



# 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.

## Math

Topic	Do	Don't
Curriculum	<p><b>Do update your scope and sequence</b> and, when appropriate, curriculum to align to the priority standards for each grade level identified in the Priority Content Guide.</p> <p><b>Do plan for just-in-time supports.</b> 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.</p> <p><b>Do provide students authentic opportunities</b> to engage in the rigor associated with the standards.</p>	<p><b>Don't reteach full units from the previous year.</b> This approach to remediation is unnecessary and will hold students further behind. Having students focus on content from previous grades as a replacement for grade-level content perpetuates inequity and actualizes the adage "leveled learning leads to leveled lives."</p> <p><b>Don't over-remediate.</b> Make decisions about when and how to remediate based on the coherence map and aligned tools rather than treating all standards equally.</p> <p><b>Don't trade concepts for procedures</b> in an attempt to cover more topics. Priority groups of students 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 wins and are prohibitive to future learning and problem solving. Such modifications demonstrate the institutional bias of low expectations for priority groups of students.</p>



<b>Assessment</b>	<p><b>Do monitor ongoing student learning with curriculum-embedded assessments.</b> Curriculum-embedded mathematics assessments ensure that you assess only the learning students are engaging in, and if your 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.</p> <p><b>Do use daily student work</b> to inform where students are, and what misconceptions they have, rather than exclusively focusing on formal diagnostic assessments.</p>	<p><b>Don't use assessments to look behind at the complete list of lost learning</b> to hold a student back from grade-level content or remediate when it is unnecessary or disconnected from grade-level learning.</p> <p><b>Don't assess every standard from the previous grade</b> to provide an overarching instructional report.</p> <p><b>Don't use assessments that are disconnected from the curriculum</b> and lead a teacher to break the coherence of what they are teaching to remediate unnecessarily.</p>
<b>Professional Learning</b>	<p><b>Do ensure teachers know and understand the Prioritized Instructional Content Standards</b> by grade-level.</p> <p><b>Do help teachers master approaches that support just-in-time remediation</b> to address how students missing previous standards can still master grade-level learning.</p> <p><b>Do help teachers use focused reentry assessments, if administered, to target only the most essential remediation</b> for students.</p> <p><b>Do give teachers time to collaborate</b> across grade levels to gain insight into what was and was not addressed. These kinds of conversations can eliminate a need to over-assess.</p> <p><b>Do prepare teachers to leverage the curriculum</b> resources that will support priority groups of students.</p>	<p><b>Don't primarily focus professional learning for teachers on small group intervention or remediation that is meant to "fill gaps."</b> 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>



## K–2 Reading Foundational Skills

Topic	Do	Don't
<b>Curriculum</b>	<p><b>Do teach reading foundations in a coherent order, beginning with missed skills if needed.</b> 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><b>Do support students' decoding and fluency development</b> through additional small group or individual support.</p>	<p><b>Don't skip over skills that were missed during the spring of 2020.</b></p>
<b>Assessment</b>	<p><b>Do administer a brief diagnostic screener at the beginning of the year</b> and at periodic checkpoints throughout the school year.</p> <p><b>Do collect formative data during daily lessons</b> (e.g., checklists, sampling dictation responses, monitoring of student work); respond to data and adjust instruction accordingly.</p>	<p><b>Don't limit students' access to complex core texts based on assessment data.</b></p>
<b>Professional Learning</b>	<p><b>Do prepare teachers to administer focused screeners and use that data to</b> adjust their scope and sequence and prepare for individual or small group foundational skills practice.</p> <p><b>Do prepare teachers to implement their reading foundations curriculum in a coherent order,</b> 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><b>Don't exclusively focus professional learning for teachers on small group intervention or remediation.</b></p>



## K–8 ELA

Topic	Do	Don't
<b>Curriculum</b>	<p><b>Do focus remediation on text-critical vocabulary, background knowledge, and fluency practice, NOT isolated skills or standards.</b> All students are capable of exploring and discussing the ideas of grade level text. Priority groups of 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><b>Don't reteach full units from the previous year</b> at the beginning of this year. This approach to remediation is unnecessary and will hold students back from accessing grade-level work. Refer to <a href="#">How 'Reading Instruction' Fails Black and Brown Children</a> for further context.</p> <p><b>Don't provide students with a lower-level text</b>, 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 priority groups of students. Refer to <a href="#">Equitable ELA Instruction</a> for more context.</p>
<b>Assessment</b>	<p><b>Do administer curriculum-embedded tasks throughout the year as formative assessments</b> to monitor the learning of the text and mastery of standards.</p> <p><b>Do use daily student work</b> to inform where students are, and what misconceptions they have, rather than exclusively focusing on formal diagnostic assessments.</p>	<p><b>Don't use assessments to look behind at the complete list of lost learning</b> to hold a student back from grade-level content or remediate when it is unnecessary or disconnected from grade-level learning.</p> <p><b>Don't assess every standard from the previous grade</b> to provide an overarching instructional report.</p> <p><b>Don't use assessments that are disconnected from the curriculum</b> and lead a teacher to break the coherence of what they are teaching to remediate unnecessarily.</p>
<b>Professional Learning</b>	<p><b>Do prepare teachers to effectively use their curriculum</b>, understanding what is and is not necessary for remediation and preparation to help all students</p>	<p><b>Don't primarily focus professional learning for teachers on small group intervention or remediation that is meant to “fill gaps.”</b> Small group</p>



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### About Instruction Partners

**Instruction Partners** works alongside educators to support great teaching, accelerate student learning, name and address unconscious bias, and ensure equitable access to great instruction—particularly for students in poverty, students of color, students learning English, and students with disabilities.