

# Strong Instruction Through an Acceleration Framework

October 25 | November 13 | February 28

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## Objectives:

- **identify** the impact of the 4 key resources on students' educational experiences & academic growth
- **articulate** the benefits for students of acceleration rather than remediation
- **reflect** on how implicit bias and underlying beliefs about rigor may impact students' access to accelerated learning
- **explore** the characteristics of grade-level rigor in student assignments
- **internalize** the essential components of strong Tier 1 instruction and reflect on areas of greatest opportunity
- **determine** a call to action to enable learning acceleration in their classroom, school, or region

## Pre-Work:

1. Complete the [pre-session survey](#) (est. time: 10-15 minutes)
2. (OPTIONAL) Read the following reports from TNTP:
  - *The Opportunity Myth*: [Full report](#) (est. time: 60 minutes) **OR** [Executive summary](#) (est. time: 10 minutes)
  - [Accelerate. Don't Remediate](#) (est. time: 20 minutes)

## Agenda:

Time	Agenda Item (click to jump to notecatcher)
9:00-9:25 am	Opening & Icebreaker
9:25-9:50 am	<a href="#">The Opportunity Myth</a>
9:50-10:25 am	<a href="#">Intro to Learning Acceleration</a>
10:25-10:35 am	Break
10:35-11:00 am	<a href="#">You as the Unit of Change</a>
11:00-11:10	Break
11:10-12:00 pm	<a href="#">Grade-Appropriate Assignments</a>
12:00-1:00pm	Lunch Break
1:00-1:30pm	<a href="#">Grade-Appropriate Assignments</a>
1:30-2:30 pm	<a href="#">Strong Instruction</a>
2:30-3:00 pm	<a href="#">Tactics for Sustained Change &amp; Closing</a>

## The Opportunity Myth

Important Links: [The Opportunity Myth](#)

Notes:

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### Reflect & discuss:

- What's resonating with you about the 4 key resources?
- How is this research making you think about your instruction and your students differently, if at all? Why?

## Intro to Learning Acceleration

Important Links: [Accelerate, Don't Remediate](#) | [Unlocking Acceleration](#)

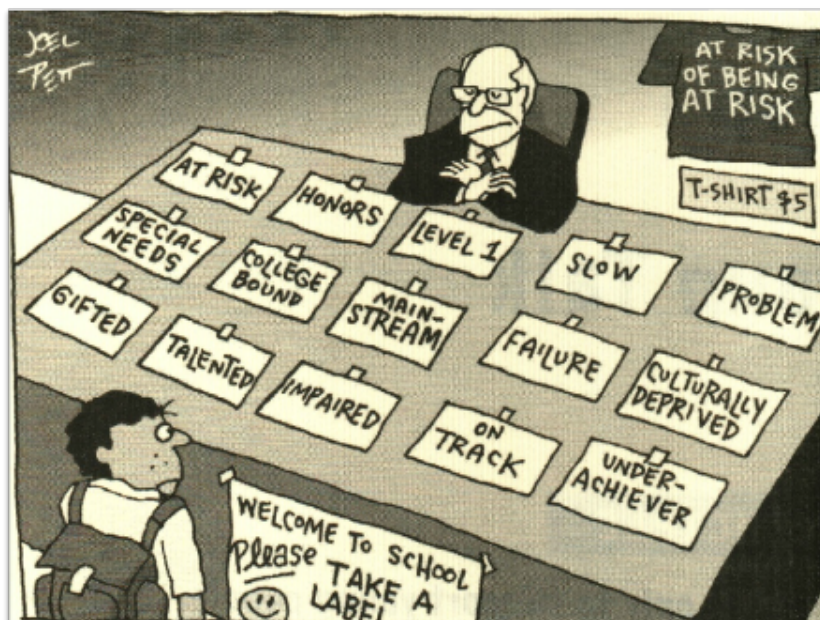
Notes:

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### Reflect & discuss:

- How is this research making you think about your instruction and your students differently, if at all? Why?
- What do you think needs to shift in order to increase students' access to grade-level rigor?

## You as the Unit of Change



Important Links: [Verna Myers: How to overcome our biases? Walk boldly toward them](#)

Notes:

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**Reflect & discuss:**

- How did this information expand, shift, validate, or challenge your current understanding of implicit bias?
- What implicit biases might you have that could become barriers to accelerating learning if left unchecked? What steps do you want to take to ensure they don't go unchecked?

**Grade-Appropriate Assignments**

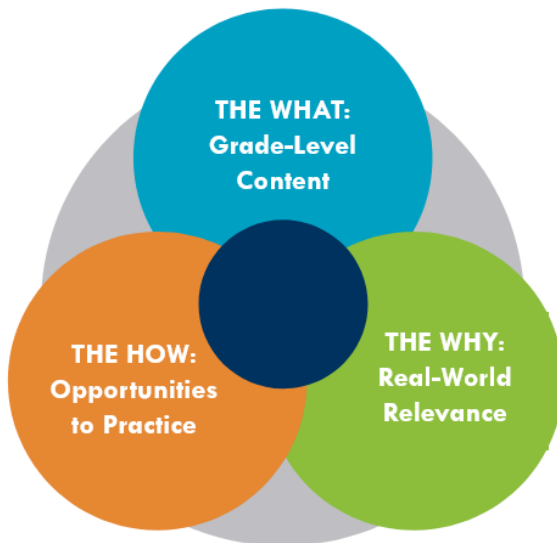
**Important Links:** [4th Grade ELA](#) | [5th Grade Math](#) | [7th Grade Math](#) | [11th Grade ELA](#) | [Scaffolds to HQIM](#)

**Notes:**

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**How do you know if an assignment is grade-appropriate?**

*Across content areas...*



- **CONTENT:** Does the assignment align with expectations defined by grade-level standards?
- **PRACTICE:** Does this assignment provide meaningful practice opportunities for this content/grade?
- **RELEVANCE:** Does this assignment provide an opportunity to connect standards to real-world issues?

**Practice: Evaluating Assignments for Grade-Level Rigor**

Assignment	Is this assignment grade-appropriate? How do you know?
<a href="#">4th Grade ELA Assignment</a>	
<a href="#">5th Grade Math Assignment</a>	
<a href="#">7th Grade Math Assignment</a>	
<a href="#">11th Grade ELA Assignment</a>	

**Reflect & discuss:**

- What did this exercise reveal to you, either about your own thinking or the state of the student experience, in your context?

**Practice: Evaluating Scaffolds for Grade-Level Rigor**

Scaffolded Assignment	Did this teacher maintain grade-level rigor as described by the standards? How do you know?
<a href="#">Adapted by Teacher A</a>	
<a href="#">Adapted by Teacher B</a>	

**Reflect & discuss:**

- What does this suggest about adapting or supplementing the curriculum to incorporate scaffolds?

## Strong Instruction

Important Links: [TNTP Core Teaching Rubric](#)

Notes:

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### Practice: Observing for Strong Instruction

Lesson	What are this lesson's strengths in the 4 domains? How do you know?	What are this lesson's areas of growth in the 4 domains? How do you know?
<a href="#">12th Grade ELA Lesson</a>		
<a href="#">6th Grade Math Lesson</a>		

**Reflect & discuss:**

- How might having a shared vision for strong, standards-aligned instruction be beneficial for both students and staff?
- Where do you see overlap between tools you currently use to observe for instruction? What does this approach offer that your current tools may not?

## Tactics for Sustained Change & Closing

Important Links: [Tactics for Sustained Change](#) | [Exit Survey](#)

Notes:

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**Reflect & discuss:**

- Which of these tactics have you tried or do you already have in place? Are they starting to improve student outcomes? How do you know?
- What tactic(s) can you try implementing for the remainder of this school year?
- What tactic(s) might you want to put into place for next school year?

**Closing share-out:**

- What are you leaving our time together **thinking**?
- What are you leaving our time together **feeling** grateful for?
- What are you leaving our time together **wanting** to do differently?