![Indiana Department of Education logo]

Content-Priority Considerations

The Indiana Department of Education provides these content-priority considerations to support decisions about prioritizing instructional content to accelerate student learning and keep students on the path to college- and career-readiness. Two common remediation strategies are "just-in-time" and "just-in-case".

IDOE encourages educators to use a "just-in-time" approach to remediation, which scaffolds lessons as appropriate (TNTP, 2020). This can be contrasted with a "just-in-case" approach, where it is assumed that all students need remediation prior to work with grade-level content. Content should be addressed specific to individual learning needs. Rather than focusing on filling in potential gaps in student learning due to the disruption of the pandemic, educators should focus on content priorities and critical needs utilizing a "just-in-time" approach (Achieve the Core, 2021; TNTP, 2021).

Considerations

- Grade-level content is the academic priority (TNTP, 2021).
- IDOE's Frameworks (Literacy and Math) encourages grade-level instruction, providing student success criteria, vertical articulations, digital resources, and clarifying examples to consider when planning, implementing, and teaching the Indiana Academic Standards.
- Prioritizing content is most effective when educators understand the standards, are familiar with the local curricula, and are able to participate in cross-grade collaboration.

General Guiding Questions

- What is the essential focus of your grade level or course? How can that focus be integrated in all units?
- How do you ensure all students have access to appropriate grade-level content, text, and assignments?
- How can IDOE's Frameworks (Literacy and Math) be utilized to understand the vertical articulation and learning progressions of each content standard?
- How can the ILEARN Blueprints, used in conjunction with IDOE's Frameworks (Literacy and Math), accelerate student learning?
- How can you encourage students to connect learning to the real world and engage students' interests?

Guiding Questions for Literacy

- How do you ensure elementary students have grounding in foundational reading skills based on the science of reading?
- How can instructional materials best be utilized for students to build background knowledge and vocabulary?

Guiding Questions for Math

- What steps can you take to intentionally implement the Math Process Standards with grade-level content?
- How can you align your instructional methods to NCTM's Eight Effective Mathematics Teaching Practices?