

Guidance for Accelerating Student Learning

This resource provides guidance for what **to do** and what **not to do** when planning to address unfinished learning from the previous school year. We want to ensure that when planning for accelerating student learning we are not overly remediating and unnecessarily holding students back from accessing grade-level content. This guidance is specifically focused on Tier I instruction, and it does not provide guidance for Tier II or Tier III remediation and intervention.

K-2 Reading Foundational Skills		
Topic	Do	Don't
Curriculum	<p>Do teach reading foundations in a coherent order, beginning with missed skills if needed. The skills of early reading are meant to be taught sequentially. If students missed parts of reading foundations it is appropriate to go back and teach the skills beginning where they left off.</p> <p>Do support students' decoding and fluency development through additional small group or individual support.</p>	<p>Don't skip over skills that were missed during the spring of 2020.</p>

Assessment	<p>Do administer a brief diagnostic screener at the beginning of the year and at periodic checkpoints throughout the school year.</p> <p>Do collect formative data during daily lessons (e.g., checklists, sampling dictation responses, monitoring of student work); respond to data and adjust instruction accordingly.</p>	<p>Don't limit students' access to complex core texts based on assessment data.</p>
Professional Learning	<p>Do prepare teachers to administer focused screeners and use that data to adjust their scope and sequence and prepare for individual or small group foundational skills practice.</p> <p>Do prepare teachers to implement their 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 screener.</p>	<p>Don't exclusively focus professional learning for teachers on small group intervention or remediation.</p>

K-8 ELA		
Topic	Do	Don't
Curriculum	<p>Do 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.</p>	<p>Don't reteach 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. Refer to How 'Reading Instruction' Fails Black and Brown Children for further context.</p> <p>Don't provide students with a lower-level text, read all or most of the text aloud to students, 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 the institutional bias of low expectations for instructionally vulnerable students. Refer to Equitable ELA Instruction for more context.</p>
Assessment	<p>Do administer curriculum-embedded tasks throughout the year as formative assessments to monitor the learning of the text and mastery of standards.</p> <p>Do use daily student work to inform where students are, and what misconceptions they have, rather than exclusively focusing on formal diagnostic assessments.</p>	<p>Don't use 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.</p> <p>Don't assess every standard from the previous grade to provide an overarching instructional report.</p> <p>Don't use assessments that are disconnected from the curriculum and lead a teacher to break the coherence of what they are teaching to remediate unnecessarily.</p>

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Professional Learning	<p>Do prepare teachers to effectively use their curriculum, understanding what is and is not necessary for remediation and preparation to help all students access grade-level texts.</p> <p>Do prepare teachers to leverage the curriculum resources that will support instructionally vulnerable students.</p>	<p>Don't primarily focus 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>
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