



RethinkEd

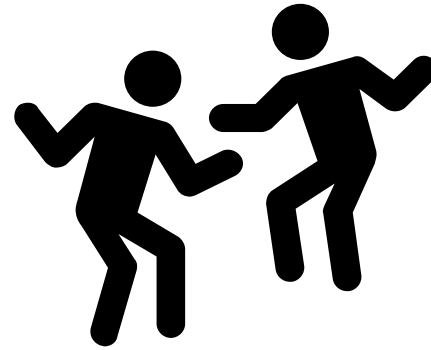
Accelerating Instruction: A Game Changer for All Students

Lauren Stafford, M.Ed.

Jennifer DeGraaf, M.Ed.

Speaker Introductions

Jennifer DeGraaf, M.Ed.
Senior Account Manager



Lauren Stafford, M.Ed.
Director of Content and Curriculum

Welcome – Check In!



1. Frustrated

2. Anxious

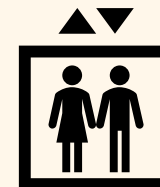
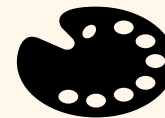
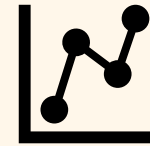
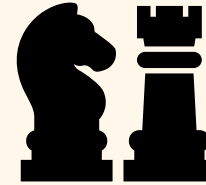
3. Neutral

4. Calm/
Relieved

5. Happy/
Excited

Today's Learning Objectives

- **Review** 4 research-based strategies to close learning gaps and accelerate instruction.
- **Discuss** data tracking for streamlined progress monitoring and reporting.
- **Customize** resources for intervention and enrichment tailored to diverse learning needs.
- **Inspire** with Vizzle's tiered activities to enhance intervention and accelerate academic growth.



What is your level of confidence in reducing learning gaps and accelerating instruction?

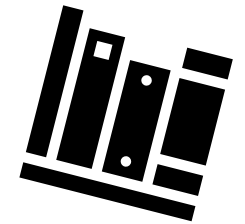


Learning Loss ...

Learning loss refers to the decline in academic achievement and knowledge retention, often linked to disruptions such as school closures, remote learning challenges, and socio-economic disparities.

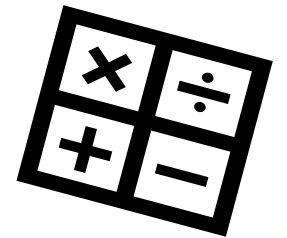
Reading Proficiency:

32% of 4th and **29% of 8th graders** scored below basic proficiency in 2023, a sharp increase from pre-pandemic levels. *(NAEP, 2023)*



Math Proficiency:

Average math scores have dropped **5-7 points nationally** since 2019, equivalent to nearly **half a school year of learning loss**. *(NAEP, 2023)*



Poll Question 1: What are the biggest challenges your district faces in managing the diversity of student learning levels in the classroom?

- 1 - Limited resources**
- 2 - Limited time for planning**
- 3 - Limited training time for staff**
- 4 - Limited budget**
- 5 - All of the above**
- 6 - None of the above**





Accelerate Strategies



4 Strategies to Close Gaps and Accelerate Instruction


- ✔ **Differentiated Instruction**
- ✔ **Collaborative Learning**
- ✔ **Extended Learning Opportunities**
- ✔ **Curriculum Mapping**

Changing the Game for Everyone

Universal Design for Learning


Provide multiple means of
Engagement →

WHY Affective Networks
The "WHY" of learning



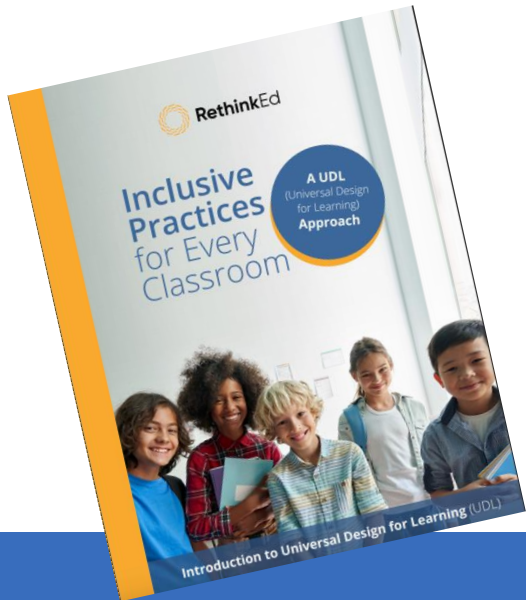

Provide multiple means of
Representation →

WHAT Recognition Networks
The "WHAT" of learning



Provide multiple means of
Action & Expression →

HOW Strategic Networks
The "HOW" of learning



First constructed by the Center for Applied Special Technology (CAST) in the 1990s, Universal Design for Learning (UDL) is a research-based set of principles to guide the design of learning environments that are accessible and effective for all.

UDL is a **set of guiding principles** for curriculum development that ensures equal learning opportunities for everyone.

<https://www.cast.org/impact/universal-design-for-learning-udl>

#1 Differentiated Instruction

Learning stations	Learning styles	Student Choice	Scaffold instruction
Small groups	Assign fulfilling tasks	Choices	Educational technology
Tiered assignments	By task	Centers	Differentiated assessment
Grouping students by ability levels	Key vocabulary	Varied assessments	Ongoing assessment



Vocabulary

Providing instruction with different levels of language and multi-sensory supports.

- Learners have diverse ways of perceiving and comprehending information.
- UDL provides three core guidelines for representation: perception, options for language, and options for comprehension.
- Utilizing programs like VizZle, as an educational tool, can help you align with these guidelines by offering various customization options for displaying information, alternatives for auditory and visual information.



Differentiation



To create a picture in your mind is to _____.



sleep



visualize

Mastery

Does it click
and stick?



Action, Expression, and Engagement

Provide different activity types so students have a variety of ways to engage in learning and show what they know.

- Engagement varies due to neurological, cultural, and personal factors.
- UDL emphasizes guidelines for recruiting interest, sustaining effort, and self-regulation.
- Allow students to make choices, minimize distractions, and offer differentiated levels of difficulty and immediate feedback.
- Students should always practice new skills in multiple ways, through diverse activities, online and offline experiences, using a variety of modalities to ensure true skill mastery.



Skill Generalization

Writing is an important way to respond to reading. **Writing** is put on paper to share one's thoughts and ideas in an organized and clear way. Students should always be thinking while they are reading to help respond in writing or discussion to the text.

Responding is replying to a statement or answering a question either orally or in writing. When students have to respond to the text, it holds them accountable for their reading and helps them become stronger readers.

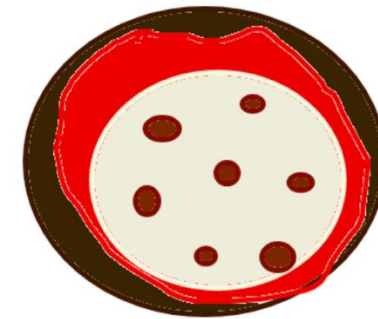


There are different ways we can respond to a question.

We can use **oral**, **pictorial**, or written responses.

Click/Tap to add response

My favorite food is pizza!



1st Step

2nd Step



If voting by mail, return your ballot



Register to vote

Decide if voting in-person or by mail

If voting by mail, register for a mail-in ballot

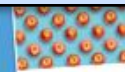
Find your polling place

Vote!

Research candidates



Communicates



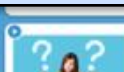
Similarities



Inspect



Images



Compare



Eunice Onaiwu
Intervention Specialist
Columbus City Schools

“

Vizzle enables me to differentiate my class assignments to meet my students' needs.

The Vizzle lesson levels help my students to work independently, which motivates them to complete their assignments.

”

#2 Collaborative Learning

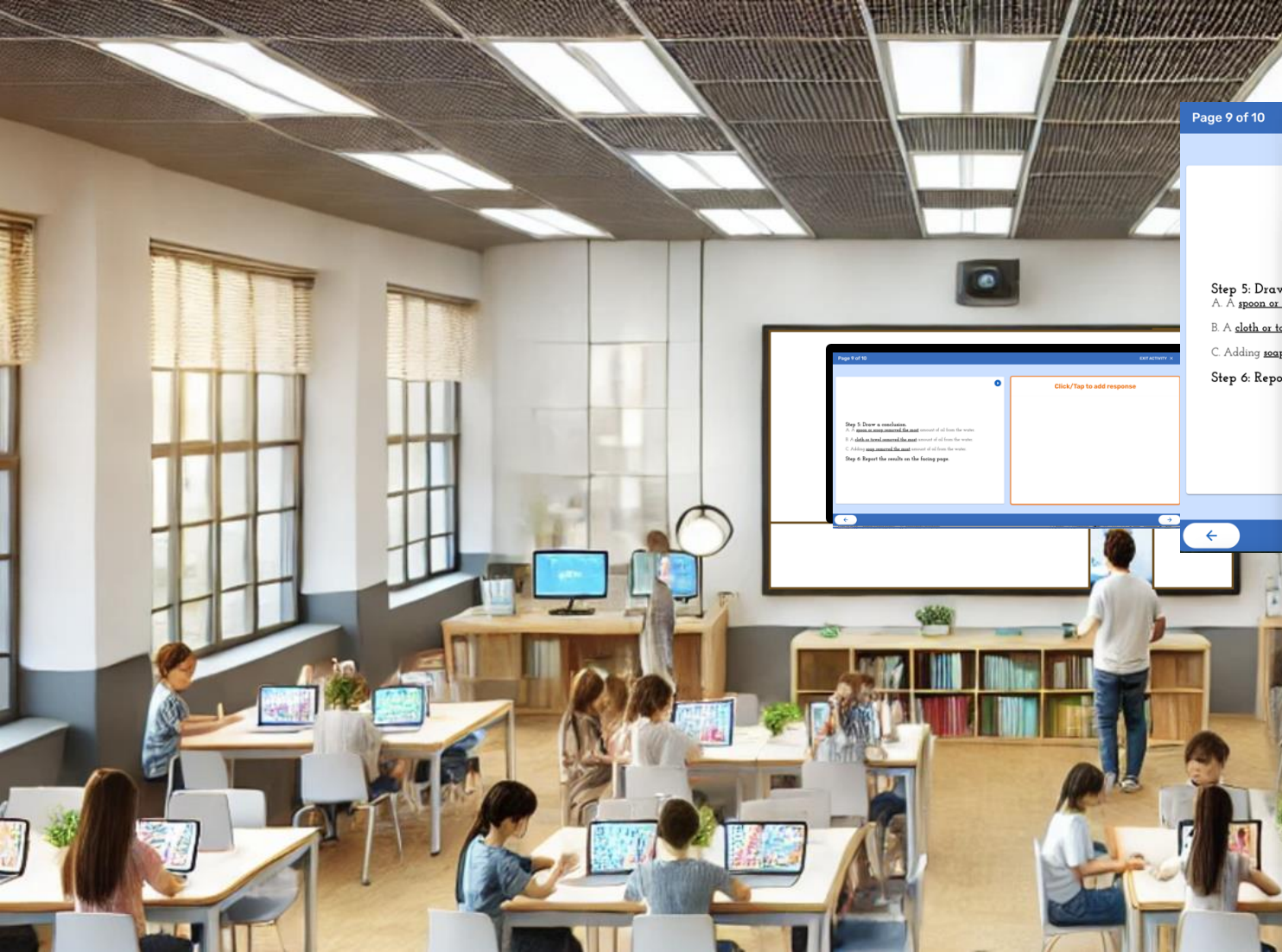
Collaborative learning is a teaching method that involves students working together in groups to learn from each other, solve problems, or complete tasks.



Prepping for Collaborative Learning



1. Strategically select which students will work together.
2. Size the groups for maximum effectiveness.
3. Teach your students how to listen to one another.
4. Set the rules of language and collaboration.
5. Make goals and expectations clear.
6. Assign roles.
7. Use real-world problems.
8. Different groups can have different tasks.
9. Warm up to provide exemplars.
10. Assess each student group.



Step 5: Draw
 A. A spoon or s
 B. A cloth or to
 C. Adding soap
 Step 6: Repor

Page 9 of 10

Click/Tap to add response

Step 5: Draw a conclusion.
 A. A spoon or scoop removed the most amount of oil from the water.
 B. A cloth or towel removed the most amount of oil from the water.
 C. Adding soap removed the most amount of oil from the water.
 Step 6: Report the results on the facing page.

Name: _____ Date: _____

Conserving the Ocean Handout

	Observations	Positive changes	Negative changes
Land masses set up			
Spoon or scoop	Does it remove the oil? Yes / No		
Cloth or towel	Does it remove the oil? Yes / No		
Soap	Does it remove the oil? Yes / No		

Final Observations: What would be the most successful in removing oil from the oceans?

Group Students and Differentiation

- Create learning groups to easily differentiate student instruction. Creating groups allows you to think about the types of activities and differentiation for easy planning and student engagement.
- Think about the type of resources needed to promote comprehension, auditory, visual, tactile, kinesthetic. Do you have student groups that need additional visuals to support comprehension? Kinesthetic learners need to see, feel, hear, and experience new concepts.



Simplify

vizzle a RethinkEd product

Admin **Classroom** Students Lessons Help

Student Management Student Groups **Group Instruction** Class Report Student Settings Assignment Overview Authoring My Resources

External Links

Create External Link

Geometric Figures

Activities

Math

- Geometry - Geometric Figures - Game - L1
L1 Game activity for topic 1 in the Geometry unit of the Math - 4 course. 17 game tiles including specialty tiles...
- Geometry - Geometric Figures - Instructional Text/Matching for topic 1 in the Geometry unit of the Math - 4 course. 13 total pages of...
- Geometry - Sequencing activity for topic 1 in the Geometry unit of the Math - 4 course. 6 sequencing tiles with 6...
- Geometry - Sorting activity for topic 1 in the Geometry unit of the Math - 4 course. 8 sorting tiles with 2 sorting...
- Geometry - Vocabulary Activity for topic 1 of the Geometry unit of the Math - 4 course. 23 total pages of definitions...

vizzle a RethinkEd product

Admin **Classroom** Students Lessons Help

Student Management **Student Groups** Group Instruction Class Report Student Settings Assignment Overview Authoring My Resources

Filter by Group Name Add Student Group

Group	Students	Actions
ELA L1	11 students	
ELA L2	2 students	
ELA L3	2 students	
MATH L1	10 students	
MATH L2	4 students	
MATH L3	3 students	



Lauren Price
CSS Science

Duval County Schools

“

I love using Vizzle and use it every day in all of my classes!

In my science classes, with each new topic, we use the pre-assessment as a whole group to see what previous knowledge my students have. We then complete vocabulary in our direct instruction rotation. We use the sorting/categorizing activities (printed) in small group and for remediation in computer rotation. I then print out the topic post assessment in different levels (level one for my students on regular standards; level two and three for my students on Access Points).

”

#3 Extended Learning Opportunities

Extended Learning Opportunities (ELOs) are programs that provide students with opportunities to learn outside of the traditional classroom.

Examples: Before and after school programs, summer programs, extended school days, internships, community service, apprenticeships, and online courses

Purpose: To help students accelerate, enrich, or strengthen their learning

Flexibility: ELOs can be in-person, remote, or hybrid

Poll #2: How do you feel about extended learning opportunities?



1. Frustrated

2. Nervous

3. Neutral

4. Calm

5. Excited

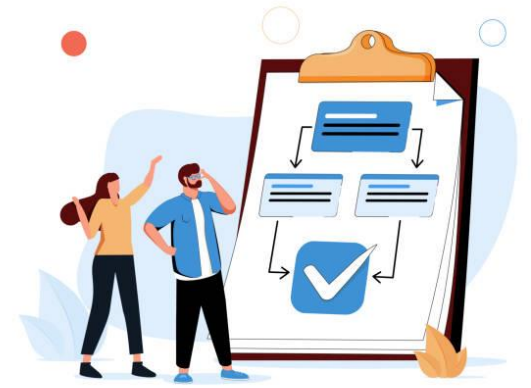
Extended Learning Opportunities

The image displays a collage of educational resources:

- Subject Menu:** A vertical sidebar with icons for English Language Arts, Math, Science, Social Studies, Life Skills, and Transition/Vocational.
- Math Worksheet:** A page titled "vizzle COURSES" with a volcano background. It contains math problems: "Solve 1. -7", "3. -8", "Evaluate 5. 4^3 ", and "Solve 7. -10". At the bottom, it asks to "Evaluate when $x = -8$ and $y = 5$." with problems "9. $6x + 4y - 10$ " and "10. $X^2 + 2y$ ".
- Handwriting Practice:** A sheet titled "Handwriting Practice ABC Alphabet" featuring a large letter 'R' with stroke order arrows (1, 2, 3), a smaller 'r', and a list of words starting with 'R' (Raccoon, Rocket, Rainbow, Rabbit, Ring, Robot, Rose, Rectangle, Raft) with corresponding illustrations. It includes multiple rows of dashed 'R's for tracing.
- Science Page:** A page titled "vizzle" with a volcano background, showing the letters "E e Eggs" and "E e Eggs" on handwriting lines.

#4 Curriculum Mapping

Curriculum mapping is the process of organizing a curriculum to find and fix gaps, repeats, or misalignments in order to improve the overall structure and effectiveness of the course.



Vertical coherence: When a curriculum is vertically aligned or vertically coherent, what students learn in one lesson, course, or grade level prepares them for the next lesson, course, or grade level.

Horizontal coherence: When a curriculum is horizontally aligned or horizontally coherent, what students are learning in one ninth-grade biology course, for example, mirrors what other students are learning in a different ninth-grade biology course.

Subject-area coherence: When a curriculum is coherent within a subject area—such as mathematics, science, or history—it may be aligned within and across grade levels and to standards.

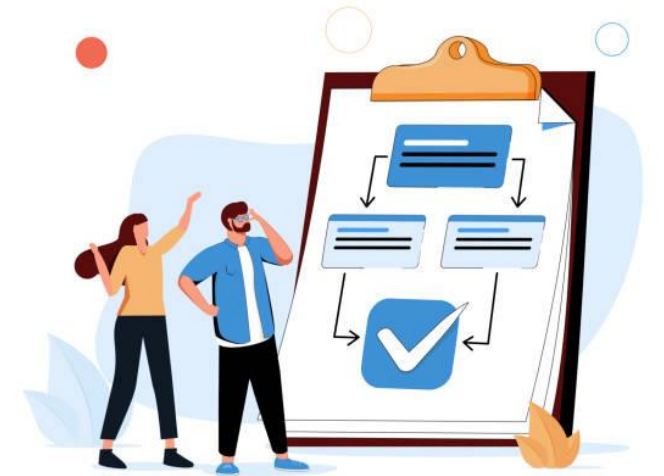
(Hidden curriculum (2014, August 26). In S. Abbott (Ed.), The glossary of education reform. Retrieved from <http://edglossary.org/hidden-curriculum>)



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Curriculum Mapping

1. Improve student learning.
2. Measure learning outcomes.
3. Create clear objectives for each course.
4. Simplify reporting and tracking.
5. Use student and faculty time more effectively.
6. Increase student engagement.
7. Maintain compliance with accreditation standards.
8. Encourage faculty collaboration.



Vertical - Aligned Curriculum

ELA

K-8
English 1
English 2
English 3
English 4

MATH

K-8
Algebra 1
Geometry
Algebra 2
Financial Literacy

SCIENCE

K-8
Biology
Earth Science
Chemistry
Physical Science

SOCIAL STUDIES

K-8
Civics
US History
World History
US Gov/Economics



Standards-Aligned Curriculum

vizzle Classroom **Students** **Lessons** Help

Subject: English Language Arts

Grade: Kindergarten 1st Grade 2nd Grade 3rd Grade 4th Grade 5th Grade 6th Grade 7th Grade 8th Grade 9th Grade 10th Grade 11th Grade 12th Grade

State Standard (TX): Choose Standard

Vertical Alignment: Select

Available with ONLY ONE standard selected

vizzle ELA - 5
UNIT: Comprehension Skills

vizzle Classroom **Students**

Unit 3 - Comprehension Skills

Topic 2 - Key Ideas

5th Grade English Language Arts Academic Curriculum

This topic focuses on reading comprehension strategies, including making connections, making inferences, using evidence, drawing conclusions, and identifying the main idea and key details in a text. It also covers appropriate ways of quoting from a text and how ideas are supported by details. Discussion is encouraged to deepen understanding.

Resources & Materials

- Lesson Plan**: Details about how to teach this topic
- Unit Guide**: Details about how to teach this unit
- Observational Scoring**: Data collection sheet for tracking real world application of skills

State Standards

Texas Essential Knowledge and Skills (TEKS)

Assign

Select a level to view/assign: Level 1 - Higher level text and comprehension

- Assessment**: Comprehension Skills - Key Ideas - Pre-Assess - L1 **Teach** **Preview**
- Vocabulary**: Comprehension Skills - Key Ideas - Vocabulary - L1 **Teach** **Preview**
- Instructional Text/Match**: Comprehension Skills - Key Ideas - Instructional Text/Match - L1 **Teach** **Preview**
- Sorting**: Comprehension Skills - Key Ideas - Sorting - L1 **Teach** **Preview**
- Advanced Match**: Comprehension Skills - Key Ideas - Advanced Match - L1 **Teach** **Preview**
- Game**: Comprehension Skills - Key Ideas - Game - L1 **Teach** **Preview**
- Assessment**: Comprehension Skills - Key Ideas - Post-Assess - L1 **Teach** **Preview**



Accelerate Progress Monitoring

Importance of Data to Accelerate!

Data is crucial for accelerating instruction because it allows teachers to pinpoint specific student needs, identify learning gaps, and tailor their teaching strategies to provide targeted interventions. This ultimately leads to faster and more effective learning for each individual student.



Learning Goals and Outcomes



- Organize learning goals and objectives around your core subjects, thinking about large groups, small groups, 1:1 time, and independent work. Collecting data to share and show progress across the school year is a non-negotiable requirement.
- Differentiated programs like Vizzle, can create an engaging learning environment that aligns with UDL principles, facilitates independence, AND collects data to ensure student growth.

Compliance

Assignment Sent!

Dates 07/19/2023-07/25/2023

Items Topic 3 - Printing

Add Custom Goals for Enhanced Data Tracking

Custom Goals enable advanced data tracking and real-time notifications. [Learn More](#)

Type to add/search Goals & Objectives

STUDENT LIST

- Benjamin Wilson
ELA - 1, 7 - Foundational Skills/Print Awareness, 3 - Printing, Level 2
- David Johnson
ELA - 1, 7 - Foundational Skills/Print Awareness, 3 - Printing, Level 2

[Skip Custom Goals](#) [Save & Close](#)

Intermediate (3-5) Self-Contained (level 2)

Lesson Results for: Math - 6 (Beta), 8 - Geometry, 1 - Trian...

Mastery set for 3 consecutive lessons at 80%

Mastery achievement is recalculated after every lesson play

Print Goal/Obj Archive Goal/Obj

Mastery set for 3 consecutive lessons at 80%

OK

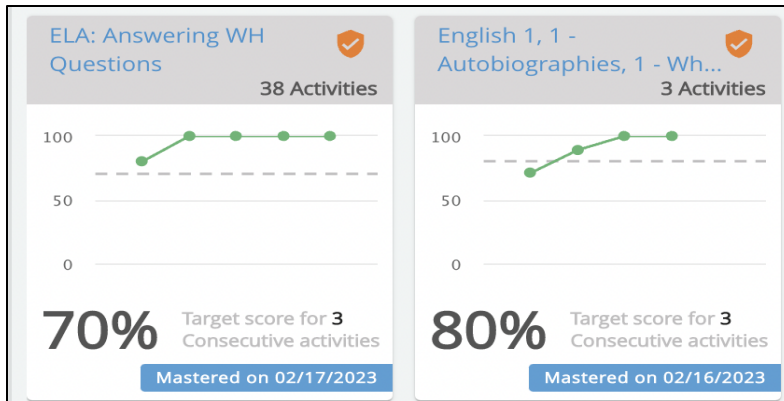
Only lessons played to completion are displayed and counted toward Mastery progress

Lessons

	Geometry - Triangles - Categorizing - L1	No Lesson Plays Yet with Answered Questions
--	--	---



Track, Report, and Accelerate



- Automatic collection of data
- Varied ongoing assessments
- Data filtered by topic or goal
- Teacher notifications for mastery
- Administrative dashboard
- Customizable reports

BACK TO OVERVIEW

Start Date: 04/01/2021 | End Date: 12/07/2021 | Start Time: 12:00 am | End Time: 11:59 pm | SUBMIT

Subject: English Language Arts, Life Skills | Logged-in User: All | Goals/Objectives: IEP Goal: Wh questions across subjects, Goal: Answeri...

Show only complete Lessons

Summary

Avg Percent	Avg Questions	Avg Right	Avg Wrong	Avg Lesson Time	Total Lesson Plays
75.67	7.00	5.33	1.67	1.17	3

Summary only includes lessons with more than 0 questions

Detail

CSV PDF

Lesson Name	Complete	%	Questions	Correct	Incorrect	Start Time	Minutes	Logged-in User
Autobiographies: Pre-Assessment L3	Y	67	9	6	3	09/15/2021 12:57 PM	1.4	lauren.staffordtx@rethinkd.com
Autobiographies: What Is an Autobiography? Storymatch L3	Y	60	5	3	2	09/15/2021 12:58 PM	1	lauren.staffordtx@rethinkd.com
Autobiographies: What is an Autobiography? Vocabulary L3	N	N/A	0	N/A	N/A	09/15/2021 12:59 PM	0.3	lauren.staffordtx@rethinkd.com
Autobiographies: What Is an Autobiography? Storymatch L3	N	N/A	0	N/A	N/A	09/15/2021 01:00 PM	0.1	lauren.staffordtx@rethinkd.com
Autobiographies: What is an Autobiography? Vocabulary L3	Y	100	7	7	0	09/15/2021 01:00 PM	1.1	lauren.staffordtx@rethinkd.com

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EXIT ACTIVITY X

Write in standard form.

9^3 729

93 27 19,683 None of these are correct.

Foundations of Algebra Year 1

Patterns with 2 Identify the k... They have 2 1, 3, 5, 7

There are also 3 Write the exp... Factor form is 3²

Write in standard form... 4

The set of int... Why is the n... The first letter 5

The third letter 6 6 - 12 = (-6)

Which operation does first in... 7

8



Hannah Jimenez
Inclusion/ESE Teacher
Leon County Schools

“

I love the versatility of the program and how easy it is to track and do data chat with the students.

I use Vizzle along with each student’s FAST scores and IEP goals, to focus on individual instructional gaps and goals progress monitoring.

”



Accelerate Personalization and Differentiation

What? Why? How?

Whether reviewing data to close gaps in state-level testing reports as an admin, or educator, catching students up on content from extended absences, or accelerating instruction for students with deeper intervention needs and larger learning gaps, the right tools in your toolbox can be the game changer in any classroom.

The screenshot displays a digital testing interface with the following components:

- Header:** Campus: 999 CAMPUS NAME Class Group: GROUP NAME Report Date: JUNE 2021 Date of Testing: MAY 2021
- Disclaimer:** Due to COVID-19, progress was calculated using spring 2019 and spring 2021 assessment results. Considering your child's instructional and learning conditions from 2018-2019 and 2020-2021 school years, you can use this information as one of the many tools to gauge your child's academic performance across these two years.
- Navigation:** Test History, Test Results, Detailed Results, Test Questions
- Item 1 of 36:** Your child's response was B, and it was correct. (Next button)
- Reporting Category 2:** 2. Computations and Algebraic Relationships
- Student Expectation 5.3(K):** (5.3) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to:
 - (K) add and subtract positive rational numbers fluently
- Percentage of Students Who Answered this Item Correctly:**
 - 85% of students in the state of Texas
 - 71% of students in the district
 - 73% of students on the campus
- Item Rationales:**

Item	Rationales
D	While cleaning his room, Paul found 7 cents on his desk, 98 cents under his bed, and 2 dollars and 4 cents in his closet. What was the total amount of money Paul found? <ul style="list-style-type: none">A \$2.09B \$3.09C \$3.72D \$4.08

Easy to Implement


Assign ✕

Items to be assigned

Topic 1 - Decimal Values
Unit 2 - Decimals
5th Grade Math

Level 1 - Higher level text and comprehension

- Decimals - Decimal Values - Pre-Assess - L1
- Decimals - Decimal Values - Vocabulary - L1
- Decimals - Decimal Values - Instructional Text/
- Decimals - Decimal Values - Sequencing - L1
- Decimals - Decimal Values - Sorting - L1
- Decimals - Decimal Values - Game - L1
- Decimals - Decimal Values - Post-Assess - L1



Assignment Sent!

Dates 12/11/2024-12/17/2024

Items Topic 1 - Decimal Values

Add Custom Goals for Enhanced Data Tracking

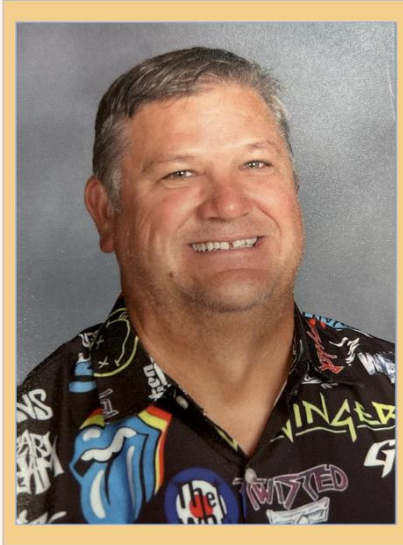
Custom Goals enable advanced data tracking and real-time notifications. [Learn More](#)

 ✕ ▲

- Add "Custom Goal "
- Gerard Chase
Math - 5, 2 - Decimals, 1 - Decimal Values, Level 2
- Lizzy James
Math - 5, 2 - Decimals, 1 - Decimal Values, Level 2
- Tad James
Math - 5, 2 - Decimals, 1 - Decimal Values, Level 2
- Thomas Lee
Math - 5, 2 - Decimals, 1 - Decimal Values, Level 2

[+ VIZZ - AI Chatbot](#)

thinkEd



Jay Stoner
Intervention Specialist
Dublin City Schools

“

Vizzle has been a game changer for me and my kids.

I have been using Vizzle as my curriculum to ensure I hit all the extended standards, help prepare/familiarize my students for testing, and as a way to assess my students.

”

ONE Takeaway!





Why RethinkEd?

We're ALREADY Making a Difference Together!

1

MTSS

Streamline systems, simplify processes, and increase capacity to provide data-driven academic, behavioral, and social-emotional interventions that facilitate measurable student success.

2

Intervention

Implement innovative, defensible, and evidence-based programs that focus on curriculum interventions targeting academic skills, life skills, social skills, and transitional/vocational skills.

3

Behavior Support

Promote positive behaviors, decrease behaviors that hinder learning, and maximize student and educator success in the classroom with a holistic and data-driven approach.

4

Wellness

Promote social, emotional and mental well-being, connectedness and overall success by focusing on skills development and awareness for the entire school community.

Poll Question #3: After today's session, what areas do you think would be most helpful?

- 1 - Academic Intervention**
- 2 - MTSS**
- 3 - Behavior**
- 4 - Wellness**
- 5 - Everything!**



Explore More: Access, Learn, and Engage



1

[Download Your Participation Certificate](#)

2

Join us for an Upcoming Webinar on Whole School, Whole Community Behavioral Solutions

3

[Speak to a RethinkEd Representative](#)



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Q&A Session

