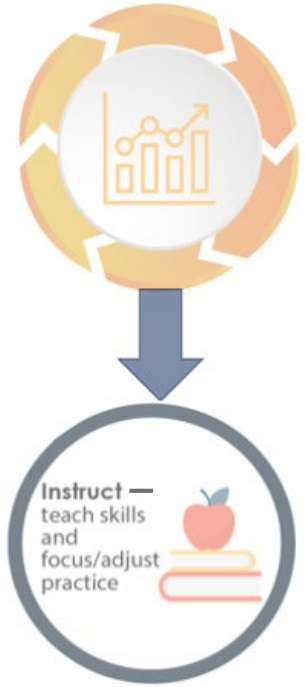


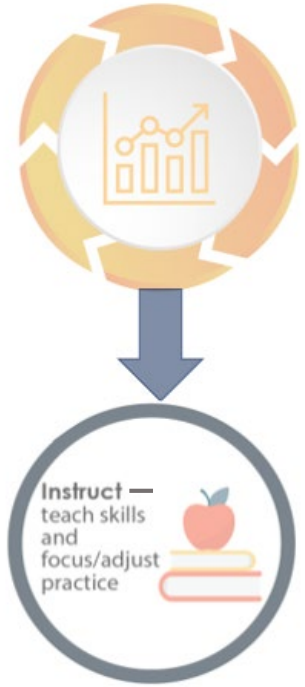


Focus on
High-Quality Academics
INSTRUCTION



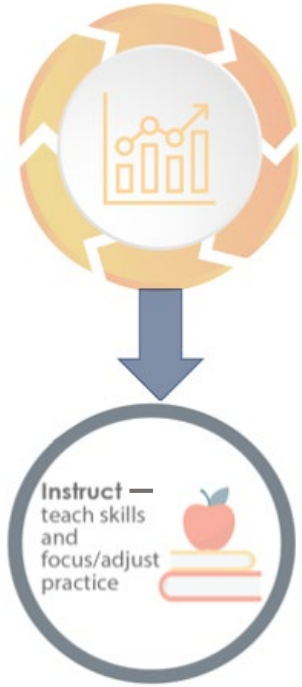
Guiding Questions

- How do you determine if allotted time for instruction of content/standards is appropriate, and how can the K-12 articulated curriculum be modified for efficiency?
- How are you using a variety of instructional methods to maximize student learning while differentiating to meet all student needs?
- How do you ensure alignment of performance expectations (standards), curricular emphasis, and instruction across all classrooms and grade levels?



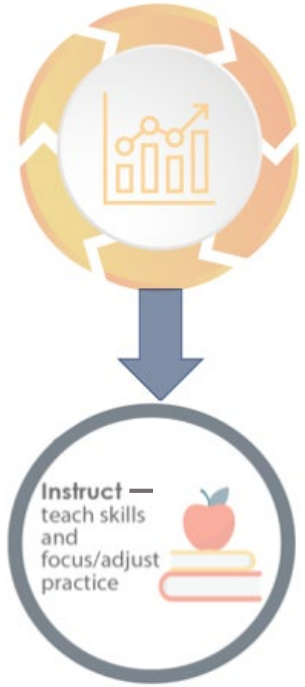
In This Session

- Three guiding questions for Accelerated Learning, specifically related to INSTRUCTION
- Highlight WHY, HOW, and WHAT for each guiding question
- Three breakout rooms - discuss one or more guiding questions more deeply



Guiding Questions

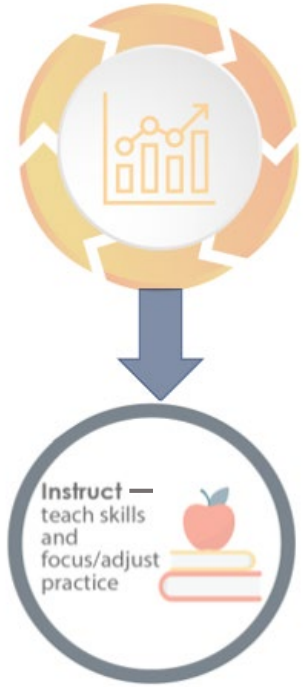
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Instruction: Companion Document

https://docs.google.com/document/d/1tpFpQm_ta4b5zAQ_UjsWYvYwLJLf8QBte/copy

Use as a notetaker during today's session for your own planning purposes.

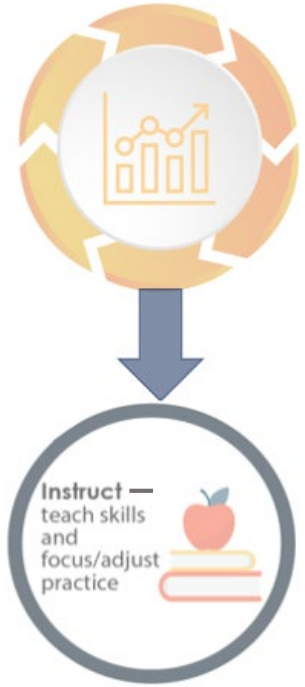


Guiding Question #1



How do you determine if allotted time for instruction of content/standards is appropriate, and how can the K-12 articulated curriculum be modified for efficiency?

WHY? HOW? WHAT?

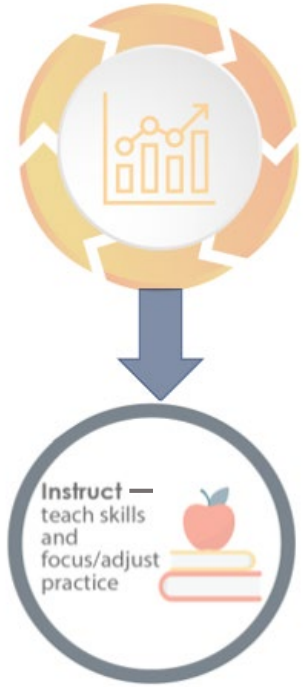


WHY is this important?



A strong, coherent curriculum provides staff with a roadmap outlining the expectations of what students need to know and do.

- Identify unfinished teaching in order to plan for the next year, to accelerate learning.
- Ensure that instructional focus is on essential skills.
- Close learning gaps and provide acceleration.
- Provide equity across grade levels and classrooms.

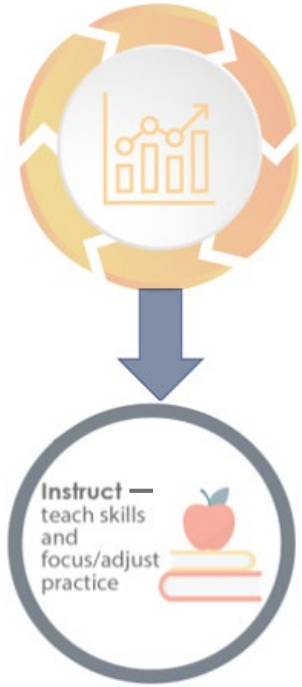


HOW will we achieve success?



- Standards review: identify standards taught/not taught, introduced vs. mastered; at every level, determine the critical prerequisite content for each grade level standard.
- Examine previous year's unfinished learning and accelerate learning within grade level content.
- Data review: identify gaps as well as mastery.
- Review building master schedule: are all courses being given appropriate time?
- Review K-12 scope and sequence to identify redundancy in curriculum; reorder and compact as necessary.
- Identify essential skills at each grade level based on each grade level's concepts and competencies.
- At secondary level: examine prerequisites for course selection.
- Identify cross-curricular connections to support and enhance essential skills.
- Review resources available to all students and classrooms.

WHAT research and resources support this initiative?



- [PA Academic Standards](#)
- [SAS Curriculum Frameworks](#)
- [PDE's Curriculum landing page](#)
- [PA Code 22 Chapter 4](#)
- [The Curriculum Gap](#)
- [Identifying and Addressing the Gaps](#)
- [8 Proven Ways to Help Close the Achievement Gap](#)
- [Academic Acceleration from the NAGC](#)
- [Jump-Starting Students Who Are Behind](#)
- [COVID Comeback Models](#)
- [PA STEM Toolkit](#)
- [Literacy Design Collaborative](#)
- [Leveraging a Multi-Classroom Teaching Model to Accelerate Student Learning](#)
- [Understanding Opportunities of Culture](#)

GQ #1 Reflection



Is there a complete understanding of the Academic Standards and an effective K-12 articulated curriculum within your LEA?



Not Yet Evident	Emerging	Operational	Exemplary
There is little evidence of understanding of the standards and/or articulated curriculum.	There is minimal evidence of understanding of the standards and/or articulated curriculum.	There is adequate evidence of understanding of the standards and/or articulated curriculum.	There is strong evidence of understanding of the standards and/or articulated curriculum.

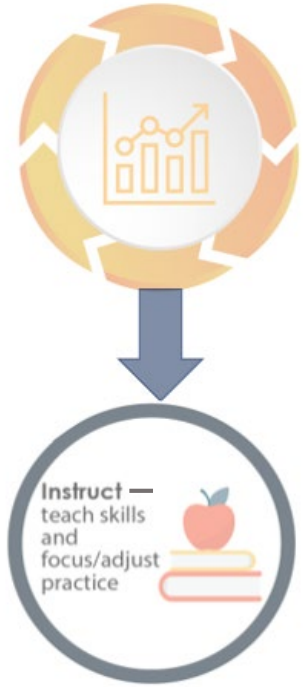
Solutions

**PENNSYLVANIA'S
INTERMEDIATE UNITS**

SAS Standards
Aligned
System

Professional Development Opportunities:

- Curriculum audit/curriculum cycle
- Scope and sequence
- Identifying curriculum gaps
- Effective scheduling
- PA Academic Standards
- Curriculum resources
- Remediation/acceleration
- Cross-curricular connections

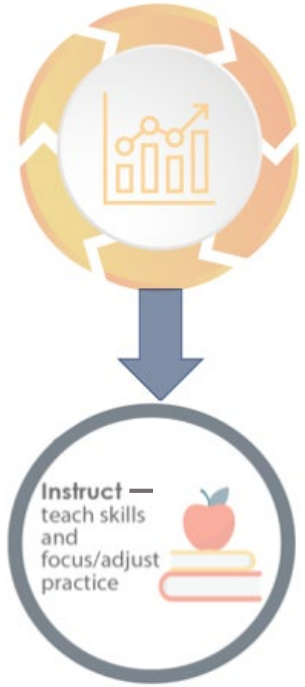


Guiding Question #2



How are you using a variety of instructional methods to maximize student learning while differentiating to meet all student needs?

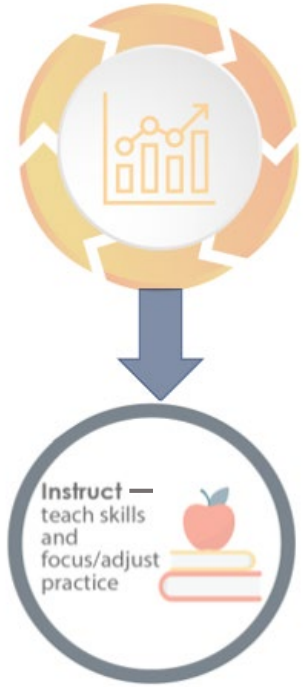
WHY? HOW? WHAT?



WHY is this important?

 **Evidence-based instructional practices play a vital role in students' success and engagement in the academic process.**

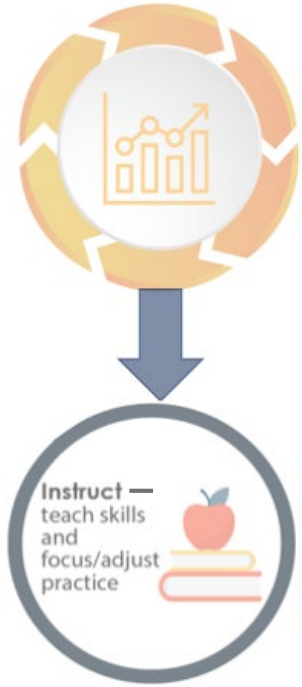
- Provide equity for students experiencing academic struggle as well as students achieving at high levels.
- Utilize rigor and college and career readiness for all students.
- Maximize student engagement and ownership of learning.
- Ensure instructional best practices are evident in classrooms.



HOW will we achieve success?

- Identify existing systems of support (e.g., MTSS, EL program and supports for other underserved populations, co-teaching, coaching, etc.)
- Examine evidence-based Tier 1 practices.
- Use appropriate assessment techniques to guide instruction (benchmark, diagnostic, formative, summative)
- Plan for whole group instruction and small differentiated groups based on need.
- Examine lesson plans for evidence-based instructional practices, student engagement, differentiation techniques, standards alignment, assessment, scaffolding, etc.
- Implement accountability measures to ensure teachers are scaffolding
- Administrators ensure fidelity of instructional strategies and differentiation methods.
- Examine existing resources and teaching methods.
- Consider instructional practices for in-person, hybrid, and remote instructional models.
- Maximize allocation of instructional resources, including staff, technology, materials.

WHAT research and resources support this initiative?



- [Educating English Learners \(ELs\)](#)
- [Instructional Coaching in Pennsylvania](#)
- [DOK Wheel](#)
- [Webb's Depth of Knowledge](#)
- [SAS Assessment Literacy course](#)
- [Teacher Effectiveness SAS](#)
- [Carol Ann Tomlinson's Differentiation Central](#)
- [Differentiated Instruction - A Best Practices Report](#)
- [Lesson Planning](#)
- [The New Teachers Guide to Creating Lesson Plans](#)
- [SAS PD Center course: Sparking Student Engagement](#)
- [Student Engagement Instrument](#)
- [PDE College and Career Readiness Toolkit](#)
- [Teaching for Deeper Learning \(free ASCD webinar\)](#)
- [OnRamp Remote Learning](#)

GQ #2 Reflection



Do we have a complete understanding of the support needed for teachers and administrators to achieve maximum student engagement?

Not Yet Evident	Emerging	Operational	Exemplary
There is little evidence of student engagement.	There is minimal evidence of student engagement in some content areas.	There is adequate evidence of student engagement in content areas.	There is strong evidence of student engagement across all content areas.

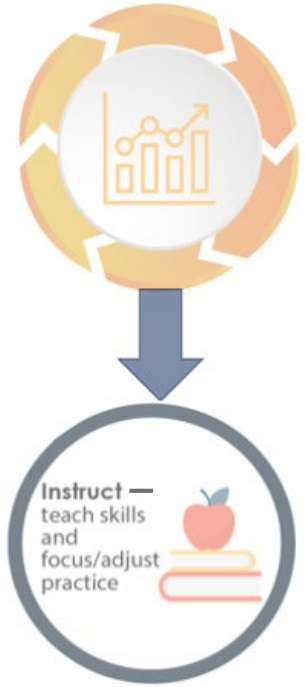
Solutions

**PENNSYLVANIA'S
INTERMEDIATE UNITS**

SAS Standards
Aligned
System

Professional Development Opportunities:

- **Systems of Support**
- **Danielson framework (Act 13)**
- **Maximizing student engagement**
- **Evidence-based instructional practices for in-person, hybrid, and remote learning**
- **Assessment literacy**
- **Differentiated instruction**
- **Lesson plan criteria**
- **College and career readiness**
- **Technology tools for learning**



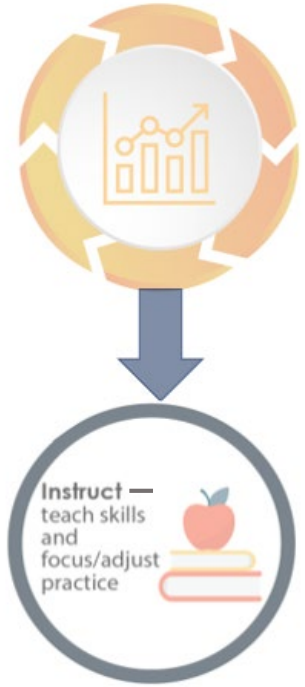
Guiding Question #3



How do you ensure alignment of performance expectations (standards), curricular emphasis, and instruction across all classrooms and grade levels?

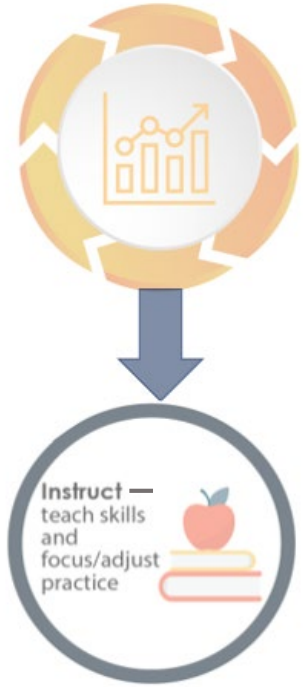
WHY? HOW? WHAT?

WHY is this important?



Alignment between curriculum, instruction, and assessment is valuable because it provides a strong foundation for learning and promotes consistency for all stakeholders.

- Ensure that all students have access to an equitable educational experience.
- Provide consistency in expectations and instruction.
- Allow for cohesion between grade levels/courses.
- Emphasize that what is written, what is taught, and what is assessed is consistent.

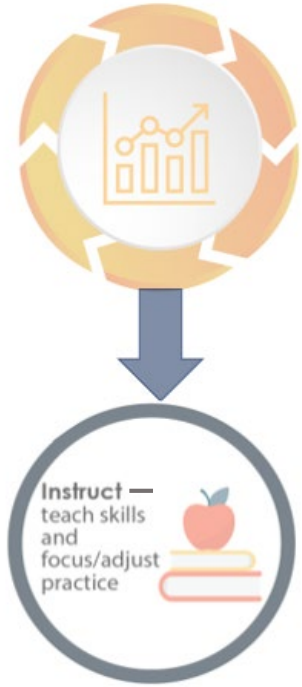


HOW will we achieve success?



- LEAs perform curriculum audits and verifications.
- Create common assessments.
- Examine alignment among course/grade level teachers.
- Analyze grading procedures and report cards.
- Verify that assessments are aligned to instruction and adjust as necessary.
- Ensure common planning time for teachers to plan consistent instruction and assessment.
- Administrators conduct fidelity reviews.

WHAT research and resources support this initiative?



- [Written Curriculum Audit Tool](#)
- [ASCD Curriculum Audit Checklist](#)
- [Success at the Core: Aligning Curriculum](#)
- [SAS Assessment Literacy course](#)
- [ASCD Article: Seven Reasons for Standards-Based Grading](#)
- [Standards-Based Grading Road Map](#)
- [Educator Effectiveness Handbook](#)
- [Creating Effective Professional Learning Communities](#)
- [What is a Professional Learning Community](#)

GQ #3 Reflection



Do we have alignment of performance expectations (standards), curricular emphasis, and instruction across all classrooms and grade levels?



Not Yet Evident	Emerging	Operational	Exemplary
There is little evidence of alignment in content areas.	There is minimal evidence of alignment in content areas.	There is adequate evidence of alignment in content areas.	There is strong evidence of alignment in all content areas.

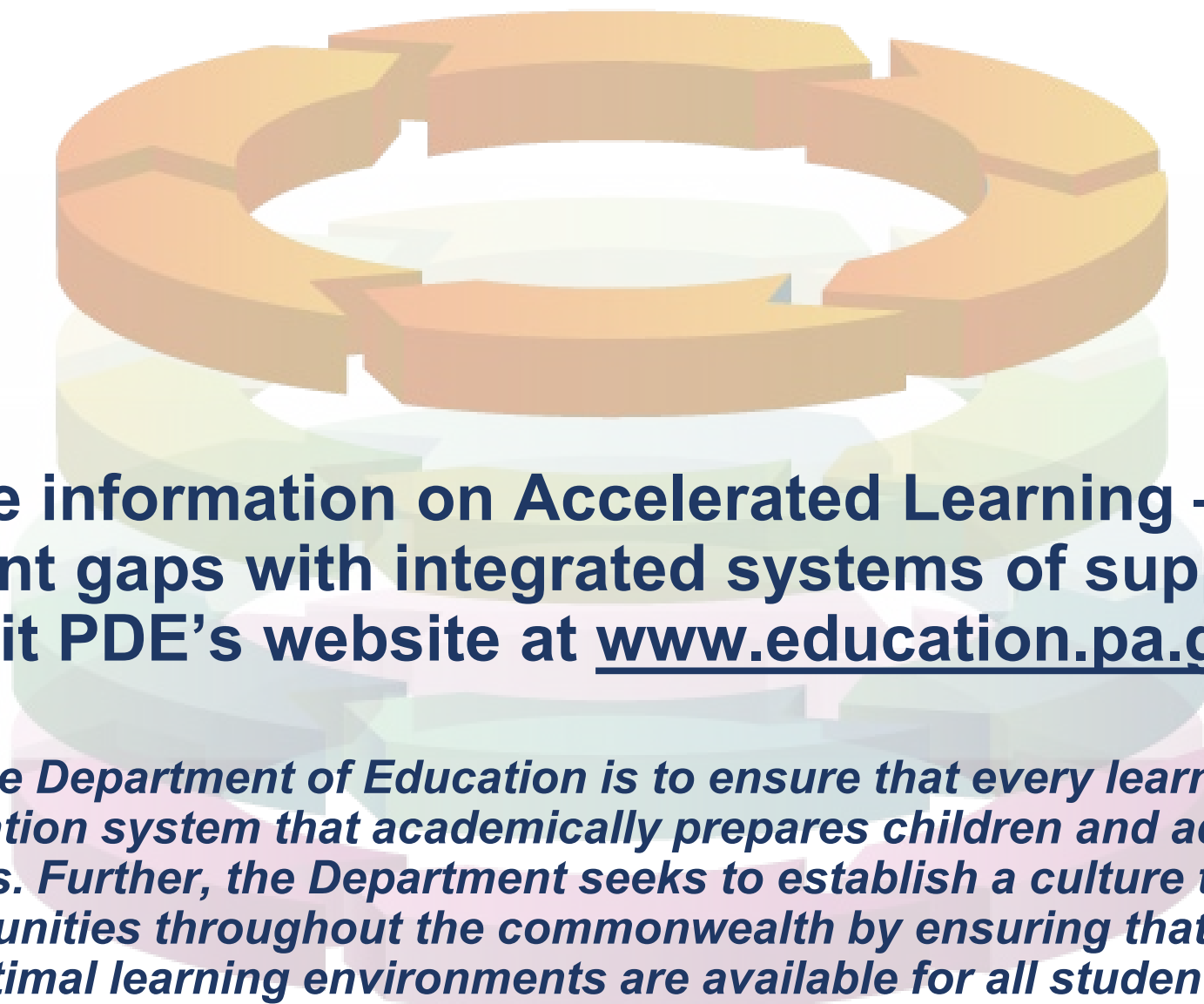
Solutions

**PENNSYLVANIA'S
INTERMEDIATE UNITS**

SAS Standards
Aligned
System

Professional Development Opportunities:

- *Curriculum auditing processes and tools
- *Standards-based grading practices
- *Effective learning community practices
- *Creating common assessment aligned to instruction
- *Educator effectiveness
- *Assessment literacy
- *Best practices in observation



For more information on Accelerated Learning – Closing achievement gaps with integrated systems of support, please visit PDE’s website at www.education.pa.gov

The mission of the Department of Education is to ensure that every learner has access to a world-class education system that academically prepares children and adults to succeed as productive citizens. Further, the Department seeks to establish a culture that is committed to improving opportunities throughout the commonwealth by ensuring that technical support, resources, and optimal learning environments are available for all students, whether children or adults.

5/10/2021

Academics: Instruction

Submit your attendance for this session using this Google Form: [tinyurl.com/PDEaccelerate](https://forms.gle/KcwcPxxgT5gXguaKSA)

If you are unable to open the tinyurl link, use: <https://forms.gle/KcwcPxxgT5gXguaKSA> (case sensitive)

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

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

The exit code for this session is: 1 6 9 5 7

