Establish
Healthy System Conditions

Focus on Staffing:

How to assess educators' capacity and needs re: effectively teaching for accelerated learning
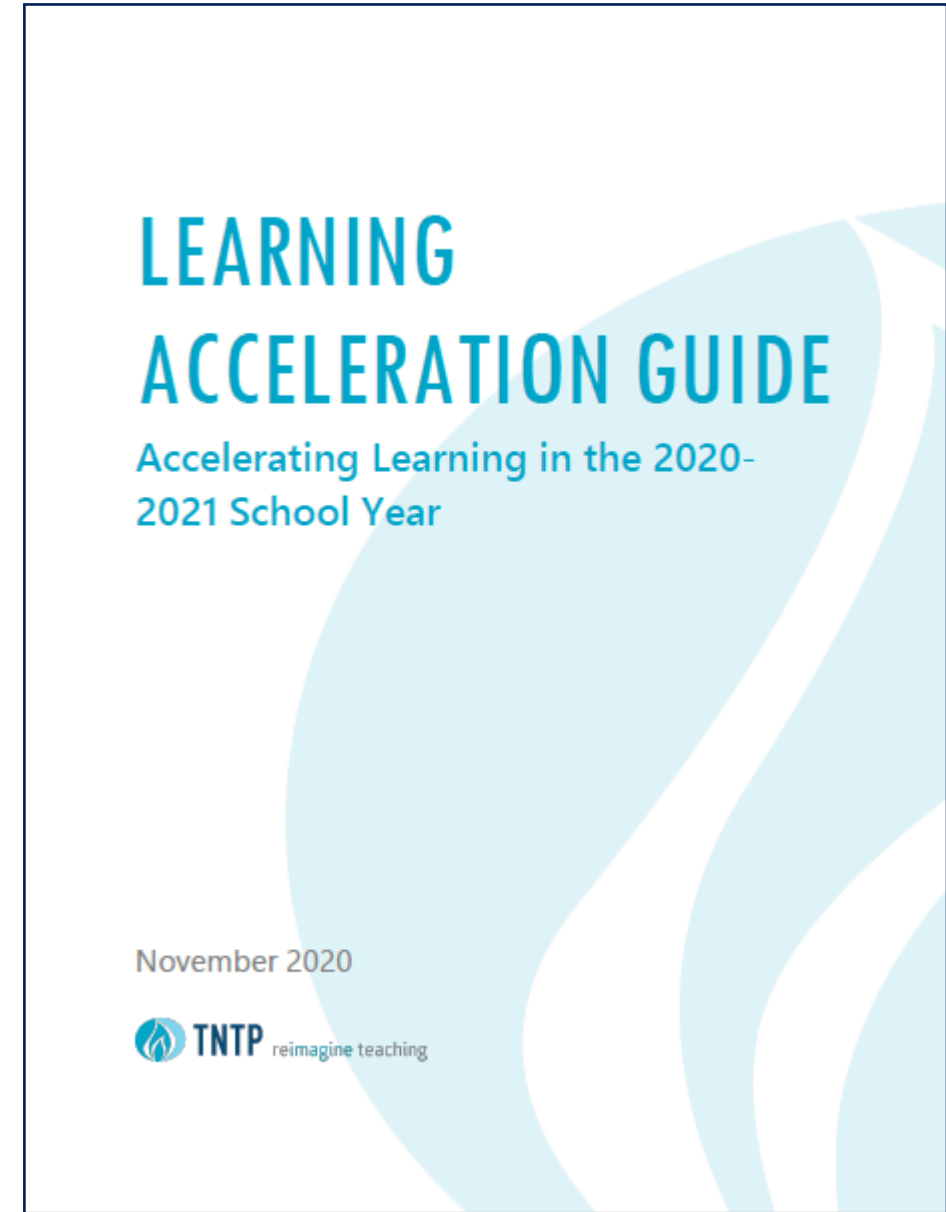
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Guiding Question: How can decisions about retention, assignment, recruitment and professional learning optimally involve the following?

- Consider what student and educator data we have available, and what we should begin to collect and analyze;

- Disaggregate data to consider equity in student learning; and

- Base decisions in data about student learning needs.

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Research Based

LEARNING
ACCELERATION GUIDE

Accelerating Learning in the 2020-2021 School Year

November 2020

TNTP reimagine teaching

From *COVID-19 School Response Toolkit* (2020) by TNTP, Inc., available at https://tntp.org/covid-19-school-response-toolkit.

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Teachers, principals, and school support staff are doing heroic work to offer stability for students and families during this crisis-

Providing the opportunities for students to learn while also caring for their physical, social, and emotional needs.

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Our work across the country in recent months has shown that schools still need help ensuring that students have access to

- grade-appropriate assignments,

- strong instruction,

- deep engagement, and

- teachers with high expectations

to minimize learning gaps this year—and ultimately accelerate to grade level.

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Advice for implementing a better approach

- Shift from remediation to acceleration, **not** by providing content or teaching faster, **but** by using instructional strategies that can help all students grow with grade-appropriate content.

- Place special emphasis on the two most important elements schools should prioritize right now: grade-appropriate assignments and strong instruction.
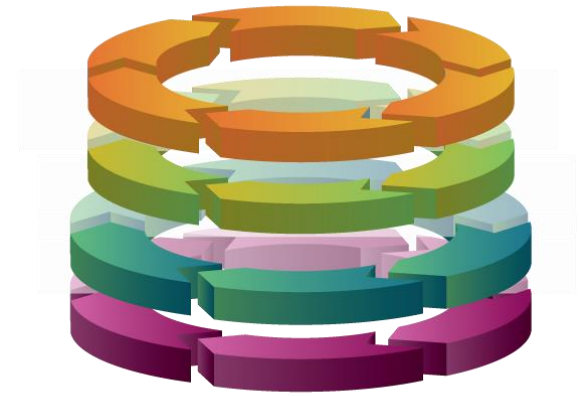
Two Key Questions:

1. What are your goals for accelerating student learning for all students, and where do you stand in attaining them?

2. How do you ensure that your students' experiences in school will lead to accelerated student learning for all?

Accelerated Learning
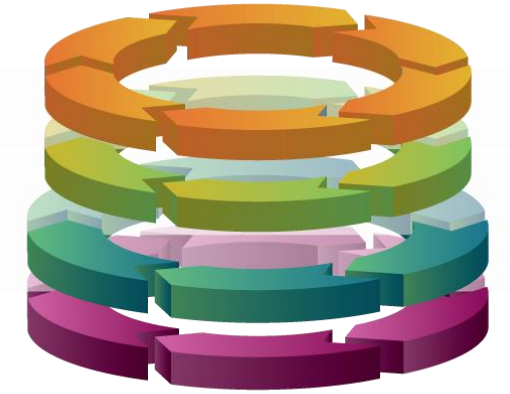
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Values to guide any school system's decision-making

- Grade-level content is the academic priority
- Address inequities head-on
- Support, assume the best of, and provide training for all your stakeholders
- Collaborate, then communicate clearly.

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GOALS FOR ACCELERATING STUDENT LEARNING

1. All students and families have the resources they need to meaningfully engage in school, whether it's in person or not.
2. All students feel like they belong in their school experience.
3. All students and families are treated as authentic partners.
4. All students have access to grade-appropriate assignments focused on priority content.
5. All students have access to strong instruction that addresses any gaps in prior learning within the context of grade-appropriate assignments, focused on priority content.
6. All students are demonstrating mastery of grade-level content.

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- Strategies for achieving goal

GOAL

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- Look-fors

GOAL

Assessing educator capacity to put this into action...

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GOAL 1:

All students and families have the resources they need to meaningfully engage in school, whether it's in person or not.

- Administer a family survey.
- Provide teachers a way to flag students or families who might need additional support.
- Collect and use daily attendance data.
- Collect and use assignment completion data.
- Collect and use staffing data.

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GOAL 1: All students and families have the resources they need to meaningfully engage in school, whether it's in person or not.

Assessing educator capacity to put this into action...

- How are family surveys results shared with staff?
- In what ways are staff utilizing the results of surveys?
- Has staff received training on procedures for flagging students/families in need of additional support?
- What strategies are utilized by staff to increase assignment completion?

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GOAL 2:

All students feel they belong in their school experience.

- **Administer a student survey** to gather information about whether students feel they belong.
  - Ensure that all students have an equitable experience to participate by providing accommodations to students with IEPs,
  - Provide surveys in students' native languages.

- Consider questions similar to those from the [Learning Experience Survey](), such as:
  - There is at least one adult in my school that I can talk to about how I'm doing.
  - My teacher(s) make me feel like I belong in their classes.

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GOAL 2:
All students feel like they belong in their school experience.

Assessing educator capacity to put this into action...

- Do teachers shine a light on each student?
- Do teachers utilize differentiated instruction or incorporate 'genius hour' or 'passion project' time?
- Do teachers practice strategies to increase social equity in the classroom?
- Do teachers integrate social and emotional learning (SEL) practices throughout the day?

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GOAL 3:

All students and families are treated as authentic partners.

Create a school or system-level tracker for parent communication.

All of your teachers and staff members need to know how to use this tracker such that you ensure all of your students and families are receiving regular communication touchpoints.

Administer a survey to families:

- Administer a survey that allows you to gauge whether families have what they need to connect with and share feedback with your staff.

- Administer a survey that allows you to gauge whether families believe their students are learning this year.

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GOAL 3:

Assessing educator capacity to put this into action...

- How are family surveys shared with staff?
- In what ways are staff members utilizing the results of surveys?
- In what ways and how often does two-way communication take place between teachers and families?

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GOAL 4:

All students have access to grade-appropriate assignments focused on priority content.

Collect and evaluate assignment quality.

- Use The New [TNTP's Student Experience Assessment Guide](#) and [TNTP's Assignment Review Protocols](#) to evaluate the quality of assignments your students are experiencing, considering whether the assignment addresses [High Level Focus Content for PA.](#)

- Connect the data you collect to classroom demographic data to determine if there are gaps in access by classroom demographics.

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GOAL 4: All students have access to grade-appropriate assignments focused on priority content.

Assessing educator capacity to put this into action...

- Do assignments align to expectations as defined by grade level standards?
- Do assignments provide meaningful opportunities for students to engage with content?
- Do assignments give students an authentic opportunity to connect academic standards to real life contexts?

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GOAL 5:

All students have access to quality instruction that addresses any gaps in prior learning within the context of grade-appropriate assignments focused on priority content.

- Survey educators and school leaders regarding their access to diagnostic data.
- Verify your educators are analyzing student learning and use the data to adjust their instruction.
- Observe classroom instruction.
  - Use TNTP's Student Experience Assessment Guide and TNTP's Classroom Observation Protocols to evaluate the quality of instruction students are experiencing.
  - Connect the data you collect to classroom demographic data to determine if there are gaps in access by classroom demographics.

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GOAL 5: All students have access to quality instruction that addresses any gaps in prior learning within the context of grade-appropriate assignments focused on priority content.

Assessing educator capacity to put this into action...

- Are all students continuously engaged in work during the lesson?

- Is instructional content aligned to appropriate grade-level standards?

- Are students tasked with thinking during the class?

- In what ways are students asked to demonstrate their learning?

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GOAL 6:

All students demonstrate mastery of grade-level content.

Administer a limited number of rigorous assessments.

- Consider using curriculum-embedded assessments this year, such that you can evaluate the quality of student learning across your schools.

- Support your schools and teachers in sharing this critical information.

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GOAL 6: All students demonstrate mastery of grade-level content.

Assessing educator capacity to put this into action...

- Are building- or system-wide assessments being administered?

- What diagnostic assessments are being utilized?

- How are curriculum-embedded assessments used to drive instruction?

- Are teachers provided with time to actively participate in data team meetings, conducting root-cause analysis, and setting goals?

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Next Steps
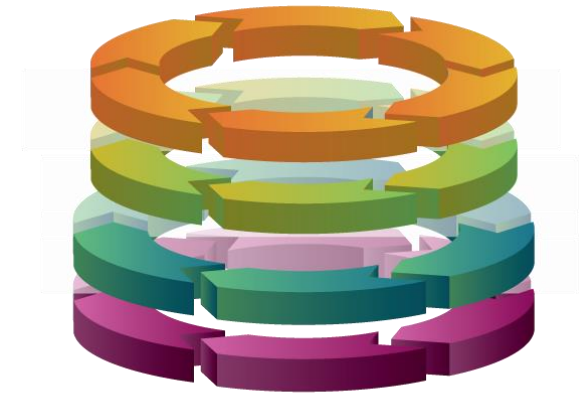
- Consider the six goals for accelerated learning, action items, and potential look-fors to promote student growth.

- Consider targeted professional development where data would suggest additional support is needed.

- Participate in additional sessions of *Accelerated Learning Through An Integrated System of Support.*

- Partner and collaborate with local stakeholders and your regional IU to best support your students.

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More details on *Accelerated Learning Through An Integrated System of Support* can be accessed on the PDE website, Roadmap for School Leaders

4/13/2021

Systems, Staffing: Assessing Capacity and Needs

Submit your attendance for this session using this Google Form: tinyurl.com/PDEaccelerate

If you are unable to open the tinyurl link, use: https://forms.gle/KcwcPxgT5gXguaKSA (case sensitive)

You may also access the attendance form by scanning this QR code with your smartphone.

Both links and the QR code direct you to the same form.

The exit code for this session is: 5 7 1 6 4