



The COVID-19 pandemic has exacerbated learning gaps for many students. To close these gaps, systems must accelerate learning for all students.

As we enter the 2021-2022 school year, schools will be operating in a mix of models – fully in-person, hybrid, or with some families choosing to keep their students in distance learning. As schools find their own new normal – we know that there is no quick fix to the months of unfinished learning. The typical approach to remediation—providing work better suited for earlier grades—won’t come close to catching students up and will likely compound the problem. In TNTP’s recent study, [The Opportunity Myth](#) they found this approach of “meeting students where they are,” though well intentioned, practically guarantees they’ll lose more academic ground and reinforces misguided beliefs that some students can’t do grade-level work. TNTP advises school systems shift from remediation to acceleration, not by providing content or teaching faster, but by using instructional strategies that can help all students grapple with grade-appropriate content.

At the Minnesota Department of Education, we believe learning acceleration is essential for student academic success. In partnership with TNTP and Regional Centers of Excellence, we’re excited to offer a training series designed to support all Minnesota districts in planning for the school year ahead. Trainings will be anchored in TNTP’s [Learning Acceleration Guide](#) and focus on critical skills, including setting a vision for acceleration and investing the whole school community, creating a responsive data plan that allows for strong accelerated unit planning, creating a community of planners that can adjust scope & sequence to keep the assignments in front of students on grade-level, and practicing applying and coaching the skill of just-in-time instruction. This work has already begun in districts across the county, some of which was featured in a [recent article in the Seattle Times](#).

GOALS FOR ACCELERATING STUDENT LEARNING

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

Beginning April 28th, 2021 sessions will be held every Wednesday from 9:30-11:30 a.m. CST.

[Register for this training opportunity here](#)

Please register early as a limited number of seats are available for this training series.

If you need reasonable accommodations to register or participate in this opportunity, please contact angela.maldonado@tntp.org

Training Scope

All members of your system or school's acceleration planning team¹ are encouraged to attend each session, though we recognize that may not always be feasible. Given that, we've recommended core acceleration team members best positioned to apply the learnings from each session, should not all members be available to attend.

Session Title/Date	Members of the acceleration planning team will be able to:
Introduction to the Learning Acceleration Guide & Beginning our Acceleration Planning <i>April 28th, 2021</i> <i>Core Team Members: District and School Leaders</i>	<ul style="list-style-type: none"> Explain why their system will take an acceleration (rather than a remediation) approach to student learning. Explain how their system will create a plan to accelerate student learning Identify clear roles and responsibilities for all members of the acceleration planning team. Develop a clear workplan (including next steps and deadlines) for their acceleration planning work.
Building Investment and Change Management <i>May 5th, 2021</i> <i>Core Team Members: District and School Leaders</i>	<ul style="list-style-type: none"> Identify the key barriers to change management and brainstorm proactive solutions to addressing the barriers. Create an investment and communication plan for their stakeholders including leaders, staff, students, and families.
Planning Your Approach to Diagnosing Student Learning <i>May 12th, 2021</i> <i>Core Team Members: Curriculum or Content Leads</i>	<ul style="list-style-type: none"> Explain how they will diagnose student learning. Build resources to support their teachers and leaders in diagnosing students' unfinished learning of the critical prerequisite skills and knowledge in at least one grade level. Explain how they expect teachers, school leaders, and district leaders to use the information gleaned from diagnostics to accelerate student learning and improve students' experiences.
Prioritizing the Most Critical Prerequisite Skills and Knowledge for Each Grade Level and Subject Area <i>May 19th, 2021</i> <i>Core Team Members: Curriculum or Content Leads</i>	<ul style="list-style-type: none"> Prioritize the most critical prerequisite skills and knowledge in at least one grade level in English Language Arts <u>OR</u> Prioritize the most critical prerequisite skills and knowledge in at least one grade level in mathematics. <p>*Note that members of the acceleration planning team will split into two separate groups for this session, based on their subject area</p>
Adapting Your Scope & Sequence/Pacing Guidance <i>May 26th, 2021</i> <i>Core Team Members: Curriculum or Content Leads</i>	<ul style="list-style-type: none"> Explain how they will adapt their scope & sequence/pacing guidance based on the prioritization work they have done. Adapt at least one scope & sequence/set of pacing guidance based on the prioritization work they have done.
How Do I Ensure My Students Consistently Have Access to Strong Instruction in ELA or Math? <i>June 2nd, 2021</i> <i>Core Audience: District and School Leaders</i>	<ul style="list-style-type: none"> Explain how to use the TNTP observation protocol to evaluate the quality of ELA or Math instruction. Identify strong instruction in ELA or Math <p>*Note that members of the acceleration planning team will split into two separate groups for this session, based on their subject area.</p>
All Means All – Acceleration for Students with Learning Differences <i>June 9th, 2021</i>	<ul style="list-style-type: none"> Explain why their system will take an acceleration (rather than a remediation) approach to student learning and justify how this approach is in service of attending to learners with IEPs.

¹ See "Considerations for Assembling Your Acceleration Team" for details about how to assemble and structure this team. https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide.pdf.

<p><i>Core Team Members: All members of the acceleration team</i></p>	<ul style="list-style-type: none"> • Explain how their system will create a plan to equitably accelerate student learning for all in a way that proactively attends to the needs of students who are starting significantly behind their peers by defining guiding principles for equity-based, collaborative planning that attends to students with diverse needs. • Explain how their system will take next steps to equitably accelerate student learning for all over the next two years by anticipating the adult-centered barriers that could potentially prevent access to accelerated learning for all.
<p>Planning Your Training for Teachers and Leaders <i>June 16th, 2021</i> <i>Core Team Members: District and School Leaders</i></p>	<ul style="list-style-type: none"> • Explain their next steps for planning their training for teachers and leaders.