

Strong Instruction Through an Acceleration Framework 2022-2023 Professional Learning Overview

[See the full scope & sequence here!](#)

Now more than ever, ‘meeting students where they are’ will not be enough. A mindset of **‘acceleration, not remediation’** is needed so that students are met with grade-level expectations while also addressing students’ social and emotional needs. Leaders and teachers must continue to assess the extent to which the academic and social-emotional needs of historically marginalized student groups are addressed and **ensure all students have equitable access and success in their learning opportunities.**

–[Nebraska’s Framework for School Renewal & Acceleration](#)

Overview

NDE is pleased to offer a yearlong professional learning series focused on improving instruction for ALL students through the framework of learning acceleration, also known as “just in time” instruction. Learning acceleration is an approach to supporting students’ learning needs that strategically embeds essential content/skills from prior grades into grade-level content and [Tier 1 core](#) instruction. [Recent research](#) suggests that students who experience acceleration struggle less and learn more than students who start at the same level but experience remediation instead.

This professional learning series includes two pathways, both of which explore advancing strong Tier 1 instruction with an acceleration framework:

Core PL Sessions	Application Sessions
The core professional learning sessions are open to all educators with a direct impact on instruction at the district- and/or school-level: coaches, department chairs, teachers, leaders, etc. These sessions will be most impactful if participants commit to attending ALL of them. Sessions will focus on achieving grade-level rigor to effectively integrate a learning acceleration approach.	The application sessions are open to leaders who conduct observations and coach/deliver professional learning . These sessions will focus on applying the content from core PL sessions to strengthen observation and coaching habits to build strong instruction. Participants in this series must commit to attending the core PL sessions <u>in addition to</u> the application sessions.

The focus areas and arc of learning for the year were co-created by the [Nebraska Learning Acceleration Design Team](#) and [TNTP](#) to be responsive to schools’ needs and aligned to other statewide works and initiatives. Sessions will be facilitated by TNTP on a monthly basis with a break in December to accommodate end-of-semester activities and winter recess.

Goals of the Learning Series

By the end of the year, participants will have

- internalized **essential content and standards** to establish a bar for grade-level rigor
- developed a **common understanding for excellent instruction** across core content areas
- practiced planning **“just-in-time” instructional supports** for all students to access grade-level content

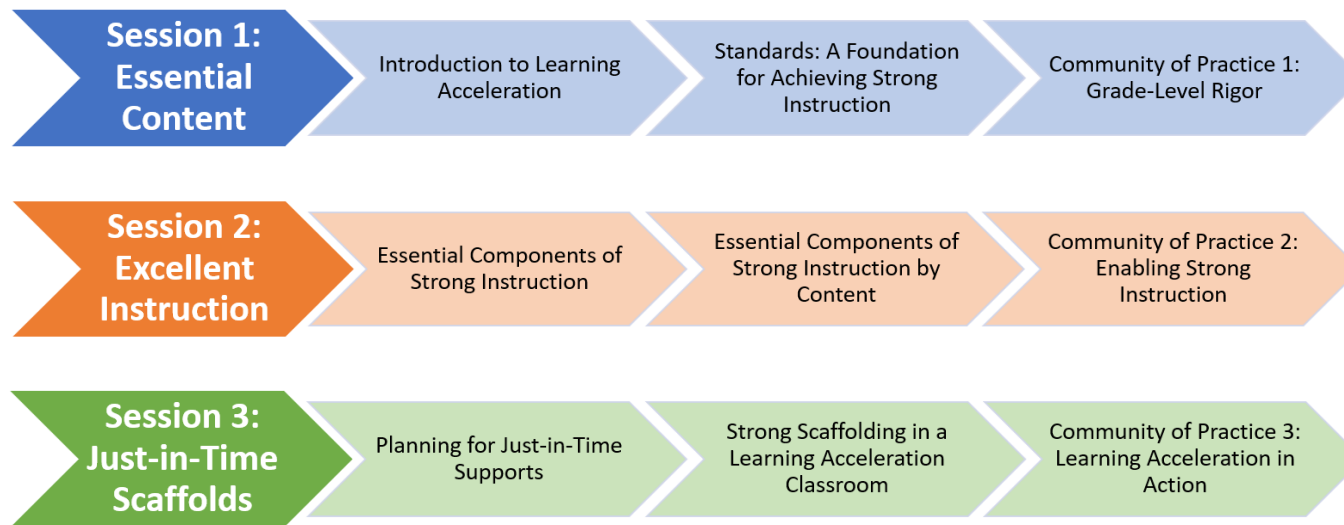
Year at a Glance | [See the full scope & sequence here!](#)

Learning is chunked into 3 sessions, each aligned to one of the yearlong objectives. Each session kicks off with a full day of in-person development (core PL) and is followed-up with a virtual application session aligned to the core PL content. The final session is open to all and focused on planning for sustained change.

July 26	September 6	October 11	November 15	December	January 24	February 28	March 21
Core PL Session 1	Application Session 1	Core PL Session 2	Application Session 2	–	Core PL Session 3	Application Session 3	Where Do We Go From Here?

Core PL Sessions at a Glance (In Person)

Sessions are sequenced to strategically build the knowledge and skill necessary for effective learning acceleration. Along the way, participants will have opportunities to pause, reflect, and synthesize their learning in role-specific communities of practice:



Application Sessions at a Glance (Virtual)

Participants in this series will engage in video observations and debriefs in order to norm on quality instruction and determine high leverage next steps for coaching and development at the classroom, school, and district levels.

