

# Accelerating towards Equity for All Students: Support for Mt. Diablo Unified School District

May 2021

## Context

The past fifteen months has been an unprecedented and difficult year for educators and students alike. The pandemic has interrupted instruction and put new and difficult hardships on families and students. Going into the 2021-22 school year, school systems need to address both the social-emotional and academic impact that the pandemic has had on students. The plan below outlines two major strategies – Student & Staff Wellbeing and Learning Acceleration – that MDUSD, supported by TNTP, can take to address the major issues facing students and staff.

This plan is intended to bring a high degree of **focus and coherence** to the academic vision of the district and can provide a template of how the district office, school leaders, and Instructional Leadership Team (ILT) teachers can work together in a collaborative, student-centered manner to build and implement a **shared vision** for excellence. These priorities are grounded in the value of **equity**, as creating individualized SEL supports for schools and students values and individuals students of all backgrounds. Additionally, providing all children access to a rigorous, grade level curriculum is a critical steps in raising achievement and student-centered outcomes for all students, but especially students from historically marginalized and low socio-economic backgrounds.

## Our Support

In planning for the 2021-2022 school year, Mt. Diablo Unified School District (MDUSD) is seeking significant technical assistance to support the Education Services Team and build capacity among school leaders and Instructional Leadership Team members (ILT). TNTP will be an advisor and thought partner to leaders at the district level to identify key priorities around acceleration, plan content to share with school leaders, and provide feedback along the way. **To ensure focus and set educators up for success in the first year, technical support will focus on Mathematics for Grades K-8.**

Specifically, the TNTP advisor will:

- Meet bi-weekly (2x/month) with the Education Services team to plan ahead, problem solve and create resources collaboratively, with a focus on accelerated instruction in math.
- Customize and facilitate pre-designed content around accelerated learning for the Education Services Team. This will include opportunities for the team to internalize the “big ideas” of TNTP’s training series so that they can learn to turn-key the learning for school leaders. The training will describe the process of accelerated instruction for both Math and Literacy, but deliverables will be focused on Math.
- Provide all the resources needed for facilitation of trainings for other stakeholders, including decks, facilitator guides, note-takers, readings and more. The TNTP coach will work to create a gradual release model whereby we support district leaders to own more and more of the facilitation over the course of the year.

Below you will find a proposed timeline for implementation and proposed steps and goals for implementation.

### MDUSD Priorities Planning, Roll Out, and Implementation Timeline

Phase	May 21	June 21	July 21	Aug 21	Sept 21	Oct 21	Nov 21	Dec 21	Jan 22	Feb 22	March 22	April 22	May 22
1 What & Why	Plan	Rollout											
2 Understanding	District Leader PD			Plan		Rollout	Ongoing Implementation						
3 Lesson Planning						Plan	Roll Out	Ongoing Implementation					
4 Diagnosing & Assessing								Plan	Roll Out	Implementation			

## Scope & Sequence

<b>Phase 1 – What &amp; Why</b>		
<p>Objectives: District and school leaders will understand MDUSD’s two major initiatives for the 21-22 school year – Student &amp; Staff Wellbeing and Learning Acceleration.</p>	<p>Measurable Goal: Over 80% of district and school leaders can identify and clearly articulate the goals for the 21-22 school year as measured by their Communications Plan template.</p>	<p>Deliverables:</p> <ul style="list-style-type: none"> <li>• PD session to roll out district initiatives</li> <li>• Communications and Messaging Plan</li> <li>• District wide vision for Learning Acceleration</li> </ul> <p>(Note: This is the work TNT has committed to as part of MDUSD’s CCEE support)</p>
<b>Phase 2 – Learning Acceleration: Understanding</b>		
<p>Objectives:</p> <ul style="list-style-type: none"> <li>• District leaders, school leaders, and ILTs will invest teachers in the “What &amp; Why” of Learning Acceleration.</li> <li>• Participants will design clear tools and structures to assist school leaders and teachers understand priority and prerequisite knowledge needed to master grade level standards.</li> <li>• Participants will understand the importance of priority standards and prerequisite knowledge in their instructional planning.</li> <li>• Participants will use updated district pacing guides to plan instruction around priority standards.</li> </ul> <p>Proposed dates for PD: Principals - Aug 3-4 ILT Teachers - Aug 9</p>	<p>Measurable Goal:</p> <ul style="list-style-type: none"> <li>• Over 80% of those who participate in the learning acceleration series will be able to articulate the importance of, and investment in, accelerated learning as measured by brief survey.</li> <li>• Over 75% of lesson objectives and student work reviewed in math will be aligned to grade level priority standards.</li> </ul>	<p>Deliverables</p> <ul style="list-style-type: none"> <li>• Modify and update school leader “What &amp; Why” PD for teachers</li> <li>• A process for updating pacing guides or unit plans for K-8 math and ELA</li> <li>• Teacher guidance document and/or protocol for using updated pacing guides, with an emphasis on math.</li> <li>• Instructional leader guidance and/or protocols for coaching/assisting teachers in using pacing guides, with an emphasis on math.</li> <li>• Teacher PD to roll out the adaptation of pacing plans, with an emphasis on math.</li> </ul>
<b>Phase 3 – Learning Acceleration: Lesson Planning</b>		
<p>Objective: District leaders, school leaders, and ILT teachers will understand MDUSD’s approach to lesson planning using a learning acceleration approach and learn how to create just-in-time scaffolds.</p>	<p>Measurable Goal: 50% of math lessons by participating teachers will include just-in-time scaffolds to support grade level work and priority standards, as measured by observations by site leaders.</p>	<p>Deliverables</p> <ul style="list-style-type: none"> <li>• Teacher guidance and/or protocol for lesson planning for learning acceleration.</li> <li>• List/explanations/examples of highly effective just-in-time-scaffolds in ELA and math.</li> <li>• Teacher PD for highly effective just-in-time-scaffolds in ELA and math.</li> <li>• Teacher PD for lesson planning using an acceleration approach.</li> <li>• Instructional leader guidance and/or protocols for coaching/assisting teachers to</li> </ul>

		lesson plan for learning acceleration. <ul style="list-style-type: none"> <li>• Instructional leader PD for coaching/assisting teachers to lesson plan for learning acceleration.</li> </ul>
<b>Phase 4 – Learning Acceleration: Diagnosing &amp; Assessing</b>		
<b>Objective:</b> District leaders, school leaders, and ILT teachers will understand MDUSD’s approach (1) to diagnosing students’ knowledge of prerequisite standards in order to plan effective lessons and (2) to using formative assessments to evaluate students’ mastery of priority standards on a daily basis.	<b>Measurable Goal:</b> 75% of teachers observed in math will have a priority standard aligned lesson assessment (exit ticket), based upon teacher observation data collection.	<b>Deliverables:</b> <ul style="list-style-type: none"> <li>• Lesson assessment (exit ticket) guidance for teachers, with an emphasis on math.</li> <li>• Diagnostic assessment guidance and/or protocols for teachers, with an emphasis on math.</li> <li>• Teacher PD on lesson and diagnostic assessments, with an emphasis on math.</li> <li>• Instructional leader guidance and/or protocols on supporting teachers.</li> </ul>

### Cost

**The cost for this support from August 2021 through May 2022 is \$74,000.**

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