

Strong Instruction Through an Acceleration Framework 2023-2024 Professional Learning Day

Overview:

Back by popular demand, this year's professional learning opportunity will be delivered as one, dynamic day-long session and be made available in 3 different regions. During the session, participants will explore the implications of the TNTP report, *The Opportunity Myth*, understand learning acceleration as an approach to addressing unfinished learning, identify the characteristics of grade level rigor in ELA and Math and develop a common vision for strong Tier 1 instruction.

Goals of the Professional Learning Day

By the end of the day, participants will have

- **Explored** the implications of the TNTP report, *The Opportunity Myth* on student learning in Nebraska
- **Built an understanding of** learning acceleration as an approach to addressing unfinished learning,
- **Identified** the characteristics of grade level rigor in ELA and Math
- **Developed** a common vision for strong Tier 1 instruction.

In service of these goals, participants will explore the following essential questions:

1. *How can learning acceleration underpin Nebraska's commitment to equity and diversity?*
2. *What role should learning acceleration play in supporting Nebraska's short and long term goals for students?*
3. *How can systems, structures, supports, and resources be leveraged to reinforce learning acceleration as an ongoing approach to teaching and learning?*
4. *What aspects of current routines, practices, and systems need to change to maximize learning acceleration as an approach and the domains of strong instruction?*
5. *How can an aligned vision for strong instruction help accelerate learning for all students?*

Day at a glance:



Learning is chunked into 3 parts, each building towards supporting educators in thinking big picture about a vision for strong instruction in their context. Along the way, participants will have opportunities to pause, reflect, and synthesize learning. Sessions will be facilitated by TNTP and hosted at ESU 1, ESU 13, and ESU 4.

<p>Part 1:</p> <p>Introduction to the Opportunity Myth and Learning Acceleration</p>	<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • The findings from the Opportunity Myth placed a spotlight on the ways our education systems have unintentionally ill-prepared students for life beyond their K12 experience and how access to the four key resources can be a solution • Learning acceleration is an approach to Tier 1 core instruction that supports students’ learning needs while maintaining the expectations established by the grade-level demands of the standards. • While there are various reliable data points used to assess students’ learning needs (ex. observation data, climate & culture surveys), standards-based data is essential in the lesson-level planning of learning acceleration. • Access to high-quality instructional materials (HQIM) is essential for successful learning acceleration. <p>OBJECTIVES: Participants will...</p> <ul style="list-style-type: none"> • Identify the impact of the 4 key resources on students’ educational experiences & academic growth • Articulate the benefits for students of acceleration rather than remediation • Analyze relevant data to contextualize acceleration for their schools • Internalize the key resources that are foundational for learning acceleration
<p>Part 2:</p> <p>Standards: A Foundation for Achieving Strong Instruction</p>	<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Nebraska’s College and Career Ready Standards and Instructional Shifts are structured in a way that communicate the essential learning, skills, and grade-level expectations needed to prepare students to access the subsequent year of instruction. • Standards communicate the depth and rigor at which students must engage with the content; it is important to be able to tell the difference between tasks that do and do not meet the bar of the standard. <p>OBJECTIVES: Participants will...</p> <ul style="list-style-type: none"> • Investigate the role standards play in supporting strong instruction • Connect standards, student data, and the planning of just in time supports to accelerate learning • Evaluate tasks for quality, rigor, and standards alignment
<p>Part 3:</p> <p>Building Towards a Vision for Strong Instruction</p>	<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Having a clear, consistent, understanding of what constitutes strong Tier 1 instruction allows teachers and leaders at all levels to determine the strengths and areas of growth in their own schools and isolate specifics to address in pursuit of goals. <p>OBJECTIVES: Participants will...</p> <ul style="list-style-type: none"> • Develop or strengthen their understanding of the essential components of strong Tier 1 instruction • Understand the role a rigorous definition of instruction plays in ensuring high-quality classrooms and schools