Acceleration Roadmap:

Pathway to an Equitable Recovery

May 2021

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

TNTP *reimagine* teaching

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
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Letter from the Commissioner

Dear Massachusetts Educators,

The 2020-2021 school year has been like no other in my career as an educator. I want to extend my thanks to all of you for your hard work on behalf of the students in our Commonwealth, day after day, amid unprecedented challenges.

Despite the herculean efforts of educators and families, we must acknowledge that many of our students are facing unfinished learning heading into the summer and the next school year. While it is not a new challenge for educators to serve students with varied academic needs, the pandemic has made this challenge significantly more pronounced and widespread. To effectively meet the needs of our students – particularly those most impacted by the pandemic – we need to focus on making sure all of our kids receive the culturally responsive support they need be successful in their grade level. At the same time, we need to support students and teachers as they socially and emotionally navigate the trauma they've experienced during the ongoing public health and economic crises.

While the pandemic has presented many challenges and disruptions to teaching and learning, we must also acknowledge the many ways our students grew throughout this past year. Many demonstrated the ability to adapt to constantly evolving circumstances, explore new ways of learning and collaborating, engage in civic processes, and advocate for what they need, among many other skills. The same can be said about the work of our dedicated and talented educators in the Commonwealth. This should be recognized as an important set of assets and expertise to leverage in the coming years. When students and staff begin the 2021-2022 school year, we should welcome one another with genuine curiosity about what each has learned in the last year and what everyone needs to be successful moving forward. This document builds on the practices demonstrated by educators across the Commonwealth this year and provides specific actions you can take during the 2021-2022 school year to address the diversity of learning needs in your classroom.

The strategies in this document are based on a philosophy of learning acceleration, which strategically prepares students for success in the present — *this* week, on *this* content. Past concepts and skills are taught, but always in the context of grade-level learning. Learning acceleration doesn't mean racing through the curriculum, but instead ensuring that students can spend as much time as possible engaging meaningfully with grade-appropriate work. If a student hasn't mastered the earlier skills that are required to complete a grade-appropriate assignment, the student receives "just-in-time support" — giving the student just the right amount of help to move forward, right when they need that help, through scaffolds and coordinated interventions. When this approach includes strong relationship-building efforts, social emotional support, and authentic partnerships with families, we know that we are setting our students up for success.

We have partnered with TNTP, a national education nonprofit that has been supporting districts for more than two decades, to develop a roadmap for acceleration for the state. The **Acceleration Roadmap** sets the priorities needed to accelerate learning in our schools and classrooms. As part of the design process, we heard from educators, students, and community members from across the Commonwealth. We appreciate the time that everyone took to share their experiences and insights with us. Their perspectives helped shape this roadmap.

We know districts, schools, and educators are in different places in their planning and recovery efforts, and many of you may already incorporate many of the action steps outlined here. This guide is organized in a manner that allows you to chart your own course, starting at the beginning, identifying steps you already have in place, and then identifying priority additional steps as soon as your team is ready. The Department is committed to supporting you and will be in touch with webinar and professional learning opportunities over the next few months for you and your school and district administrators to support implementation of strategies in this guide. I look forward to our continued work together on behalf of the Commonwealth's children.

Sincerely,

Jeffrey C. Riley
Commissioner of Elementary and Secondary Education

Please consider providing feedback on this roadmap through this survey. Your feedback will inform the content and structure of professional development aligned to this roadmap as well as future DESE guidance.

Introduction

The Acceleration Roadmap is a tool for teachers and school/building administrators in Massachusetts. It is designed to provide a focused and phased approach to supporting students as they begin the 2021-2022 school year, a year that will lay the foundation for accelerated learning over the next several years. The roadmap is organized around three overarching priorities, which are grounded in research and were developed through extensive stakeholder feedback. These priorities are to:

1. **Foster a sense of belonging and partnership among students and families,**[1][2][3]
2. **Continuously monitor students' understanding, and** [4][5]
3. **Ensure strong grade-appropriate instruction with just-in-time scaffolds when they are needed.**[6][7][8]

Within each priority, our approaches are designed to create equitable experiences and outcomes for all of your students in a manner that is affirming of their race, identity, home language, and unique abilities.

Background

The COVID-19 pandemic has forced schools across the country to confront unprecedented challenges. A months-long disruption of school has exacerbated longstanding inequities and opportunity gaps, at a moment when the nation has been grappling with issues concerning systemic racism.

Despite the efforts of teachers, administrators and families, over this past year, many students missed out on critical instructional time, particularly our traditionally underserved students. Simultaneously, students participated in remote and hybrid settings, gaining skills, perspective, and knowledge about their unique ways of learning, and we should approach the fall with the intention of leveraging their expertise to design instruction that meets their needs. The same can be said for the resilience and expertise of our classroom educators.

As we plan to support the diversity of student needs this fall, with a focus on educational equity, a body of research supports the strategy of learning acceleration.

Learning Acceleration	All students receive consistent access to grade-level work with targeted scaffolds to make it accessible.[9]
Traditional Remediation:	Students mainly receive work better suited for earlier grades, based on the misconception that they must master all past concepts before accessing grade-level work.[10]

A common approach to addressing unfinished learning is **remediation**, which is often based on the misconception that for students to learn new information, they must first go back and master everything they missed. In TNTP's report, "The Opportunity Myth," they found the remediation approach of starting the school year with months of prior year content, when used exclusively, practically guarantees that students will actually lose more academic ground. Further, these approaches serve to reinforce misguided beliefs that some students cannot do grade-level work. The students stuck in this vicious cycle are disproportionately students of color, English learners, students with disabilities, and those from low-income families.

Schools and classrooms that have been able to break this cycle (as highlighted in "The Opportunity Myth") have embraced a **learning acceleration** approach, which asserts that every student is capable of accessing grade-appropriate work with the right supports, and that regular access to grade-appropriate work is critical to their academic development.[11] Accelerating learning does not mean rushing through curriculum or teaching only certain portions of academic standards. In addition to providing grade-appropriate work, it requires collecting ongoing data on what students know and are able to do, incorporating the scaffolding strategies students need in the context of a school-wide multi-tiered system of support, and simultaneously developing a culture of belonging and inclusivity.

[1] Retrieved from http://studentexperiencenetwork.org/wp-content/uploads/2018/11/What-We-Know-About-Belonging.pdf

[2] Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). What is student engagement? In *Handbook of research on student engagement.* Springer Science & Business Media.

[3] Aronson, B., & Laughter, J. (2016). The theory and practice of culturally relevant education: A synthesis of research across content areas. *Review of Educational Research*, *86* (1), 163-206.

[4] Harbour, K. E., Evanovich, L. L., Sweigart, C. A., & Hughes, L. E. (2015). A brief review of effective teaching practices that maximize student engagement. *Preventing School Failure: Alternative Education for Children and Youth*, *59*(1), 5-13.

[5] Rosenshine, B. (2012). Principles of Instruction: Research-Based Strategies That All Teachers Should Know. *American educator, 36*(1), 12.

[6] TNTP. (2018). The Opportunity Myth. Brooklyn, NY: TNTP Retrieved from https://opportunitymyth.tntp.org/.

[7] Matsumura, L. C., Garnier, H., Pascal, J., & Valdés, R. (2002). Measuring instructional quality in accountability systems: Classroom assignments and student achievement. *Educational Assessment*, *8*(3), 207-229.

[8] Joyce, J., Harrison, J. R., & Gitomer, D. H. (2018). Modifications and accommodations: a preliminary investigation into changes in classroom artifact quality. *International Journal of Inclusive Education*, 1-21.

[9] Retrieved 3 June 2020 from: http://www.ascd.org/publications/books/114026/chapters/Acceleration@_Jump-Starting_Students_Who_Are_Behind.aspx

[10] Retrieved 3 June 2020 from: http://www.ascd.org/publications/books/114026/chapters/Acceleration@_Jump-Starting_Students_Who_Are_Behind.aspx

[11] https://opportunitymyth.tntp.org/different-resources-different-results

Overview of the Roadmap

This roadmap is designed to help educators and administrators plan to accelerate learning for all students during the 2021-2022 school year. It divides the year into four phases:

Phase 1: Diagnostic and Planning	Phase 2: Launch	Phase 3: Progress Monitoring	Phase 4: Reflection and Planning
Before the 1st day of school 2021	September - October 2021	November 2021 - April 2022	May - June 2022

Within each phase, we offer guidance aligned to the three key priorities:

Priority 1: Foster a sense of belonging and partnership among students and families[12]

This past year has shown us how powerful it is when we leverage entire communities to ensure that every child has the support they need. As school systems plan for the next school year, it's essential to engage students, families, and a wide range of community organizations as full partners. Students' sense of belonging is a critical — and often undervalued — condition for academic success. Students who feel a sense of belonging "feel socially connected, supported, and respected".[13] They trust their teachers and their peers, and they "feel a sense of fit at school." [14] In order to engage with students and their families as authentic partners, we must approach engagement with a focus on equity. This means a) establishing meaningful engagement activities and systems that do not characterize or treat specific parent groups as deficient in their level of engagement or approach to education and b) acknowledging and navigating cultural differences through communication, humility, and sensitivity. [15]

Priority 2: Continuously monitor students' understanding.

To accelerate students' progress, system leaders and educators need to identify exactly what unfinished learning needs to be addressed, when, and how. Accelerated learning requires that students consistently receive grade-level materials and tasks, along with targeted scaffolds that make the work accessible.[16] In order to do this, educators need to have a strategic approach to collecting and using diagnostic data this year, so that they're identifying the highest priority prerequisite knowledge and skills "just in time" throughout the school year. As the Achievement Network states in 3 Principles for Assessments During Instructional Recovery and Beyond, "Data should never serve as a gatekeeper to grade-level content" but should instead inform educators of *how* to support students in accessing the content.

Priority 3: Ensure strong grade-appropriate instruction with just-in-time scaffolds when they are needed.

Students need consistent access to grade-appropriate assignments that will help them master grade-level standards. This is especially important for students who are performing below grade level, who research has shown are the least likely to receive grade-appropriate assignments. In addition to providing grade-appropriate assignments, it's important that teachers use strong instructional practices, including addressing the unique needs of English learners and providing individualized, modified content and appropriate accommodations for students with disabilities.[17]

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[12] Language and resources in Priority 1 draw on resources created by the Council of Chief State School Officers (CCSSO) https://ccsso.org/coronavirus
[13] http://studentexperiencenetwork.org/wp-content/uploads/2018/11/What-We-Know-About-Belonging.pdf
[14] http://studentexperiencenetwork.org/wp-content/uploads/2018/11/What-We-Know-About-Belonging.pdf
[15] https://oese.ed.gov/files/2020/10/equitable_family_engag_508.pdf
[16] Retrieved 3 June 2020 from: http://www.ascd.org/publications/books/114026/chapters/Acceleration@_Jump-Starting_Students_Who_Are_Behind.aspx
[17] TNTP. (2018). The Opportunity Myth. Brooklyn, NY: TNTP Retrieved from https://opportunitymyth.tntp.org/.

How to Use this Roadmap:

❑ **Consider your context:** Throughout this roadmap, resources and tools are organized by priority and phase of the year. The priority-level guidance includes key guiding questions, suggested steps for success, and aligned resources. We recognize that many educators and administrators may already have a plan in place for some or all of the listed action steps. **Given the different places schools and educators are in and the need to set the conditions for sustainable change, we encourage you to review the charts in each phase, identify what you already have in place, and focus on one additional step at a time, working your way down the list as you and your team are ready.** Note that timeframes in the document are approximate and are designed to illustrate when certain key actions may be most effective. Districts and schools should adapt the suggested dates to fit their local context.

❑ **Plan Strategically:** Depending on where each classroom, school, and district is starting from, it may not be feasible to incorporate all of the suggested steps in one year. Rather, the goal of this tool is to help educators and administrators identify high-priority goals and action steps that will best serve students in their unique context and to deepen educators' and administrators' commitment to action steps that they have already implemented. Upcoming webinars from TNTP will support educators' and administrators' use of this guide to set priorities and create an action plan for each phase of the year.

❑ **Sign up for implementation support:** This document provides a list of action steps that can be described as "the what" – key steps that will support learning acceleration in classrooms and schools this upcoming school year. However, we realize that a document alone may not provide sufficient support. Users may also require support in determining the "how": based on a classroom's specific diagnostic data, how might you adjust a pacing guide? How can administrators effectively support change management by leveraging educator voice, strategically staffing to support priorities, and being mindful of educator burnout? These specific "how" elements will be addressed through a menu of professional learning opportunities, available synchronously and asynchronously throughout the summer. You can also suggest additional professional learning topics through our Acceleration Roadmap feedback survey.

> ## ESSER FUNDS: A UNIQUE OPPORTUNITY
>
> Funding from the American Rescue Act ("ESSER III funds") will provide a unique opportunity to help students recover from the pandemic and address longstanding inequities in our schools. It's the largest single federal outlay of K-12 education funding in U.S. history, totaling $123 billion — including $1.8 billion for Massachusetts. When reviewing this roadmap, consider what resources your school(s) may need to implement these strategies and where these funds may be leveraged. Visit the Department grants page for the most recent information. See Appendix E for more information.

Disclosure Statement

Reference in this website to any specific commercial products, processes, or services, or the use of any trade, firm, or corporation name is for the information and convenience of the public and does not constitute endorsement or recommendation by the Massachusetts Department of Elementary and Secondary Education (DESE). Our office is not responsible for and does not in any way guarantee the accuracy of information in other sites accessible through links herein. For more information, contact: Jacqulyn.M.Gantzer@mass.gov, 781-338-3529.

Key Action Steps for the 2021-2022 School Year

Below is a high-level summary of key action steps for the 2021-2022 school year that school/building administrators will find outlined in this Roadmap.

	Phase 1 Diagnostic & Planning Before first day of school '21	**Phase 2** Launch Sept.-Oct. '21	**Phase 3** Progress Monitoring Nov. '21-April '22	**Phase 4** Reflection & Planning May-June '22
Sense of Belonging	• Examine available data regarding student attendance and belonging. • Set a specific goal, with an eye towards racial equity, for 2021-2022.	• Make sure your first month of school has daily supports to promote attendance and foster belonging.	• Communicate school-wide goals set in phase 2 related to student well-being and grade-appropriate instruction. • Use professional learning time to support teachers in undergoing cycles of data analysis for each unit. • Run cycles of data analysis for your school-wide goals.	Take stock of the year and identify priority action steps for the summer and next year.
Monitor Understanding	• Analyze diagnostic data to plan to include students in grade-level content. • Create an assessment calendar. • Plan ongoing cycles for examination of student work.	• Support teachers to run your first cycles of data informed instruction.		
Strong Instruction	• Determine your next steps with curriculum adoption and culturally responsive practice. • Make a PD calendar. • Align Tier 2and 3 systems with Tier 1 instruction.	• Communicate to educators a bite-sized instructional goal. • Run an observation cycle related to the goal.		

School Data Analysis Cycle

1. Synthesize student data
2. Disaggregate by Student Group
3. Analyze Data
4. Use Data To Guide MTSS Referrals and Adjust Instruction
5. Adjust Professional Learning Plans
6. Put Plans Into Action

Phase 1 – Diagnostic and Planning Work

Prior to the First Day of School, 2021

PHASE 1 - Priority 1: Set a vision for and establish plans to foster a sense of belonging and partnership for students and families.

In this phase, your goal for Priority 1 is to understand the status of your schools' relationships with students and families and to establish clear goals for the 2021-2022 school year, with an eye towards equity and racial equity.

Key Questions	Steps for Success	Aligned Resources
Are we supporting all students to attend school?	• Gather data on your attendance from SY21 and disaggregate by demographic groups. Identify groups of students to re-engage this upcoming year. • Based on the trends across your school, set an attendance goal for the first month of school and focus on 2-3 strategies from the Playbook Implementation Guide. • Create a team who can monitor attendance data daily, reach out to students prior to the first day or school and in the first month of school and call students/families who are not present.	• Consult the Attendance Playbook Implementation Guide to plan for a system-wide, tiered approach to reducing chronic absenteeism. • Review data on your school-specific attendance trends.
Do our school policies and practices reinforce positive culture and climate?	• Administer a student and family experience survey to gauge students' and families' feelings of belonging. • Use results of the survey to set a goal for the upcoming year focused on family experiences and sense of belonging. • Partner with family representatives to create a family communication plan and calendar that is two-way, culturally responsive, and provided in a variety of languages. Send home a family letter in their preferred language to explain academic goals for the 2021-2022 school year. • Plan pre-service PD to support teachers as they plan to teach safety expectations, build community, and teach classroom routines in the first week of school. • Review disaggregated discipline data from the 2020-2021 and 2019-2020 school year and identify a trend or disproportionality in the data to address in the upcoming year.	• Use or adapt TNTP's Learning Acceleration Survey or host a Parent Perspectives Workshop. • Download the MA Family, School, and Community Partnership Fundamentals guide and complete the self-assessment. Refer to page 7 for multiple methods of communication. • Support teachers to plan with CASEL's three signature practices to foster a supportive environment or CASEL's guide to creating a supportive classroom environment. • Review/revise school discipline policies to align with restorative practices. • Consult this guide for effectively engaging families of English learners. • Consult this guide and resources for beginning positive relationships with families of students with disabilities. • Reference DESE's significant disproportionality page for context and resources and use the Success Gaps Toolkit to identify root causes of identified gaps.

PHASE 1 - Priority 1: Set a vision for and establish plans to foster a sense of belonging and partnership for students and families.

| Do our policies actively affirm students and their diverse identities? | • Consider the multifaceted identities of your students and the need to provide windows (I see into the lives of others), mirrors (I see myself reflected) and doors (I can access new experiences) for all students as you reflect on the following questions:
    o Who is represented on the walls of your school?
    o Who is represented in the texts and curriculum that students engage with?
    o Who is represented in the events that your school holds?

• Consider using reflections on these questions or the results of an Equity Audit to a school-based goal for next year. | • Begin your reflection on your school's current plan and identify areas for growth by taking the Planning for Wellbeing and Connection Self-Assessment.

• Consider specific challenges related to the pandemic that will affect student feeling of safety in school (page 18 of this guide).

• Consider engaging in a system-wide equity audit, such as the MAEC Equity Audit or Harvard's RIDES Equity Improvement Cycle or reflect on your own leadership using this Culturally Responsive Leadership Practices Self-Reflection.

• Provide resources for families to support their child's social/emotional development; and in Spanish. |

PHASE 1 - Priority 2: Establish systems to monitor students' understanding.

In this phase, your goal is to ensure your teachers will have access to usable diagnostic data and understand how to use it to adjust their pacing guides for the upcoming year. To deliver strong instruction, your teachers will need to understand which prerequisite content and skills students still need to master grade-appropriate content. As outlined in the CCSSO Restart and Recovery Assessment resource, it's important that assessments not be used to withhold grade-level content from students— and that those assessments provide teachers with the instructional information they need to support students. Assessments are used to determine *how* to bring students into grade-level instruction, not *whether* to bring them into grade-level instruction.

Key Questions	Steps for Success	Aligned Resources

Have I communicated a clear plan for diagnostics that help teachers bring students *into* grade-level instruction?	• Ensure your core content areas have identified curriculum-aligned diagnostics
	
	• Clearly communicate that diagnostics are used for acceleration not remediation as should be used as a bridge to, not a barrier, to grade-level content. Plan to devote preservice PD time on how to utilize diagnostics to adjust year-long pacing guides to accelerate learning.
	
	• Determine how many days you will have available for pre-service professional learning in the summer/fall.
	
	• Consider allocating time to pre-service workshops on the following:
	
	   1. Data-informed instruction: how to use diagnostic data to plan just-in-time scaffolds and revise scope and sequence
	   2. Elements of culturally responsive instruction
		In designing your diagnostic and assessment strategy, consider this this resources from CCSSO.
		
		Content-specific resources for selecting diagnostic assessments and use of these assessments to plan instruction:
		
		• ELA diagnostic and assessment: Presentation
		
		• Utilize a valid and reliable screener for Early Literacy, referring to DESE's recommendations for Early Literacy Screening Assessments.
		
		• The Standards Navigator Is a resource to help you identify prerequisite skills and assessment items for each standard in your scope and sequence.
		
		• Visit page 17 and 18 of this guide for specific strategies to support teachers to adapt their scope and sequence rather than planning for 9-weeks of remediation.
		
		• Develop screening procedures for teachers to systematically screen students that demonstrate one or more potential indicators of a neurological learning disability, including, but not limited to, dyslexia. *Remember, unfinished learning is not evidence of a disability.* Find screening resources on DESE's dyslexia web page.

Am I building a culture of data and reflection?	• Build an assessment calendar with a limited number of rigorous assessments. Consider the following questions:
	
	   1. How much time will teachers need at the beginning of the year to assess students? When should those assessments be scheduled to allow for students to build relationships and experience a positive transition to the school year?
	   2. How can we prioritize data *close to instruction*, so it is more actionable?
	   3. Do we have adequate time to analyze the data and respond to the data for
		Data-informed instruction is a cycle of assessment, analysis and action. Consult this resource for prioritizing assessments and building an assessment calendar for the year. You may also wish to utilize this Data Driven Instruction Implementation Rubric to consider your systems for data analysis.
		
		Use one of the student work review protocols below:
		
		   • TNTP's Student Experience Assessment Guide and TNTP's Assignment Review Protocols (also in appendix for all subject areas).

PHASE 1 - Priority 2: Establish systems to monitor students' understanding.

	each assessment on the calendar? Is it possible to reduce the number of school-wide assessments to ensure time to analyze and respond to the data collected?
	
	• Set up a PLC schedule for the fall where teachers can come together weekly to look at student work, including work of students with disabilities and English learners.
	
	• Ensure your data meetings set norms that focus on dialogue that is culturally sustaining.
	
	• Set up collaborative planning structures that allow for instructional specialists (e.g. ESL teachers, SPED teachers, etc.) to support the discussion and design of assessments that are aligned to learning goals and are free of barriers to demonstrate learners' performance.
		• EL Education's ATLAS protocol
		    • Student Achievement Partner's protocol
		    • Equitable Math's Learning Cycle Structures (page 11).
		
		• Reference this chart that contrasts culturally sustaining and culturally destructive dialogue.
		
		• Consider incorporating the WIDA Model as an interim assessment to measure student progress in reading, writing, speaking and listening.
		
		• Consider following this guide on using Universal Design for Learning practices to create formative assessments that are accessible to all students.

Have I committed staffing resources to support my data analysis needs?	• Determine who will be responsible for smooth administration (scheduling, test distribution, data analysis) of assessments next year. • Determine who will facilitate your weekly data meetings and data days. • Leverage technology that will enable you to quickly disaggregate academic data by demographic group, for analysis purposes.	• This report on strengthening school leadership recommends a distributed leadership model (page 24) to support principals with the ever-increasing task of running a school. Providing stipends to teacher leaders who can support instructional leadership functions, such as running weekly data meetings, can ensure instructional leadership is prioritized in an operationally complex year. • Review the Department's online resource for district- and school-level administrators as they continue to build supportive talent systems for educators in the 2021-2022 year.

PHASE 1 - Priority 3: Evaluate your curriculum and plan for professional development.

In this phase, your goal is to evaluate your students' access to high-quality instructional materials and plan a calendar of professional development focused on accelerating learning and providing equitable access to grade-appropriate instruction.

Key Questions	Steps for Success	Aligned Resources

Does my Tier 1 curriculum provide all students with access to grade-level work?	• Adopt high-quality instructional materials (or make a plan to ensure students have access to grade-level content).
	
	• Make a plan or select a vendor to provide PD for your teachers on how to effectively implement the adopted curriculum.
	
	• Audit materials for culturally responsive practice and identify a high leverage area of growth within the domain of culturally responsive instruction to focus on as a school this year.
		• Visit the CURATE website to determine how your materials have been rated, while also working at the system level to ensure that those materials are culturally responsive and meet the needs of your multi-lingual learners).
		
		• If CURATE has not rated your materials, consider using these tools:
		
		  o Evaluate whether your adopted instructional materials are standards-aligned,
		
		  o Determine if your materials meet the needs of your English learners.
		
		  o Use this tool to determine if your curricular materials are culturally responsive. Or review this tool to look specifically at equitable math instruction.
		
		• Refer to the Interactive Blueprint for EL Success guidance and exemplars of effective planning and practices for Els.
		
		• Adapt these tools and resources for addressing the needs of English learners with disabilities.
		
		• Consult these resources for guidance and templates for planning lessons and breaking down barriers to learning with UDL.
		
		• The Professional Learning Partner Guide (PLPG) is an online, vetted list of organizations that provide effective professional development (PD) services aligned to high-quality instructional materials in ELA, Math, and Science.
		
		• Consider applying to adopt these mathematics-specific acceleration resources, provided at no-cost to Commonwealth schools.
		
		• Use this "where to start guide" to identify key action steps to support Early Literacy Instruction (K3) in your school.

Do educators receive support to effectively deliver Tier 1 instruction?	• Create a PD calendar (includes plan ½ day preservice PD)	• Sample PD SAS for accelerating learning • Reference these CCSO resources:

PHASE 1 - Priority 3: Evaluate your curriculum and plan for professional development.

	• Recruit and select a diverse group of teacher leaders to support with your PD and Coaching needs next year. • Refer to your contracts and/or collective bargaining agreements to determine what stipends and incentives are available for time dedicated to training, planning with instructional leaders, and delivering PD content and coaching.	o Overview of content for Teacher professional learning: Appendix H of this doc o Templates for Planning Teacher and School/Building Administrator PD Priorities o Templates for Planning School/Building Administrator PD Yearly Scope and Sequence – scroll mid-way through page 112 and find the link for the PD template
Are tier 2 and 3 programs consistent with Tier 1 instruction?	• Review your MTSS systems for alignment with your Tier 1 curriculum. • In planning the fall student schedule, prioritize more time with Tier 1 curriculum, as well as time for students to engage with Tier 2 and 3 supports in multiple content areas, as needed. • Provide high-quality professional development on special education-related topics to ensure a responsive general education environment and to assist practitioners and parents in identifying students with disabilities.	• Watch or re-watch this introduction to the MTSS visual. • Remember, tiers are not locations. • Consider this resource from Transcend for organizing high-dosage tutoring programs. • Visit this DESE resource page for more information on organizing for tiered instruction. • Take this MTSS Self-Assessment. • Visit the U.S. Department of Education's, Office of Special Education Programs resource page for guidance on MTSS and ELs with and without disabilities. • See this Massachusetts Tools for Schools scheduling guidance or cconsider these general recommendations for implementation/ schedule design. • Review Is Special Education the Right Service? and offer these learning modules.

$ HIGH-IMPACT USE OF ESSER FUNDS

Consider using ESSER funds to invest in high-quality instructional materials and aligned MTSS supports to help accelerate learning for students.

Sign up for implementation support: See our menu of professional learning opportunities and register for relevant sessions to support you in implementing these actions. You can also suggest additional professional learning topics through our Acceleration Roadmap feedback survey.

Phase 2 – Launch

September – October 2021

PHASE 2 - Priority 1: Welcome students and families to your school community.

In this phase, your goal is to implement a collaborative plan for building a sense of belonging and partnership with the school community.

Key Questions	Steps for Success	Aligned Resources
Are we supporting all students to attend school?	• Make a plan to contact students who were chronically absent last absent last year prior to the first day of school. • Monitor student attendance on a daily basis and ensure all students who are absent receive a daily, two-way communication (more than a robo-call).	• Consult this guide with steps for Strengthening Student Attendance and Assignment Completion. • Refer to DESE's guidance and resources on supporting student attendance and addressing chronic absenteeism.
Do our school policies and practices reinforce positive culture and climate?	• Send home a family letter in their preferred language to explain academic goals for the 2021-2022 school year. • Ensure multiple forms of two-way communication with families takes place in the first month of school (welcome back event, phone calls, etc.). • Monitor which students were referred from class in the first week and prioritize these students for relationship-building check-ins with educators. • Ensure your school-wide systems and practices continue to account for the unique cultural and linguistic needs of multilingual families.	• Adapt and send this sample family letter explaining learning acceleration or use these family guides to the standards. • Reference this guide to strengthening partnerships with families of English learners. • Download this MA district profile on "Relationship Mapping". • Adapt resources that foster two-way communication, such as this Facilitating Listening Sessions Toolkit.
Do our policies actively affirm students and their diverse identities?	• Monitor data related to the belonging goal you set over the summer. At the end of the first month of school, allocate time to revisit this goal, celebrate bright spots and recommit to its implementation. • Incorporate professional development opportunities to build understanding and skills in culturally responsive teaching[18] practices.	• Consider resources from the CRE hub that can help build your staff capacity to execute on this goal. • Help your team reflect on practices using Culturally Responsive Look-Fors. • Use this Facilitator's Guide: Using OPTIC to Strengthen Understandings of Culturally Responsive Teaching, using the video-based platform to support culturally responsive teaching through high-quality feedback. • Consider use of the Challenging Assumptions Reflection Tool from the Flamboyan Foundation.

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[18] "Culturally Responsive Teaching": Great teaching is culturally responsive teaching: focused on promoting academic achievement, demonstrating cultural competence, and fostering students' sociopolitical awareness.

PHASE 2 - Priority 2: Continuously monitor students' understanding.

In this phase, your goal is to ensure your teachers implement an assessment plan to diagnose, and continuously monitor, student learning. Assessments may include summative end-of-unit quizzes, tests and projects, but equally important are formative and in-class assessments in the form of classwork. In all likelihood, you have already established ways to evaluate learning (as in previous years). The methods you use to monitor students' understanding will be highly specialized for your subject area, grade bands, and schools. However, there are certain principles that apply widely and should always be followed.

Key Questions	Steps for Success	Aligned Resources
Have I communicated a clear plan for diagnostics that help teachers bring students *into* grade-level instruction?	• Ensure all teachers have access to beginning of year diagnostics and clear instructions for scheduling these diagnostics after relationship building has taken place. • Schedule time for teachers to receive support analyzing diagnostic results to plan to *include* students in grade-level content.	• Page 18 of this guide provides resources for using diagnostic data to provide *access* to grade-level instruction. • This DESE presentation on ELA diagnostics and assessment also provides recommendations on how to provide scaffolds based on diagnostic data. • This guide to instructional scaffolds that support student learning provides teachers with content-specific guidance on providing just-in-time scaffolds to grade-level content.
Am I building a culture of data and reflection?	• By the end of September, run your first cycle of looking at and analyzing student work. Be sure to include instructional specialists who serve special student populations. • Ensure that teachers are collecting data on student learning, and using that data to revise plans, by including daily formative assessments in their lesson plans and instruction. • Collaborate with ESL teachers and/or instructional specialists to analyze formative assessments alongside language proficiency data to identify strengths and areas for growth. • Collaborate with special education teachers to revisit IEP goals and determine progress, and discuss how to leverage students' strengths toward achieving their goals.	• Adapt this sample protocol: Good to Great Reflection Guide. • DESE ESL guide to collaborative planning. • Use the WIDA Can Do Descriptors to understand what ELs at different levels of English proficiency can do in the four domains and where their progress should be growing towards. • Use this guidance to co- create strengths-based goals with students with disabilities.
Have I committed staffing resources to support my data analysis needs?	• Clearly outline role clarity for staff who will support your first interim assessment administration. • Get staff input on interim scheduling.	

PHASE 2 - Priority 3: Ensure strong grade-appropriate instruction with just-in-time scaffolds when they are needed.

As you begin the year, you'll want to develop a plan for how you will monitor teacher instruction and student access to strong grade-appropriate instruction. All students need regular opportunities to think critically and engage deeply with worthwhile, grade-appropriate and culturally relevant content. In order for students to have the opportunity to accelerate their learning, educators need to provide regular opportunities for students to own the thinking or cognitive lift in the classroom and assignments that are aligned to grade-level standards.

Key Questions	Steps for Success	Aligned Resources
Does my Tier 1 curriculum provide all students with access to grade-level work?	• Conduct cycles of observation and feedback on a weekly basis that are focused on access to grade level work and cognitive engagement.	• Consider using the Classroom Observation Protocols from TNTP or the Instructional Practice Guides (IPG) from Student Achievement Partners or your district's standards aligned observation tool. • ERS' Sustained and Integrated Observation and Coaching Cycles provides guidance on scheduling, and planning for, effective classroom observations.
Do educators receive support to effectively deliver Tier 1 instruction?	• Establish an instructional strategy focus for the year and align observation, coaching, evaluation, and professional learning priorities to this focus area.	Resources for specific instructional focus areas: • Use culturally responsive-specific tools to evaluate instruction or use OPTIC to identify CRT Look-Fors in math and ELA instruction. • Equitable Math Instruction contains resources related to deep conceptual understanding, the intersection of SEL and academic content, and other equitable practices. • Consider TNTP's set of instructional strategies and TNTP's Scaffolding Strategies that push students to "own the thinking" in the classroom. • Ensure teachers are aware of considerations for avoiding curriculum violence as they design socially relevant lessons. • Include instructional specialists who serve special student populations – see the DESE ESL guide to collaborative planning. • Utilize this step-by-step lesson planning template to identify and address potential barriers for students with disabilities.
Are Tier 2 and 3 programs coherent with Tier 1 instruction?	• Use your beginning of year diagnostic data to create rosters for your MTSS programs. • Clearly communicate the process by which students will be able to move between "tiers" in your programs.	• Reference this overview on Tiered Instruction within the MTSS Model.

Sign up for implementation support: See our menu of professional learning opportunities and register for relevant sessions to support you in implementing these actions. You can also suggest additional professional learning topics through our Acceleration Roadmap feedback survey.

Phase 3 – Progress Monitoring

November 2021 – April 2022
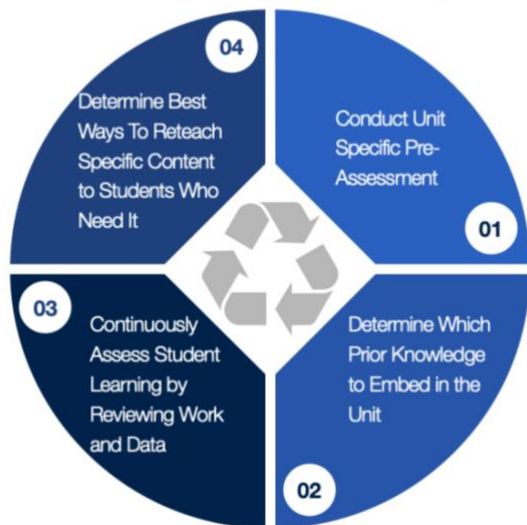
PHASE 3 - Priorities 1, 2 and 3:
Continuously collect and monitor data to improve efforts and outcomes.

The goal of this phase is to help sustain the work by continuing to use data to refine and tailor programs, strategies, and initiatives. Whereas the Launching Phase focuses on reconnecting, reflecting, and leaning into a new normal, the Progress Monitoring Phase places even greater emphasis on reviewing data to inform continuous improvement to ensure goals can be reached and new practices, services, policies, and systems aimed at equity can be revised and integrated.

As a leader, you will simultaneously support teachers as they engage in data analysis and instruction cycles, as well as a system-wide cycle focused on school-based goals.

Teacher Instructional Cycle

School Data Analysis Cycle

Steps for Success	Aligned Resources
• Use professional learning time to support teachers in undergoing cycles of data analysis for each unit (see above).	• For more support on tools for using data to drive systems-level improvement, see this report from the Carnegie Foundation on Transforming Educational Systems Toward Continuous Improvement.
• Communicate school-wide goals set in phase 2 related to belonging and grade-appropriate instruction.	• For detailed steps and aligned resources on running an improvement cycle focused on access, implementation, and quality, see CCSSO's guidance on managing and improving school systems. (page 51)
• Run cycles of data analysis for school-wide goals (see above).	• For support with goal-setting, see the Student Wellbeing and Connection table of sample goals and data sources. (page 57)
• Plan events that welcome families and caregivers to celebrate students' accomplishments and fosters a love of learning and school.	• Consult Fordham guidance to engage families in authentic, two-way communication at various stages of the data cycle.
	• Consider these ideas on how to plan successful family events.

Sign up for implementation support: See our menu of professional learning opportunities and register for relevant sessions to support you in implementing these actions. You can also suggest additional professional learning topics through our Acceleration Roadmap feedback survey.

Phase 4 – Reflection and Planning

May – June 2022

This section provides some high-priority actions to plan for summer and year-end. After completing these actions, it is recommended that you begin again with Phase 1.

PHASE 4 - Priority 1: Celebrate students' accomplishments and reflect on students' and families' experiences.

In this phase, your goal is to celebrate students' and families' achievements this year and solicit their feedback to plan for the upcoming school year.

Key Questions	Steps for Success	Aligned Resources
Are we supporting all students to attend school?	• Use end-of-year surveys to gather data from students and families. Work in school teams to analyze the data overall and by demographic groups to determine how effective your practices were in engaging students and families.	• The Learning Acceleration Survey • Consider using DESE's Adapted Model Feedback Surveys to capture student and staff feedback this year.
Do our school policies and practices reinforce positive culture and climate?	• Set aside staff time to summarize helpful information about students and families that has been gathered throughout the year. This may include information about children as learners, but also should include other key levers that have been effective in supporting your students and families (i.e. calling home at specific times of day, informal accommodations such as preferential seating, or a student interest that will help future teachers build a bond). • Develop a system to collect this information and to share with educators working with students over the summer and for next year. • Plan an end-of year event that celebrates students' accomplishments and fosters a love of learning and school.	• Revisit the MA Family, School, and Community Partnership Fundamentals guide for recommendations and resources to determine how your school addressed the fundamental components of family engagement this past year. • You may also refer to DESE's Framework for Prenatal through Young Adulthood Family Engagement to support your planning.
Do our policies actively affirm students and their diverse identities?	• Utilize self-assessment tools to actively solicit data from families and students about how their identities were affirmed and included n school this year.	• Consider engaging in a system-wide equity audit, such as the MAEC Equity Audit or Harvard's RIDES Equity Improvement Cycle.

PHASE 4 - Priority 2: Assess and analyze student mastery of grade-level content.

In this phase, your goal is to conduct summative assessments that support summer learning opportunities and/or a strong start to the next school year.

Key Questions	Steps for Success	Aligned Resources
Have I communicated a clear plan for diagnostics that help teachers bring students *into* grade-level instruction?	• Collect and organize summative data about student learning that will be helpful to their future teachers – either in summer learning or during the next school year.	• Reference these tips on Organizing Student Data.
Am I building a culture of data and reflection?	• Review student supports for quality of implementation and ongoing needs. • Ensure that students' IEP and progress reports accurately reflect each student's growth, current achievement levels and the most effective methods for supporting them. • Analyze your ACCESS data to determine implications for EL support next year.	• Leverage this Principal's Guide to Special Education. • Use the WIDA Can Do Descriptors to understand what ELs at different levels of English proficiency can do in the four domains. • Use or adapt this collaborative protocol for looking at student work and discussing next steps for teaching and learning. • Consult this guidance on best practices for looking at EL student data and making data informed decisions. • Visit the U.S. Department of Education's Office of Special Education Programs resource page for guidance on MTSS and ELs with and without disabilities.
Have I committed staffing resources to support my data analysis needs?	• Appropriately staff summer programs to address high priority needs from last year.	• Planning for Summer School in 2021 • Reference DESE's grant page for opportunities related to afterschool and out-of-school time, including summer.

PHASE 4 - Priority 3: Reflect on instructional practices and set the course for summer school and the next school year.

In this phase, you will reflect on instruction, student learning, and curriculum to set a strategy for continued learning — both during summer school and the following school year.

Key Questions	Steps for Success	Aligned Resources
Does my Tier 1 curriculum provide all students with access to grade-level work?	• Ensure that summer school curriculum is aligned with your Tier 1 instructional materials and high-priority standards. • Consider adopting high-quality instructional materials in your upcoming curriculum adoption cycles.	• See curriculum adoption resources in Appendix A and the Department's Instructional Materials page for resources and support opportunities.
Do educators receive support to effectively deliver Tier 1 instruction	• Allocate professional learning time for educators to complete the reflection in Phase 4 of the Acceleration Roadmap Teacher guide. • Pull trends from educator responses to begin strategic planning for next year. • Plan for at least one day of paid, pre-service training for summer school instructors to ensure high-quality implementation of program.	• Adapt this Learning Acceleration Teacher Action Guide.
Are tier 2 and 3 programs coherent with Tier 1 instruction?	• Determine if Tier 2 and 3 programs administered during the school year can continue during the summer to ensure continuity of services.	• Consider references such as TNTP's Planning for Summer Guide. • Consider this resource from Transcend for organizing high-dosage tutoring programs. • See Appendix C for additional resources on planning for summer school.

Sign up for implementation support: See our menu of professional learning opportunities and register for relevant sessions to support you in implementing these actions. You can also suggest additional professional learning topics through our Acceleration Roadmap feedback survey.

Appendix A: Evaluating Students' Access to HQIM and Creating a PD Calendar (Phase 1, Priority 3)

If your teachers and students have access to high-quality instructional materials:
Goal: Evaluate Student Access to High-Quality Instructional Materials

Step 1: Develop a short-term implementation plan, setting goals to increase access to grade-appropriate assignments in your district. This plan should include:

- Clear goals regarding the proportion of assignments your students should experience that are grade appropriate. Sample Goal - Student access to grade-appropriate assignments: At least 75 percent[19] of the assignments our students experience are grade appropriate, and there are no gaps in access to grade-appropriate assignments by classroom demographics (including racial demographic groups, students with IEPs, multi-lingual learners, or students who receive free and reduced lunch) across our school or system.
- Clear expectations for materials usage, including supplemental materials and assessments.
- A plan for ongoing professional learning and supports for teachers (page 102) to understand how to effectively implement the materials, ensuring that you address the most critical knowledge and skill for teachers and school/building administrators, given your diagnosis of the quality of assignments in your system.

Step 2: Communicate your clear expectations for using materials in a professional learning session for school/building administrators and teachers. As you communicate these expectations, ground them in the purpose of high-quality instructional materials as a tool that will support teachers to provide access to grade-appropriate assignments rather than a set of "rules" that teachers need to follow.

Step 3: Develop teacher and school/building administrators skill in the areas you've prioritized. Execute on the plan that you outlined in Step 1, providing teachers and school/building administrators with the supports they need to provide access to grade-appropriate assignments.

- CCSSO Templates for Planning Teacher Professional Learning Priorities
- CCSSO Templates for Planning School/Building Administrator PD Yearly Scope and Sequence. See page 112 to find the link for the PD template.

Step 4: Monitor the quality of assignments your students are experiencing and make adjustments as needed. As we described above, use 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 the prerequisite skills needed to access grade-level content. Continue to connect the data you collect to classroom demographic data to determine if there are gaps in access by classroom demographics and measure your progress as you work to improve your implementation of high-quality instructional materials.

If your teachers and students *do not* have access to high-quality instructional materials:
Step 1: Consider whether you could shift the materials you are using in the middle of the year and how you might improve your current materials. This approach might feel intimidating, but a number of schools and systems adjusted their materials and experienced success in the spring. To determine if this is the right solution for your system, ask yourself the following questions:

- How are educators perceiving the materials to which they have access right now? Would they welcome more supportive materials that would result in grade-appropriate assignments for our students?
- Given the school system's financial situation and procurement policies, could the system reasonably purchase and distribute new materials right now?
- If the system could not feasibly make the shift to new materials right now, what capacity does the system have to centrally support the improvement of the current materials.

If it is feasible from an educator investment and a financial/procurement perspective to shift the materials you have adopted, consider making that shift at a point in the school year when you have the capacity to support and train your teachers and school/building administrator to make the shift. Resources for adopting High Quality Instructional Materials include:
- ❑ Quick Reference Guide
- ❑ Evaluation and Selecting Network (Math, ELA, and Science): The Evaluating and Selecting Network combines 3 in-person differentiated sessions with monthly personalized virtual support to guide district teams through a strong instructional materials selection process for ELA, math, and/or science in any K–12 grade span.

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[19] Note that we suggest a goal lower than 100 percent here, because we realize that students may need to experience assignments that fill in gaps in below-grade-level content. This should not occur the majority of the time for any student, however.

Step 2: Choose a, b, or c

a	It is **feasible** to shift to high-quality materials.	→	Shift to high-quality instructional materials, in either pilot schools or in all of your schools. Use the resources in the CCSSO Restart and Recovery Systems Condition Guidance around "Determining Curriculum" (page 19) to support a transition to new materials.
b	It is **not feasible** to shift to high-quality materials and you **have** centralized capacity to improve your current materials.	→	Build a centralized plan to support educators in ensuring students have access to grade-appropriate assignments. Communicate clearly with educators about the gaps in the current materials, and make adjustments to centralized curricular resources as outlined in CCSSO Restart and Recovery Systems Condition Guidance around "Determining Curriculum" (page 19), prioritizing the weaknesses you'll address centrally in your resources and training teachers on those. As you make these adjustments, follow the guidance outlined in the CCSSO Restart and Recovery Academics Guidance regarding Curriculum and Instruction (Appendix C).
c	It is **not feasible** to shift to high-quality materials and you **do not have** centralized capacity to improve your current materials	→	Communicate to school leadership teams that one of their major responsibilities is ensuring that students have access to grade-appropriate assignments in their classes. Provide them intensive training and support to give feedback on the assignments that students will experience before students experience them. You might use lesson planning cycles you've had in the past – but layer in a review of whether assignments are grade-appropriate using TNTP's Assignment Review Protocols.

Goal: Creating a Professional Development Calendar

Ensure your teachers plan instruction that engages students in grade-appropriate assignments. Use professional learning sessions, coaching, and feedback to ensure teachers can:

● Deliver content that pushes students to own the thinking. Train your teachers to ensure that they can leverage Instructional Strategies that Push Students to Own the Thinking.

● Ensure teachers know and understand the coherence of the standards. By understanding learning standards within and across grade levels, teachers are empowered to present new content as an extension of ideas that already make sense to students. When content is taught in isolation, students spend much more time trying to memorize and make sense of that particular body of knowledge.

Plan your training content. You will likely need to spend a few days setting teachers up to prepare for the school year, though you'll certainly also spend your teacher professional learning time on supports around social and emotional learning and other aspects of returning to school. Consider a scope and sequence like this one.[20] Build in ways to assess whether the learning is taking place and plan to identify any additional support that is needed.

Train your teachers and school/building administrators. After you have finalized your plan for your instructional materials and trained your facilitators, you should be ready to execute your training.

Leverage your coaches and school school/building administrators to support teachers' work in accelerating student learning. Align your ongoing coaching supports to the key objectives of your trainings by ensuring that instructional leaders and support staff are equipped to further model and support instructional strategies that accelerate student learning.[21] Additionally, build in opportunities throughout the school year to ensure that all educators in your system believe that all students, regardless of their background or identity, can meet the demands of rigorous standards. Consider using a reflection protocol like the one found here,[22] which will support your teachers in thinking through what students successfully accomplish as they work to engage in rigorous content.

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[20] https://tntp.org/assets/documents/Accelerating_Student_Learning_Sample_Scope_and_Sequence_for_Teacher_Training.pdf.
[21] https://tntp.org/student-experience-toolkit/view/scaffolding-strategies.
[22] https://tntp.org/student-experience-toolkit/view/good-to-great-reflection-guide.

Appendix B: Actions and Resources for Monitoring Progress (Phase 3, Priority 3)

Strategy 1: Proactively build academic mindsets with your students.

Teacher Actions	Resources
● Build a classroom culture where students feel comfortable making mistakes in the name of learning and their academic progress is celebrated. ● Explicitly teach students about growth mindset and the malleability of intelligence. ● Provide "wise feedback"[23] to students that not only communicates high academic expectations but also assures the student they can meet those expectations.	● EL Education: Building the Culture and Structure of "Crew" ● Carol Dweck's Education Week commentary on growth vs. fixed mindsets ● Edutopia: growth mindset teaching resources ● Example phrases for building a culture of error ● Intervention Central: How to Help Students Accept Constructive Criticism: Wise Feedback ● Stanford: The Mentor's Dilemma and "wise feedback"

Strategy 2: Set clear behavioral and academic expectations for student participation and work.

Teacher Actions	Resources
● Establish routines so students are engaged in work throughout the lesson (including during key transition points such as the start of class or when students finish working on an assigned task). ● Implement protocols for how students should complete specific types of work or activities they will engage in regularly, such as how to annotate text or participate during small group work. Set aside time to teach students the protocols when first introducing them and time for students to reflect on their engagement with the protocols on an ongoing basis. ● Provide students with examples or rubrics that illustrate what strong participation and work products look like.	● EL Education: "The What, Why and How of Protocols" (including instructions and videos for dozens of protocols) ● Great Minds *Wit & Wisdom* Implementation Guide with ELA instructional routines (pages 96-109) and writing, speaking, and listening rubrics (pages 120-161) ● University of Pittsburgh Institute for Learning Accountable Talk Sourcebook instructional routines and talk formats (pages 16-26)

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[23] "Wise Feedback" refers to "feedback…that discourages expectations and attributions of racial bias and minimizes stereotype threat….that refute negative stereotypes by conveying a clear faith in each student's intellectual potential. But they do not impart this message by assigning easier work to ensure student success or by offering heavy doses of unstinting praise." See Cohen, Steele and Ross (2012), especially pages 1302-1303 for more information. https://ed.stanford.edu/sites/default/files/the_mentors_dilemma.pdf

Strategy 3: Ask questions and assign tasks that require critical thinking.

Teacher Actions	Resources

● Use the language embedded in grade-level standards to plan questions and tasks that require the appropriate level of thinking for your target standard(s).
 	
 ● *For lessons that involve a text:* Pose text-dependent questions that focus on the most important details or ideas in a text to deepen students' understanding of what they read.
 	
 ● Plan activities that immerse students in real-world problem-solving and prompt them to explain and justify their thinking.
 	
 ● Ask more open-ended questions than closed-ended questions. After asking a closed-ended question, follow up with open-ended questions (such as "How did you get that answer?" or "Why do you say that?").
	● *For lessons that involve a text*:
	     o Achieve the Core Guide to Creating Text-Dependent Questions and sample literacy lessons
	     o Teach Like a Champion establishing meaning via text-dependent questions and daily template for close reading
	
	 ● *Math*:
	     o Achievement Network Targeting Aspects of Rigor in Math Instruction
	     o Equitable Math's framework for math instruction
	     o Gates Foundation Math Design Collaborative formative assessment lessons and summative assessment tasks
	     o KIPP video on cognitively guided instruction
	 ● *Science*: NGSS Classroom Sample Tasks

Strategy 4: Give all students a chance to do the work.

Teacher Actions	Resources
● When asking questions to the whole class, ensure that all students are responsible for coming up with the answer before you call on someone to respond. ● Set the expectation and provide the materials so that all students respond when answering non-verbally (for example, showing written responses on whiteboards or holding up fingers to represent multiple-choice answer options). ● Assign roles to each student when working in groups to ensure that all students participate.	● Education Week's Total Participation Techniques: An Interview with Pérsida and William Himmele ● University of Pittsburgh Institute for Learning Accountable Talk Sourcebook norms for equitable participation (pages 32-35)

Strategy 5: Check for understanding frequently and strategically.

Teacher Actions	Resources
• Plan to check for understanding of each of the key concepts and/or components in your lesson to make sure students are on track throughout the entire class. • Vary the ways you ask students to demonstrate understanding to allow for different learning styles and to engage students with the content in multiple ways. • Use strategies for the appropriate purpose (for example, thumbs up/down is <u>not</u> a reliable check for understanding of content, but it can be effective for showing agreement/disagreement). • Prompt students to monitor their own understanding and take action when they share that they need support.	• EL Education check for understanding strategies and videos • The Teacher Toolkit checks for understanding

Strategy 6: Hold high expectations for student responses and ask targeted follow-up questions.

Teacher Actions	Resources
• Draft exemplar responses for questions/tasks to clearly define the bar to which you will hold student responses. • Set the norm that students are responsible for answering questions and cannot "pass" because they don't know or don't want to answer. • When students give incomplete or overly simple responses, ask follow-up questions to lead students to a more complete and accurate response. • When students make an error, ask probing questions to determine the source of their error and help them respond correctly. • Address trends in misconceptions or errors that you observe in multiple students' work with the whole class.	• EL Education conversation cues • University of Pittsburgh Institute for Learning Accountable Talk Sourcebook practices that support accountability to accurate knowledge and rigorous thinking (pages 30-32) • Inside Mathematics video examples of Standards of Mathematical Practice #6 and #8

Strategy 7: Facilitate academic discussion and feedback among students.

Teacher Actions	Resources
• Give students many chances to informally share their thoughts and work with one another in every lesson (such as "Turn and Talk" or "Think-Pair-Share" where students discuss briefly with a partner). • Incorporate opportunities for students to participate in formal discussions or problem-solving protocols in class, and teach students how you want them to participate in such activities. • Give students a chance to discuss and give feedback on each other's work.	• Teaching Channel videos Strategies for Student- Centered Discussion and Participation Protocol for Academic Discussions • Great Minds Wit & Wisdom Implementation Guide Socratic Seminar guidance (pages 89-95) • Teach Thought sentence starters • Inside Mathematics video examples of Standard of Mathematical Practice #3 • EL Education video Speed Dating Protocol

Appendix C: Determine Which Students to Prioritize for Summer Programming (Phase 4, Priority 3)

Given your available resources, the desires of your community, and your students' experiences so far this year, determine which students to prioritize for summer programming.

While the magnitude of the interruption to learning over the last year might understandably lead you to explore a summer learning program for *all* students, resource and personnel limitation might make it impossible. If you find that you need to prioritize a subset of students this summer, focus on providing additional instructional and social/emotional support to the students who need and benefit from it most. Consider these guiding questions:

1. *What inequities existed in engagement in your 2021-2022 instructional program?* Use your summer program as an opportunity to re-engage students and families who were disengaged this school year. Consider, grounded in data, prioritizing students will low or no attendance; students who frequently shared that they did not feel connected to their school or teachers during the calendar year; or students with limited or no access to technology.

2. *Which grade bands or students struggled?* If you have the capacity for in-person summer school instruction, prioritize students who struggled the most. This may mean K-2 students who've had the hardest time transitioning into instruction, or even older students who have struggled to attend or remain engaged over the year.

3. *Which students are furthest behind academically?* While all students may have experienced some interrupted learning some subsets of your student population likely experienced more than others. As you review your student data, identify and prioritize those students that appear to be the furthest behind academically.

4. *Which students typically need (and benefit from) more individualized supports?* In a typical year, some students require more individualized, targeted supports (e.g., students with disabilities or English learners). You can use summer programming as an opportunity to work specifically with students who may have missed out on the individualized educational support hours that they would have received during a typical school year.

5. *Which students are in key transition years?* Students transitioning from elementary to middle or middle to high school will not experience the comfort of returning to familiar buildings or seeing familiar adult faces in Fall 2021. Perhaps now more than ever, using summer to support students in transitioning into new buildings and school communities will set students up to be successful.

Appendix D: Important Terms and Concepts

Learning Acceleration and Remediation

Why are we accelerating rather than remediating student learning?
Excerpt from *Learning in the Fast Lane* by Suzy Pepper Rollins.[24]

Remediation is based on the misconception that for students to learn new information, they must go back and master everything they missed. So, for example, all of the students who are weak in math — probably determined through a pre-test — are herded together and assigned a teacher who will reteach them basic math skills. The students who have the largest gaps and are thus the most academically vulnerable are sent the furthest distance back.

In the end, this remedial model may produce a student who can finally subtract two fractions; unfortunately, that student may now be a junior in high school. While the rest of her classmates moved forward, she moved backward. Reverse movement at a tedious pace with little relevance to today's standard will not catch students up to their peers. In fact, this model may contribute to widening gaps, as stronger students get even stronger while the weaker ones continue to sink further. This failure to move forward can lead to decreased student motivation.

The primary focus of remediation is mastering concepts of the past. **Acceleration**, on the other hand, strategically prepares students for success in the present — *this* week, on *this* content. Rather than concentrating on a litany of items that students have failed to master, acceleration readies students for new learning. Past concepts and skills are addressed, but always in the purposeful context of future learning.

Although the acceleration model does revisit basic skills, these skills are laser-selected, applied right away with the new content, and never taught in isolation. To prepare for a new concept or lesson, students in an acceleration program receive both instruction in prior knowledge and remediation of prerequisite skills that, if missing, may create barriers to the learning process. This strategic approach of preparing for the future while plugging a few critical holes from the past yields strong results.

	ACCELERATION	REMEDIATION
Self-efficacy	• Self-confidence and engagement increase. • Academic progress is evident.	• Students perceive they're in the "slow class," and self-confidence and engagement decrease. • Backward movement leads to a sense of futility and lack of progress.
Basic skills	• Skills are hand-picked just in time for new concepts. • Students apply skills immediately.	• Instruction attempts to reteach every missing skill. • Skills are taught in isolation and not applied to current learning.
Prior knowledge	• Key prior knowledge is provided ahead of time, enabling students to connect to new information.	• Typically, does not introduce prior knowledge that connects to new learning.
Relevance	• Treats relevance as critical component to student motivation and memory.	• Relevance is not seen as a priority.
Connection to core class	• Instruction is connected to core class; ongoing collaboration is emphasized.	• Instruction is typically isolated from core class.
Pacing and direction	• Active, fast-paced, hands-on. • Forward movement; goal is for students to learn on time with peers.	• Passive, with focus on worksheets or basic software programs. • Backward movement; goal is for students to "catch up" to peers.

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[24] Retrieved 3 June 2020 from: http://www.ascd.org/publications/books/114026/chapters/Acceleration@_Jump-Starting_Students_Who_Are_Behind.aspx

High-Quality Instructional Materials and Grade-Appropriate Assignments
What are high-quality instructional materials and why do they matter?

While it is well known that students learn primarily through their interactions with teachers and content, there is a growing body of research that indicates that the quality of curricular materials influences students directly and influences the way teachers teach. In other words, instructional materials have a significant effect on student learning. In general, materials that have been identified as **high-quality instructional materials** (HQIM) have been rigorously reviewed and vetted by academic experts and teachers for alignment to rigorous standards and ease of use. Many states and districts look to third-party curriculum reviewers such as EdReports.org to begin their process of assessing the strengths and weaknesses of their materials so that they may make strategic decisions about their current academic program and/or new curriculum adoption. High quality includes eliminating the use of curriculum materials that cause racial harm and trauma. States and districts must ensure that their HQIM are a strategic fit for their students and community, ensuring ALL students have consistent access to grade-appropriate content and are represented in the materials.

All students need regular opportunities to think critically and engage deeply with worthwhile content through **grade-appropriate assignments**. These assignment and student work review tools are intended to help teachers, leaders, and others understand if an assignment is giving students the opportunity to meaningfully engage in worthwhile grade-level content. Using the protocols, you'll first review the quality of the assignment and then analyze students' performance on that assignment. In general, when assigning tasks, educators should be asking:
- Content: Does the assignment align with the expectations defined by grade-level standards?
- Practice: Does the assignment provide meaningful practice opportunities for this content area and grade level?
- Relevance: Does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts?[25]

Example assignment review protocols are:
➢ ELA Assignment Review Protocol
➢ Math Assignment Review Protocol
➢ Science Assignment Review Protocol
➢ Social Studies Assignment Review Protocol.

Scaffolding
Scaffolding is a **temporary** support that a teacher provides to help students tackle complex or increasingly complex material or tasks. Scaffolding, if done well, foster a level of **independence** and potential automaticity in students such that the scaffold (chunked texts, visuals, graphic organizers, question stems, etc.) are no longer needed in the future. Scaffolding is often paired with **diagnosing** as effective scaffolding requires a level of **prior knowledge** about the student — their knowledge and conceptions. A scaffold should not change the cognitive demand or lift of the work required by the student.

Prerequisite Skills and Just-in-Time Scaffolding
Accelerated learning requires that students consistently receive grade-level materials, tasks, and assignments, along with appropriate scaffolds that make the work accessible. More specifically, instead of sending students backward to fill in all the potential gaps in their learning, leaders and teachers should focus on filling in only the most critical gaps—and not in isolation, but at the moment they are needed.

These just in time scaffolds address the necessary content knowledge and skills students need to engage in the most immediate work of the grade: the complex text they're reading, the math unit they're studying, the science experiment they're conducting, or the historic time period they're analyzing. While the goal here is to address unfinished learning, these concepts pull heavily from what we know about the science of learning and principles of *interleaving, spaced practice,* and *retrieval practice,* all highly effective, evidence-based strategies that help individuals learn more
- **Understanding the demands of grade-level materials and content.** To begin this process, study the standards alongside year-long scopes and sequences to understand what standards and topics will be covered when, how students will apply their knowledge of the standards, and how they will show that knowledge. This means looking closely at the standards, the topics, and the tasks within a unit and across the year.

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[25] While the first two domains focus more heavily on the extent to which the assignment aligns to grade-level expectations and gives students meaningful opportunities to engage them, the third domain focuses more heavily on the authenticity of what the assignment asks students to do. An assignment's "value beyond school" was one of three domains used by Newmann and colleagues in their study finding significant associations between student assignments and student achievement. See Newmann, F. M., Lopez, G., & Bryk, A. S. (1998). *The quality of intellectual work in Chicago schools: A baseline report*. Chicago: Consortium on Chicago School Research

- **Identifying the most critical prerequisite skills and content knowledge students will need** to access that grade-level content when they encounter it throughout the year.

  > For example, a ninth-grade ELA teacher might look across the year and note that students will be reading Lorraine Hansberry's *A Raisin in the Sun* in the fall. The teacher could give students an easier text to read and remove this book from the year-long sequence out of fear that students are too far behind to tackle such a complex text at the beginning of the year. Instead of removing the text and opting for something of lesser value, the teacher could note that tackling this text requires ready-made scaffolds for building students' content knowledge about the topics and time period covered in *Raisin*. Additionally, because Hansberry obscures concepts like the Great Migration and redlining in rich figurative language, the teacher might identify understanding the purpose and meaning of figurative language as a critical prerequisite skill for tackling this complex text. Here we are thinking about the prerequisite knowledge that students need by considering the techniques the author uses to convey key ideas, along with the intentional topical knowledge that the curriculum seeks to build.

Culturally Responsive Teaching

There have been several frameworks developed by scholars in this field to describe an evolving culturally responsive approach. Dr. Gloria Ladson-Billings coined the term *Culturally Responsive Pedagogy*, an approach focused on supporting learners whose experiences and cultures have been historically excluded from mainstream education to achieve academic success. Later, Dr. Geneva Gay introduced the term *Culturally Responsive Teaching* with a framework that was more focused on classroom practices. Dr. Django Paris expanded further by forming a vision for *Culturally Sustaining Pedagogy* that helps students develop a positive cultural identity while engaging in content area studies. Throughout this document, DESE uses the phrase *Culturally Responsive Teaching*, which we define as great teaching that is focused on promoting academic achievement, demonstrating cultural competence, and fostering students' sociopolitical awareness.

Appendix E: Overview of the American Rescue Plan's Education Funding

On March 11, President Biden signed the American Rescue Plan Act into law. This is the third major stimulus spending bill since the start of the COVID-19 pandemic, and it includes significant new funding for K-12 education. Just as with the previous COVID-19 stimulus funding, the education dollars are being distributed through the Elementary and Secondary School Emergency Relief ("ESSER") Fund. At approximately $123 billion, it represents the largest single federal outlay on K-12 education in U.S. history, and is more than double what the federal government typically sends to states and districts in a given year.

Typical federal K-12 spending (2018)
$55.2 billion, $979 per pupil

First coronavirus relief package
$13.2 billion, $234 per pupil

Second coronavirus relief package
$57.1 billion, $1,012 per pupil

Third coronavirus relief package
$128.6 billion, $2,280 per pupil

Notes

Schools may have received additional federal money from other parts of the relief packages. Data includes private schools.

Credit: Sam Park, Chalkbeat

Use of Funds

Like the two previous stimulus bills, funds will be allocated to states based on their relative share of Title I funding, and the overwhelming majority of funds – at least 90 percent – will then be sub granted to districts (including charters that are authorized as LEAs) based on their relative share of Title I funding. The LEA grants of ARP dollars will follow the same formula as they did from the Cares Act and ESSER II – All allocations are based on the percentages that were used to allocate the state's Title I, Part A funds in the state's fiscal year preceding the pandemic. Although the funds are distributed to LEAs on the basis of Title I, it is up to the LEA how it will spend the funds and/or distribute them to individual schools (including public charters).

Also, like previous stimulus bills, the American Rescue Plan allows for funds to be spent broadly. However, it does specify that states and districts must spend specific portions of their funding as follows:

STATES	DISTRICTS
• States must set aside at least 5 percent of the total state funding to address learning loss. • States must set aside at least 1 percent of the total state funding for evidence-based summer enrichment. • States must set aside at least 1 percent of the total state funding for evidence-based, comprehensive afterschool programs. • States may set aside up to 0.5 percent of the total state funding for administrative expenses.	Districts (including charters that are authorized as LEAs) must set aside at least 20 percent of their funds to address learning loss. The legislation includes the following non-exhaustive examples of how this can be done: • administering and using high-quality assessments to assess academic progress and assist with meeting academic needs; • implementing evidence-based activities to meet students' comprehensive needs; • providing information and assistance to parents and families on how they can effectively support students; and • tracking student attendance and improving student engagement in distance education.

Other than these set asides, districts and states may use the balance of their funds for any other activities or programs allowed under other federal laws for education (e.g., Elementary and Secondary Education Act Title I or Title II, or the Individuals with Disabilities Education Act). Other enumerated examples include:

- conducting activities to address the needs of students from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth;
- implementing activities to maintain the operation and continuity of services and to employ existing staff;
- summer learning, and supplemental after-school programs;
- purchasing educational technology (including hardware, software, and connectivity as well as assistive technology or adaptive equipment);
- mental health services;
- school facility repairs to reduce risk of virus transmission and support student health; and
- implementing public health protocols including policies in line with guidance from the Centers for Disease Control and Prevention for school-reopening.

This resource from The Hunt Institute provides some ideas of how funds can be used. It was written in connection with the December 2020 stimulus, but all of the options apply to this much larger pot of funds.

Guiding Principles

While the specific services that will best serve your students will be specific to your district's context, here are four principles to keep in mind:

Equity. Funds should be given to the students and schools who need them the most.

Plan. Districts don't have to spend it all right now and shouldn't start spending until they have a plan in place.

Community-Driven. Engage the people who will be affected by these dollars and keep them in the loop as it gets spent.

Fiscal Responsibility. Use caution when hiring new full-time staff or creating other future obligations with this one-time money. Districts should engage their finance and accounting teams in the planning and execution process.

Next Steps

This funding opportunity offers districts across the Commonwealth a unique opportunity to live up to a bold vision for accelerating students to grade level and avoid returning to an unacceptable status quo. Please visit this page for updated information on applying for ESSER III funding in Massachusetts.

Additional Resources
These documents may be helpful as you consider opportunities to use ESSER funding in your district:

- Chiefs For Change
- 50Can
- ExcelinEd

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