
August 9, 2021
Our Speakers

Luci Cambria
Curricular Solution Architect, Newsela

Patricia Wright
Executive Director, Emerita, NJPSA

Donna McInerney, Ed.D.
Chief Executive Officer, FEA
1. Explore what **accelerated learning** can look like in practice

2. Walk away with a **process and a detailed plan** for how to use **high quality instructional resources** that are accessible to accelerate learning

3. Discover a **collaborative process** for PLCs to accelerate learning and ensure **standards-aligned instruction**
Agenda

1. Introductions
2. Developing a Common Language around Accelerated Learning
3. Collaborative Planning Process for Accelerated Learning
4. Leadership Considerations for Learning Acceleration
Learning Acceleration
What do you think of when you hear "learning acceleration?"
New Jersey Department of Education’s Four Principles that Guide Learning Acceleration

New Jersey Department of Education, Learning Acceleration Guide
SOCIAL + EMOTIONAL WELL BEING

EQUITABLE ACCESS

DEPTH OF INSTRUCTION

K-12 ACCELERATED LEARNING CYCLE
Why Acceleration?

“The NJDOE recognizes that addressing student learning and social emotional needs in strategic and constructive ways is essential to both the short-term response to the current pandemic and our long-term commitment to educational equity and excellence. A growing body of research suggests that it is essential to accelerate, rather than solely remediate, student learning. This signals a shift in thinking, so students are not brought back entirely to the grade level where they last demonstrated proficiency. Instead, once individual student learning needs are assessed, teachers provide targeted supports on the concepts needed to help the students engage with grade-level standards.”
Framing Our Work: A Case Study
Walt Disney World Public Schools: Magic Kingdom MS
SY 20-21 Data

- 40% 6-8 Students proficient on district ELA benchmark EOY 2019
- 25% 6-8 Students proficient on district ELA benchmark EOY 2020
- 30% Parents strongly agreed that social-emotional learning in schools is necessary by the School Climate Improvement Survey
- 12% 6-8 Students participated in cross-curricular Summer Programming
This district has...
✓ A viable curricular structure
✓ A Professional Learning Structure
✓ Benchmark assessments for ELA/Math
✓ A vision...We are committed to educating the whole child to prepare them for college, careers, and beyond through:
✓ A Strategic Plan
  ○ Alignment to the NJ Student Learning Standards
  ○ Rigorous literacy instruction and constant data-driven cycles of instruction
  ○ College and career-planning resources and opportunities
  ○ Intervention and inclusion to remediate and accelerate student achievement
  ○ Strong student supports for equity and social-emotional learning
  ○ Teacher development and support through collaboration
Teacher Planning & Collaboration for Learning Acceleration
**PLC Conversations**

*Developing, Delivering, Reflecting on, and Revising a Viable Curriculum*

1. Unpack the standards into clear, specific, student-friendly learning objectives.

2. Cluster the student learning objectives into units of study.

3. Create essential questions.

4. Create summative assessments including rubrics, exemplars and non-exemplars.

5. Design pre-assessments to establish the readiness of each student to learn.

6. Design learning experiences including instructional activities, student learning strategies and formative assessments – ALIGNMENT IS KEY.

7. Analyze formative assessment data throughout the unit to drive instructional planning, differentiation and timely interventions.

8. Analyze summative assessment data to monitor student progress, revise unit learning experiences, revise unit assessments, seek targeted professional learning, set goals.

9. Discuss the Career Ready Practices and Social Emotional Learning Competencies and embed them in units of study.

10. Discuss grading philosophy, policies and procedures. Strive for consistency.
THE CAR PROCESS

PLC CONVERSATIONS

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## PLC CONVERSATIONS

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### Instructional Plan

<table>
<thead>
<tr>
<th>Pre-assessment</th>
<th>PLC #5</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO – WALT We are learning to/that</td>
<td>PLC #1 &amp; 2</td>
</tr>
<tr>
<td>Student Learning Strategies</td>
<td>PLC #6</td>
</tr>
<tr>
<td>Formative Assessment</td>
<td>PLC #6</td>
</tr>
<tr>
<td>Activities &amp; Resources</td>
<td>PLC #7 &amp; 8</td>
</tr>
<tr>
<td>Reflections &amp; Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504)</td>
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</tbody>
</table>

**Benchmark Assessment:**

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**Summative Assessments**

**PLC #4**

**Interdisciplinary Connections**
Teacher Profile

Name: Ms. Minnie Mouse
Grade & Subject: 6th Grade ELA
Years Taught: 3 in current position, 1 in Elementary
Teacher Planning Steps for Guiding Learning Acceleration

1. Where are we going?
2. Do we know the prerequisite skills and concepts for this grade?
3. Do we have clear assessment data to help us make instructional choices?
4. How do we engage caregivers and students in the information gathered?
5. How do we choose resources that will accelerate learning?
6. How do we plan with cultural relevance and social-emotional well-being in mind?
7. How do we plan with student engagement and motivation in mind?
8. How will we know if students are accelerating in their learning?
9. What instructional choices will we make with this data in mind?
CAR Unit Template

Unit Title: ELA – Introduction to Analytical Writing – Unit 1 – Module A

Grade level: Grade 6

Timeframe:

Essential Questions

Standards (Taught and Assessed)

RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2. Determine a theme/central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.
RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

   B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
Do we know the prerequisite skills and concepts for this grade level?

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**Grade 6: New Jersey Student Learning Standards for English Language Arts – Prerequisite Standards and Learning Objectives**

**Unit 1, Module A**

<table>
<thead>
<tr>
<th>Focus Standards and Student Learning Objectives</th>
<th>Previous Grade Standards and Student Learning Objectives</th>
<th>Supporting Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.6.1. <em>Cite textual evidence</em> and make relevant connections to support <em>analysis of what the text says</em> explicitly as well as inferences drawn from the text.</td>
<td>RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</td>
</tr>
<tr>
<td>We are learning to/that…</td>
<td>We have learned to/that…</td>
<td>RL.6.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</td>
</tr>
<tr>
<td>• <em>citing is a specific way of quoting textual evidence (citations mention the source of quoted text)</em></td>
<td>• <em>recall what makes a quote relevant</em></td>
<td>RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</td>
</tr>
<tr>
<td>• <em>cite textual evidence to support analysis of what the text says explicitly</em></td>
<td>• <em>quote accurately from a text</em></td>
<td>W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>• <em>cite textual evidence to support analysis of inferences drawn from the text</em></td>
<td>• quoting accurately from a text supports drawing inferences</td>
<td>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</td>
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New Jersey Department of Education: [Prerequisite Concepts and Skills in ELA (6th Grade Unit 1)](link)
Do we have clear assessment data to help us make instructional choices?

Assess students based on the 5th grade standard

<table>
<thead>
<tr>
<th>SLO – WALT</th>
<th>Student Strategies</th>
<th>Formative Assessment</th>
<th>Activities and Resources</th>
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<tbody>
<tr>
<td>We are learning to/that</td>
<td>RL.6.1. - WALT citing is a specific way of quoting textual evidence (citations mention the source of quoted text)</td>
<td></td>
<td>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</td>
</tr>
<tr>
<td></td>
<td>RL.6.1. - WALT there are different connections</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>RL.6.1. - WALT there are explicit meanings drawn from a text</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>RL.6.1. - WALT relevant connections and text evidence to make inferences</td>
<td></td>
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<td>RL.6.1.-WALT cite textual evidence to support analysis of inferences drawn from the text</td>
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ELA CAR Templates: [https://www.nj.gov/education/cccs/instructionalunits/ela/car/](https://www.nj.gov/education/cccs/instructionalunits/ela/car/)
How do we engage caregivers and students in the information gathered?

SOCIAL + EMOTIONAL WELL BEING

NEWSELA.COM
How do we choose resources that will accelerate learning?

Learning Acceleration Principle

- Authentic
- Accessible
- Active
- Aligned
- Accountable

EQUITABLE ACCESS
How do we plan with cultural relevance and social-emotional well-being in mind?

“Children need windows and mirrors. They need mirrors in which they see themselves and windows through which they see the world.”

EUNICE SIMS BISHOP

Anti-Bias, Anti-Racist Instruction
Newsela’s Framework for Evaluating Instructional Content

**Identity**
- BIPOC and non-BIPOC students see positive images and representation of BIPOC students of different religious or cultural backgrounds, ethnicities, gender identities and other identity markers.

**Diversity**
- BIPOC and non-BIPOC students learn using balanced sources that represent BIPOC authors and perspectives across religious or cultural backgrounds, ethnicities, socioeconomic backgrounds, gender identities and other identity markers.

**Justice**
- BIPOC and non-BIPOC students learn about biases and the inequitable treatment of BIPOC people, women, LGBTQ folks, disabled people, religious groups and corresponding actions for addressing this inequitable treatment.

**Action**
- Both BIPOC and non-BIPOC students have intentional opportunities to raise their voice individually or collectively through reflection, service or advocacy and all students are empowered to take meaningful action.

**Rigor**
- Both BIPOC and non-BIPOC students are held to high expectations through opportunities that challenge critical thinking, speaking and writing skills.
How do we plan with student engagement and motivation in mind?

**DEPTH OF INSTRUCTION**

**VALUE**
People learn best when they find the content, outcomes, processes, and relationships associated with learning important and relevant.

**SENSE OF CONTROL**
People learn best when they perceive that they have meaningful and appropriate agency over their learning.

**SELF-EFFICACY**
People learn best when they believe in their ability to grow and achieve mastery of what they are learning.

**Top signs of student engagement**

1. Students interact with one another around the content
2. Students persist even when content is challenging
3. Students are participating in class discussions
How will we know if students are accelerating in their learning?
To enforce these laws, many changes were introduced. Choose three or more of these changes and explain why these are important and how they will help citizens. Use evidence from the article to support your claim.
The Start Strong assessment measures the New Jersey Student Learning Standards - Science (NJSLS-S). The NURLE-D are the foundation for interactive science instruction that promotes analysis and interpretation of data, critical thinking, problem solving, and connections across scientific disciplines.

For more information, please refer to the NJ Start Strong Score Interpretation Guide in the Start Strong section at the NJSLA Resource Center. https://nj.mypearlonsupport.com
What instructional choices will we make with this data in mind?
Leadership Considerations for Learning Acceleration
What should I consider as a leader in this work?

**Curriculum**

Curricular structure that prioritizes standards and shows teachers where to go.

**Assessment**

Assessments of all kinds that provide relevant data to drive instructional choices.

**Collaboration & Professional Learning**

Educators and community members work together so that everyone can support learners.
Conclusion
<table>
<thead>
<tr>
<th>SOCIAL + EMOTIONAL WELL BEING</th>
<th>EQUITABLE ACCESS</th>
<th>DEPTH OF INSTRUCTION</th>
<th>K-12 ACCELERATED LEARNING CYCLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Hand with heart" /></td>
<td><img src="image" alt="Puzzle pieces" /></td>
<td><img src="image" alt="Book" /></td>
<td><img src="image" alt="Target" /></td>
</tr>
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</table>
Which guiding principle for learning acceleration is the highest priority for your district or school community?

- Providing conditions of learning that will foster social and emotional well-being of students, families and educators.
- Improving equitable access to grade level content and high-quality resources for each student.
- Prioritizing content and learning by focusing on the depth of instruction, rather than the pace.
- Implementing a K–12 accelerated learning cycle to identify gaps and scaffold as needed.
Which guiding principle for learning acceleration is the highest priority for your district or school community?

- Providing conditions of learning that will foster social and emotional well-being of students, families and educators. 30%
- Improving equitable access to grade level content and high-quality resources for each student. 10%
- Prioritizing content and learning by focusing on the depth of instruction, rather than the pace. 10%
- Implementing a K–12 accelerated learning cycle to identify gaps and scaffold as needed. 60%
Key Takeaways

1. Explore what accelerated learning can look like in practice

2. Walk away with a process and a detailed plan for how to use high quality instructional resources that are accessible to accelerate learning

3. Discover a collaborative process for PLCs to accelerate learning and ensure standards-aligned instruction
1. NJ DOE Learning Acceleration Guide
https://www.nj.gov/education/acceleration/docs/LearningAccelerationGuide.pdf

2. CASEL Framework

3. Newsela Anti-Bias Anti-Racist Framework

4. CAR Conversations
https://drive.google.com/file/d/1Hy7_NpvNClNzDQx_K-WHIvK8aqzd9GYo/view?usp=sharing
Thank You.

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bradley.deitch@newsela.com

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