, only allow students to watch video versions of the text, or translate the text into a more “readable” language thereby eliminating the need for students to read grade-level text. Such modifications demonstrate low expectations for instructionally vulnerable students.
<p>Science</p>	
<ul style="list-style-type: none"> • Update your pacing guide aligned to the District’s scope and sequence to reflect priority standards as identified in <i>Assessed Standards</i> from the FCAT 2.0 Science Test Item Specifications Appendix B document. • Identify the previous standards that build towards the grade level standard. Standards build in rigor and depth as students advance each year. • Plan for just in time instruction. Plan ahead to predict/prepare instruction that may have been missed but needed for current grade level content. 	<ul style="list-style-type: none"> • Avoid reteaching entire units from the previous year. Standards build in rigor and depth as students advance each year. Prior year’s standards can be taught through just in time instruction while teaching grade level content.

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Assessment

Do	Avoid
Math	
<ul style="list-style-type: none"> • Monitor ongoing student learning with curriculum-embedded assessments. Curriculum-embedded mathematics assessments ensure that you assess only the learning students are engaging in. The curriculum has prioritized the core standards you can monitor for the most important learning. Curriculum-embedded assessments also allow for an easier transition across units. • Use focused reentry assessments, if administered, to target only the most essential remediation for students. • Use daily student work to inform where students are, and what misconceptions they have, rather than exclusively focusing on formal diagnostic assessments. • Use time to collaborate across grade levels to gain insight into what was and was not addressed. These conversations can eliminate a need to over-assess. 	<ul style="list-style-type: none"> • Avoid using assessments to look behind at the complete list of lost learning and hold a student back from grade-level content or remediate when it is unnecessary or disconnected from grade-level learning. When remediation is called for, ensure the concepts are connected to current grade level content. • Avoid assessing every standard from the previous grade to provide an overarching instructional report. • Avoid using assessments that are disconnected from the curriculum and lead a teacher to break the coherence of what they are teaching to remediate unnecessarily.
K-2 Reading Foundational Skills	
<ul style="list-style-type: none"> • Administer a brief diagnostic screener at the beginning of the year and at periodic checkpoints throughout the school year. • Collect formative data during daily lessons (e.g., checklists, sampling dictation responses, monitoring of student work); respond to data and adjust instruction accordingly. 	<ul style="list-style-type: none"> • Avoid limiting students' access to complex core texts based on assessment data.
K-5 ELA	
<ul style="list-style-type: none"> • Administer curriculum-embedded tasks throughout the year as formative assessments to monitor the learning of the text and mastery of standards. • Use daily student work to inform where students are, and what misconceptions they have, rather than exclusively focusing on 	<ul style="list-style-type: none"> • Avoid using assessments to look behind at the complete list of lost learning to hold a student back from grade-level content or remediate when it is unnecessary or disconnected from grade-level learning. • Avoid assessing every standard from the previous grade to

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<p>formal diagnostic assessments.</p>	<p>provide an overarching instructional report.</p> <ul style="list-style-type: none"> • Avoid using assessments that are disconnected from the curriculum and lead a teacher to break the coherence of what they are teaching to remediate unnecessarily.
Science	
<ul style="list-style-type: none"> • Monitor student learning through curriculum-embedded assessments. Assessments should be curriculum-embedded to focus solely on the current grade level standard(s) being taught. • Monitor student learning through curriculum-embedded formative checks/assessments. Informal assessments or formative checks provide information with regard to misconceptions and gaps in student learning. 	<ul style="list-style-type: none"> • Avoid assessing every standard from the previous grade that focuses on the amount of learning lost.

Professional Learning

Avoid
<p>FOR ALL CONTENT AREAS:</p> <p>Avoid primarily focusing professional learning for teachers on small group intervention or remediation that is meant to “fill gaps.” Small group intervention or remediation should primarily be focused on just-in-time supports that will support all students to access grade-level material.</p>
Focus professional learning and support on:
Math
<ul style="list-style-type: none"> • Knowing and understanding the Prioritized Instructional Content Standards by grade-level. • Utilizing approaches that support just-in-time remediation to address how students missing previous standards can still master grade-level learning. • Using focused reentry assessments to target only the most essential remediation for students. • Leveraging the curriculum resources that support instructionally vulnerable students.

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K-2 Reading Foundational Skills

- **Administering focused screeners and use** that data to adjust their scope and sequence and prepare for individual or small group foundational skills practice.
- **Implementing reading foundations curriculum in a coherent order**, not adjusting the order of the lessons but rather adjusting where students start in the lessons, as needed, and rooted in the screening results.

K-5 ELA

- **Effectively using the curriculum**, understanding what is and is not necessary for remediation and preparation to help all students access grade-level texts.
- **Leveraging the curriculum resources** that support instructionally vulnerable students.

Science

- **Utilizing approaches that support just-in-time support** to address how students missing previous standards can still master grade-level learning.
- **Knowing and understanding the Assessed Science Standards** by grade-level as identified in Appendix B of the FCAT 2.0 Test Item Specification document.
- **Leveraging the curriculum resources** that support instructionally vulnerable students.

References and Resources:

- **Council of Great City Schools:** *Unfinished Learning*
- **Instruction Partners:** *Reentry Toolkit*
- **National Institute on Effective Student Teaching:** *Instructional Strategies for Virtual Learning: A Companion Tool to the NIET Teaching Standards Rubric - What effective teaching looks and sounds like in a virtual setting*
- **Student Achievement Partners:** *Priority Instructional Content in ELA/Literacy and Mathematics*