Welcome!

Igniting and accelerating learning:
Supporting educators in creating engaging classrooms

Webinar
September 30, 2021

If you can see the slide and hear the music, you are all set. All attendees are muted upon entry. Please use the chat feature for comments and questions during the webinar.
Thank you for joining us

The webinar will be recorded and available. All webinar registrants will receive a follow-up email that will include the webinar slide deck, recording, and other resources mentioned during the presentation.

Please introduce yourselves in the chat box:

- Your name
- Your location
- Your role in the educational sector

@learningforward
Dedicated to improving teaching and learning …

Follow-up Twitter chat Friday, October 1 • Noon – 1 p.m. EST

https://spark.adobe.com/page/tCn78JDEgDatG/  #ConnectedandEngaged
Defining accelerated learning

How to Implement Accelerated Learning Successfully

Seven Corporation grantees define accelerated learning and provide insights for successful implementation
Defining accelerated learning

<table>
<thead>
<tr>
<th>Accelerated Learning</th>
<th>NOT Accelerated Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Prioritizing high-level skills and content through learning pathways</td>
<td>• Cramming two years of instruction into one</td>
</tr>
<tr>
<td>• Helping students experience grade-level learning, with support</td>
<td>• Speeding up</td>
</tr>
<tr>
<td>• Creating a long-range plan, building on a foundation of assets, not deficiencies</td>
<td>• Reducing the rigor of grade-level content</td>
</tr>
<tr>
<td>• Scaffolding up, not down</td>
<td>• Holding low expectations for students</td>
</tr>
</tbody>
</table>

https://www.carnegie.org/topics/topic-articles/professional-learning-educators/how-implement-accelerated-learning-successfully/
What does this mean for educators?

1. **Adopt** an acceleration strategy.
2. **Invest** in essential resources for effective acceleration.
3. **Focus** on the whole child.
4. **Support** educators as they implement acceleration.
5. **Engage** families and other stakeholders in the acceleration process.

https://www.carnegie.org/topics/topic-articles/professional-learning-educators/how-implement-accelerated-learning-successfully/
Opportunity for reflection

In the chat box, please write one way in which educators could be supported as they implement acceleration.
Panel discussion

Risa Sackman
Director, U.S. Education
fhi 360
Frenchtown, NJ

Andrea Gautney
Math Instructional Coach
Clear Springs High School
Clear Creek ISD
League City, TX

Ashley Howe
8th-grade Language Arts
Henkle Middle School, White Salmon Valley School District
White Salmon Valley, WA

Pilar Ramos
Co-Principal
Arts and Letters
305 United
Brooklyn, NY
Igniting Learning: What we’ve heard nationally

Risa Sackman, Director of U.S. Education
The Connected & Engaged Website
https://connectedandengaged.fhi360.org/
School Environments Matter!

“Research on the academic impact of Hurricane Katrina showed that while students initially experience some learning loss, the persistence of these losses depended on the school environment. Losses faded after a year or two if students returned to stable schools, whereas losses tended to persist, especially in math, when students reentered chaotic or hostile environments.” — TNTP
Igniting Learning

Classroom-based Learning Acceleration

High-Dosage Tutoring

Relevant Curriculum

Out-of-School and Summer Learning
The Connected & Engaged Guides:

- **The Comeback:** Strategies and Supports for the 2021–22 School Year
- **Nurturing Instructional Leadership During Remote and Hybrid Learning**

### Examples, Tools and Strategies

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>ALIGNED RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Have a plan for learning acceleration</strong></td>
<td>Schools can use <a href="#">this learning acceleration guide from TNTP</a> to create their learning acceleration plan.</td>
</tr>
<tr>
<td>Create a plan that focuses on accelerating students to grade level by using proven strategies to help them learn and practice the knowledge and skills that are most important for grade-level mastery.</td>
<td>- After the initial phase of vision and goal setting, <a href="#">this reflection rubric</a> will help districts diagnose their current state in order to create a custom strategy.</td>
</tr>
<tr>
<td>- The remainder of the guide details 3–5 year strategy creation to achieve goals (pages 13-15) as well as common pitfalls to consider (pages 19-20).</td>
<td></td>
</tr>
<tr>
<td><strong>Identify high priority content and skills</strong></td>
<td>Student Achievement Partners (SAP) suggest prioritizing ELA and Math for all grades. Their <a href="#">priority Instructional guides</a> are designed to help instructional leaders find new efficiencies in the curriculum while supporting curricular planning and decision making, keeping equitable instruction and structures at the forefront.</td>
</tr>
<tr>
<td>Determine which content should be the highest priority based on what students will need to deeply know and understand to demonstrate readiness for the next grade.</td>
<td></td>
</tr>
<tr>
<td><strong>Support students in doing grade-level work</strong></td>
<td>Assess proximity to grade level at the start of the school year and design supports and interventions accordingly. FutureEd’s <a href="#">Blueprint for Testing</a> guides districts through what assessments to prioritize (page 10) and use of assessment data to accelerate of classroom learning and corresponding supports (page 11).</td>
</tr>
<tr>
<td>Establish the expectation that supports and interventions are designed to help bring students to grade-level content and skills. Recommend that curriculum and teaching materials are at grade level once supports and interventions are in place to support students in meeting this expectation.</td>
<td></td>
</tr>
</tbody>
</table>
The Comeback: Returning, Reconnecting, and Reigniting Instruction

The 2021-2022 school year is unlike any that came before. We have curated a set of strategies and resources to help you create learning spaces that support all students.

LEARN MORE

https://connectedandengaged.fhi360.org/

Risa Sackman
Director of U.S. Education
rsackman@fhi360.org
Identifying student gaps
• “Our students are so behind... they cannot do this work.”
• *Let’s determine what they CAN do!*

Build awareness of vertical alignment
• Teachers collaboratively investigate the following:
  • *Which standards from the past grade level are connected to the current grade-level standards?*
  • *What are the previous grade-level skills that students need to be successful in the upcoming learning?*
  • *Which grade-level standards have the greatest leverage and should be given priority?*
Igniting and accelerating learning in Clear Creek ISD

Increase the use of “pre-assessment”
We are committed to meeting students where THEY are.

• Design and implement small, ungraded, diagnostic assessments using knowledge gained from shared research

• Use data to gauge student knowledge of “pre-TEKS” (Texas Essential Knowledge and Skills = State Standards)

Teachers collaboratively analyze data to plan instruction

• Which prior knowledge skills are firmly in place? Which are not?

• Which grade-level standards are students demonstrating readiness to learn?
Pre-Assessment: Gradually build to grade-level skill to find gaps

**Unit 1 Pre-Assessment**

1. I can simplify an expression by combining like terms.
   
   \[ 12x - 6 - 3x + 8 \]

2. I can solve a one-step equation.
   
   \[ x - 1 = 5 \]

3. I can solve a one-step equation.
   
   \[ 3x = -9 \]

4. I can solve a two-step equation.
   
   \[ \frac{1}{2}x + 5 = 7 \]

5. I can solve an equation with variables on both sides.
   
   \[ 3x + 6 = 5x - 18 \]

6. I can simplify an expression with distribution.
   
   \[ -3(2x + 4) + 2(x - 3) \]

7. I can solve an equation that contains distribution.
   
   \[ -3(2x + 4) = 24 \]

8. Graph the inequality on the number line provided.
   
   \[ x < 4 \]

**Students gain awareness and take ownership of where they need support.**

**Teachers work with students to establish a plan for mastering the pre-requisite skills.**

**Teachers purposefully connect prior knowledge to new learning. Students feel empowered!**
Prioritize Student Needs and Prioritize Student Support

Important Information and Phrases to Support Your Success

**Prior Knowledge**
- Abbreviation: ______ Meaning: ____________________________
- Purpose: __________________________________________

**Pre-Assessment**
- Abbreviation: ______ Meaning: ____________________________
- Purpose: __________________________________________

**Skill**
- Abbreviation: ______ Meaning: ____________________________
- Purpose: __________________________________________

**Formative Assessment**
- Abbreviation: ______ Meaning: ____________________________
- Purpose: __________________________________________

**Extension**
- Abbreviation: ______ Meaning: ____________________________
- Purpose: __________________________________________

**Summative Assessment**
- Abbreviation: ______ Meaning: ____________________________
- Purpose: __________________________________________

---

**Unit 1 Tracker**

I can have an awareness of good mathematical habits and can implement them to ensure I am progressing in my mathematical knowledge.

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>Notes</th>
<th>Daily Formative Assessments</th>
<th>Independent Practice - Homework</th>
<th>Common Formative Assessments</th>
<th>Summative Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can solve an equation with variables on both sides. (PK)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can solve an equation with variables on both sides with distribution on one side. (PK)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can solve an equation with variables on both sides with distribution on both sides.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Igniting and accelerating learning in Clear Creek ISD

Outcomes so far

- Student attitudes and confidence
- Teacher clarity, alignment and sense of control

Next Steps

- Invite celebration and include other teacher teams
- The big picture

### Unit 5 Test: Track Your Progress

<table>
<thead>
<tr>
<th>Objective</th>
<th>Correct</th>
<th>Incorrect</th>
<th>100%</th>
<th>90%</th>
<th>67%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can write linear inequalities given:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. a graph</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>2. a verbal description</td>
<td>:)</td>
<td>:)</td>
<td>:)</td>
<td>:)</td>
<td>:)</td>
</tr>
<tr>
<td>(A.2.H)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can graph the solution set of linear inequalities.</td>
<td>1</td>
<td>6</td>
<td>8</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>(A.3.D)</td>
<td>:)</td>
<td>:)</td>
<td>:)</td>
<td>:)</td>
<td>:)</td>
</tr>
<tr>
<td>I can graph the solution set of a system of linear inequalities.</td>
<td>3</td>
<td>5</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(A.3.H)</td>
<td>:)</td>
<td>:)</td>
<td>:)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Motivational Monday | Today in History  
|            | 2–3 min. video talk about main idea and how can apply to life             |
| Tuesday   | Today in History  
|            | Check-in                               |
| Wednesday | Today in History  
|            | Grammar lesson by showing the RIGHT thing and having them notice the thing they have in common and articulate and duplicate it |
| Thursday  | Today in History  
|            | Check-in                               |
| Friday    | Today in History  
|            | Quote/Biography of author            |
What is the new Sept. 30 holiday in Canada? Named the National Day for Truth and Reconciliation, the day is meant to recognize and commemorate the legacy of residential schools where tens of thousands of First Nations children were taken from their families and forced to attend classes that separated them from their culture. Sep 6, 2021. https://www.officeholidays.com/
WHICH BABY YODA ARE YOU TODAY? WHY?
Future Plans

- Get students to create the information.
- Put out a google form for students to choose the information:
  - Today in History with questions to ask
  - Check-ins
  - Quote/Bio
- Start “Did You Know?” facts
  - Have students come up with ways to remember the information
  - Play games with these facts

🔗 Link
Re-igniting Learning: Strategic Reading

Our Context
- PK-8 grade public school in Bed Stuy Brooklyn with 730 students
- Merged two schools in Sept. 2020 with an explicit integration focus
- 2020-2021 hybrid learning model with about ½ student body remote

Pilar Ramos
Co-Principal
Arts and Letters
305 United
Brooklyn, NY
What is Strategic Reading and Why do we do it?

**Strategic reading** is a dedicated reading period to support students’ individual needs with targeted intervention or accelerated reading instruction. This enables an “all hands on deck” approach which reduces class size and prevents students needing additional reading support from missing important grade-level instruction or arts or enrichment classes.

Learn more about the research behind strategic Reading:

[Reading Next](#)
School Wide Considerations

→ **Programming:** We determined the most need for common programming across grades would be in 4th and 5th grade and 6th and 7th grade. We started programming with this at our center and built a program around this. Programming for Strategic reading.pdf

→ **Grouping:** We utilized student reading data from running records (4th & 5th grade) and a reading screener, DRP (6th & 7th grade) along with additional reading data to create groups with the idea that these groups will be fluid throughout the year as students phase out of interventions.

→ **Content:** We created a ladder of interventions and enrichments based on student need and trained teachers and paraprofessionals in these interventions.
Ladder of Interventions/Accelerations

→ Wilson Reading System®
   Tier three intervention focused on decoding and phonemic awareness

→ REWARDS Reading Intervention
   Tier two intervention focused on multisyllabic words

→ STARI-SERP
   Tier two intervention for students reading 2-4 grade levels below
   Uses real books and is free and downloadable

→ Literacy Footprints- Guided Reading
   Small homogenous groups of targeted guided reading

→ Independent Reading & Book Clubs — Strategic Reading Toolkit

Additional Resources:
2021-22 Ladder of Intervention.pdf
Additional Resources

Programming for Strategic reading.pdf
2021_Interactive_Family_Book_Guide.pdf
AdolescentLit_Intervention_WalkThroughTool_Ver2.pdf
MSQI Book List Fall 2021.xlsx
Strategic Reading Toolkit
Discussion and Questions
Let us hear from you

Please fill out our post-webinar survey

https://www.surveymonkey.de/r/NBZ6229
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday October 14</td>
<td>3 pm ET</td>
<td>The pursuit of racial equity</td>
</tr>
<tr>
<td>Thursday October 28</td>
<td>3 pm ET</td>
<td>Breaking down the school walls: Tech in and tech out</td>
</tr>
<tr>
<td>Thursday November 4</td>
<td>3 pm ET</td>
<td>Focusing on Social and Emotional Learning and Student Success: Experiences and Resources</td>
</tr>
</tbody>
</table>
Learning Forward Advocacy

As Congress prepares FY 2022 Appropriations, tell them that professional learning is critical.

Congress is expected to begin work on Fiscal Year 2022 spending bills in the next few weeks, and we need to make sure that your voice is heard on the critical importance of supporting professional learning programs. For too long, Title II-A of the Every Student Succeeds Act, which supports professional learning, has been underfunded. It is essential that Congress increase funding for Title II, Part A of ESSA to $3 billion in fiscal year 2022.
Twitter Chat

Join us for a conversation on supporting educators in creating engaging classrooms.

October 1, 2021
12pm EST  9am PST

#CONNECTEDANDENGAGED
Online resources

Look for follow-up resources, including a recording of this webinar and slides

• Read latest issue of *The Learning Professional*

• Check out the Learning Forward blog

• Use the planner at *Professional Learning State and District Planner*
Learning Forward memberships

- Get $10 off any new Learning Forward membership
- Use coupon code LFWebinars*
- Visit http://learningforward.org/membership

* Code valid for new members only
2021 is the year for transformation
Thank you!