

#NspirEDlit

August 2020



Accelerated Teaching for Re-Entry

As the school year begins, schools are considering the best approaches to instruction that will address any unfinished learning that took place due to school closures from the spring. Educators know that they are going to have to focus on building relationships with students and meeting their social and emotional learning needs, but once those connections have been established, what comes next?

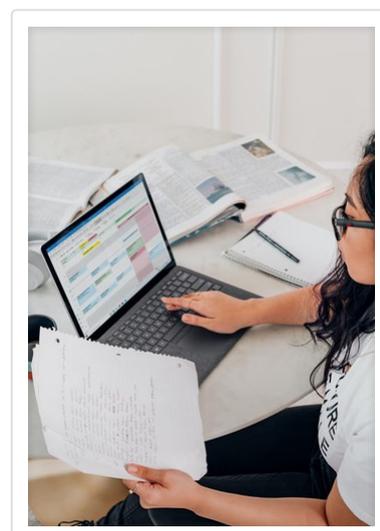
The next step is to decide the best practices for instruction. The first instinct of educators may be to go back and address learning gaps that occurred in the spring. As educators, we need to push back on this instinct. Schools should place their emphasis on acceleration. We need to bring students up to speed, instead of slowing them down. In this month's newsletter, we are going to provide strategies to implement and guide the acceleration process.

Ideas and Insight

Strategies for Accelerated Teaching

Slow down to go fast: focus on standards based instruction

Knowing that there was unfinished learning from the previous school year may lead teachers to choose assignments, projects, or texts that are better suited for the previous school year; in turn, slowing down to make sure all standards are met. This is the opposite of what educators need to do. It is essential that students are provided the resources and opportunities to work with grade level material. When we provide students exposure to grade level appropriate learning opportunities, they have the opportunity to rise to the



occasion. Educators can always provide instructional support for students who need extra scaffolding, but without the exposure to grade level work, students cannot meet those grade level expectations.

For further reading, look at [The Opportunity Myth](#), a publication by The New Teacher Project (TNTP) which addresses disparities in access to rigorous, grade appropriate instruction.

Ensure assessment is an integral part of instruction to provide evidence of proficiency

Using assessments, informal and formal, to guide instructional goals is key to meeting students where they are and providing just-in-time instruction. Teachers should provide multiple opportunities for students to display what they know and how well they know it. This can be done in the form of a pre-test, an exit ticket, or even a simple thumbs-up or thumbs-down. Teachers must prioritize the insight provided through constant and reliable data collection from assessment when creating appropriate lessons.

All students should have access to high quality curriculum support and resources

Whether students are going to be returning to school virtually or in person, students must have access to high quality curriculum and resources. Teachers of ELA need to rely on the foundations that are essential to high quality instruction: phonics, phonemic awareness, vocabulary, fluency, and comprehension. Teachers must ensure they are providing the opportunity to practice all five of these reading components: even through the secondary grades.

Check out the newly released [Digital Learning Toolkit](#) curated by IDOE for resources to utilize during remote learning.

Ensure lessons follow a scope and sequence that develops learning progressions and connections with the real world

Take time to work with your Professional Learning Community (PLC) to make necessary adjustments to the scope and sequence for each grade level and course. Teachers more than ever need to be planning together, not just on their grade-level teams, but also in vertical teams. These collaborations will inform teachers what gaps may have occurred from the previous year that may need to be included in the next grade level. Teachers may need to consider additional support in developing vocabulary or background knowledge that students would have typically acquired, but did not because of the spring school closures.

Anticipate problem areas and plan ahead

School is not going back to what we would consider normal, so be ready for unexpected challenges to arise in both the academic and social-emotional development of students. Build strong relationships with students and families in order to provide support where they specifically need it.

For more details about these topics, watch this presentation created by IDOE:



Literacy Updates from IDOE

Survey for Instructional Support

Upcoming Professional Development Opportunities

The Literacy Team has been working to create professional development opportunities for educators. We are offering professional development that takes into consideration current cultural and educational challenges. We will be releasing the following recorded sessions via [IDOE's literacy page](#):



[The Writing Revolution - Digital Resources and Writing with Distance Learning \(K-12\)](#).

[The Five Components of Reading with Support to teach them Digitally \(K-12\)](#).

Facilitating a 90-Minute Reading Block Digitally (K-5) (Coming Soon!)

Structured Literacy/Recommended Approaches for Struggling Readers in a Digital Setting (K-12) (Coming Soon!)

[Utilizing Literature Circles to increase Student Reading Opportunities \(6-12\)](#).



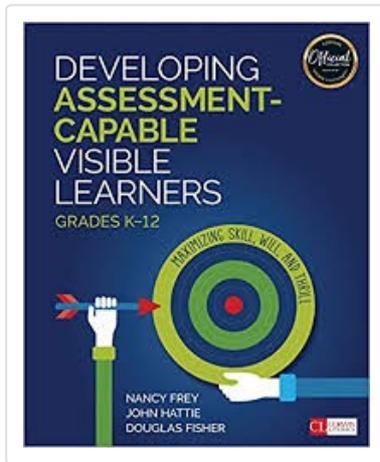
Literacy Framework

Does your school utilize a curriculum map, scope and sequence, or pacing guide? The [Literacy Framework](#) is a tool you can use to curriculum map and plan throughout the school year. Use the Literacy Framework to dive into each standard through "I can" statements, question stems, practical examples, and digital resources!

Have special requests for support? Feel free to reach out to us at any time. That's what we are here for!

Book Suggestions

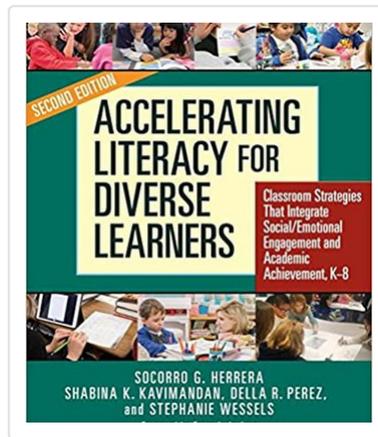
The books listed below are books that address the teaching strategies necessary for accelerated instruction. These books can help in the planning and implementation of accelerated learning.



Developing Assessment-Capable Visible Learners

By: Nancy Frey, John Hattie, Douglas Fisher

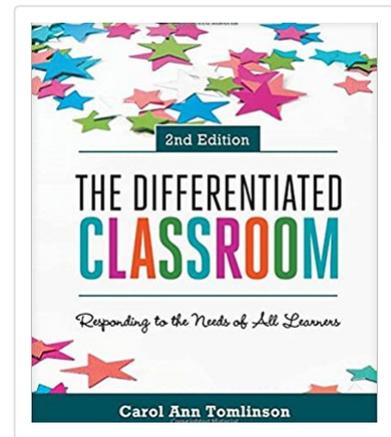
This book shows educators how to teach students to take ownership over their thinking, learning, and assessment. When students know what they are learning and why and are presented with strategies to learn, it allows them to control how they get to mastery.



Accelerating Literacy for Diverse Learners

By: Socorro G. Herrera, Shabina K. Kavimandan, Della R. Perez, and Stephanie Wessels

This book takes a look at the social emotional needs of students and develops positive self-concepts through academic practices. With these practices, they feature connections to English Learners, processes, moving beyond static grouping, utilizing technology, and detailed instructional tips for implementation.



The Differentiated Classroom

By: Carol Ann Tomlinson

With all of today's pressures, how can teachers continue to meet students' needs? Carol Ann Tomlinson addresses issues including time management, resources, background knowledge, and how to meet the needs of a diverse student population.

Educator Opportunities to Check Out!

Lexile® and Quantile® Measures: Summer Professional Development for Educators!

In our effort to help schools anticipate potential achievement amid curricular demands once schools reopen, the Office of Student Assessment partnered with MetaMetrics to estimate students' projected Lexile and Quantile measures. In anticipation of releasing these data to schools in early fall, three training sessions will serve to calibrate educators' understanding of Lexile and Quantile measures. Three subsequent sessions will provide an overview of the projected measures and how educators can use them to inform instruction. Contact the [Office of Student Assessment](#) with any questions.

Review the flyer below for more details.



IDOE-MetaMetrics - Summer 2020 PD.pdf

[Download](#)
1.2 MB

Lily Endowment Teacher Creativity Fellowship

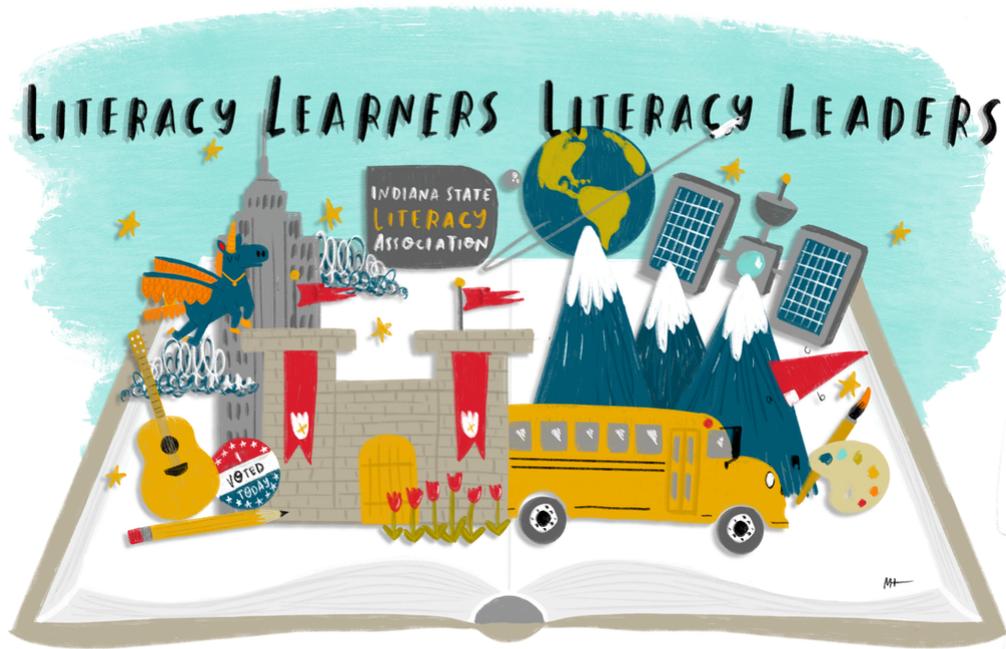
Lilly Endowment has announced its [34th Teacher Creativity Fellowship Program](#) (TCFP). We are aware that educators are facing mounting and evolving challenges related to the COVID-19 pandemic. Especially during this difficult time, the TCFP renewal program plans to support educators through new experiences, exploration and reflection. The Endowment anticipates that educators will discover renewed energy in their careers, innovative approaches to teaching and educational leadership, and thoughtful ways to encourage students' creative thinking. Approximately 100 grants, each totaling up to \$12,000, will be awarded in 2021.

MTSS Professional Development

The Indiana Department of Education (IDOE) is excited to have Dr. Lori Desautels for two full days of providing free training on adversity and trauma responsiveness through a Multi-tiered Systems of Support (MTSS) Framework. Due to the COVID-19 pandemic and protests related to racial injustice, the trainings will be addressing specific protocols, practices, and strategies as educators prepare for the re-opening of schools. IDOE recognizes the urgent importance of providing this training to educators, paraprofessionals, student services, and administrators as students are welcomed back to school. Click [here](#) for more information.

Indiana State Literacy Conference

Join the Indiana affiliate of the International Literacy Association for a great day of learning. Register [here](#).



INDIANA STATE LITERACY CONFERENCE 2020

September 10 - 12, 2020 | Register at www.indianareads.org | #ISLA20 | @IndianaReads



Literacy and Tech: Thought of the Month!

[Edulastic](#)

The online assessment tool, Edulastic, allows teachers to develop assessments that line up with standards. Teachers can create a variety of student assessments in any subject area to assess students throughout their learning. The platform can sync with Google Classroom making it easy for students to get into the program and access the assessments. Assessments are graded by the program and teachers receive the results within minutes.

This can be a great tool for providing assessments to students virtually.

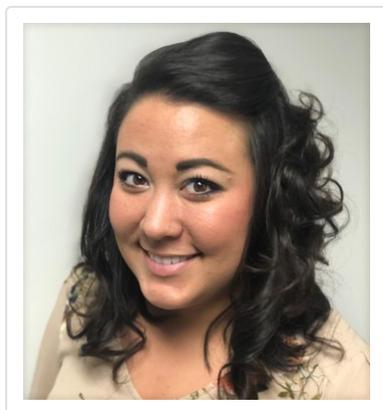
Connect on Twitter!

It's been reported that over four million educators use Twitter for professional conversations. As educators, there is so much we can learn from each other. We invite you to connect with us and each other!

1. Tweet about all things LITERACY using #INspirEDlit
2. Follow the hashtag and connect with other coaches and educators
3. Follow @EducateIN for the latest updates from Indiana Department of Education
4. Follow your IDOE Literacy Team: @RoseTomishima, @KellyKWaller, & @JMRisch1

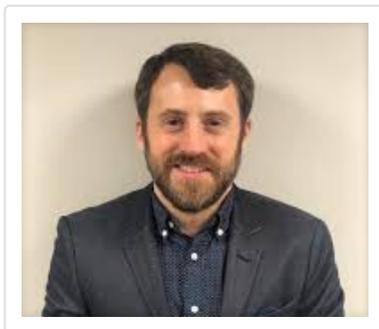


Want to join our Literacy Community of Practice? [Click here.](#)



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