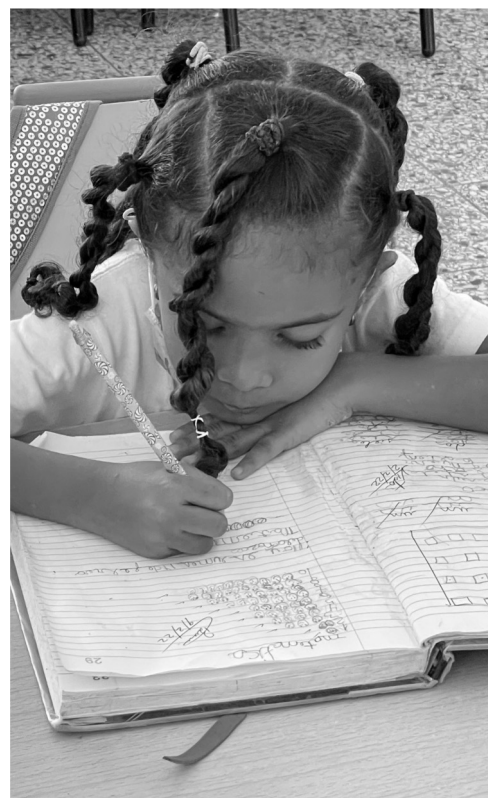
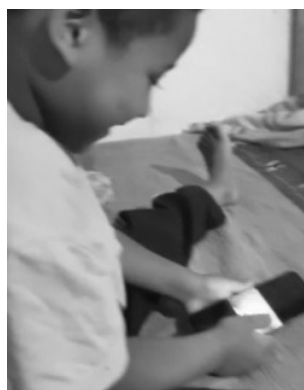


# Accelerated Learning



## **DEVELOPING LEADERS. STRENGTHENING SCHOOLS. CHANGING LIVES.**

Our mission is to change the lives of students in under-resourced communities around the world by developing leaders and teachers who strengthen schools and improve student outcomes.

With deep gratitude to our partners for all we've learned from and with you over the years.

# Introduction: Accelerated Learning

We understand that leaders across the globe are working tirelessly to close the achievement gaps that exist. In today's environment, where gaps have widened, we must be responsive and work towards increasing student achievement by accelerating the learning process.

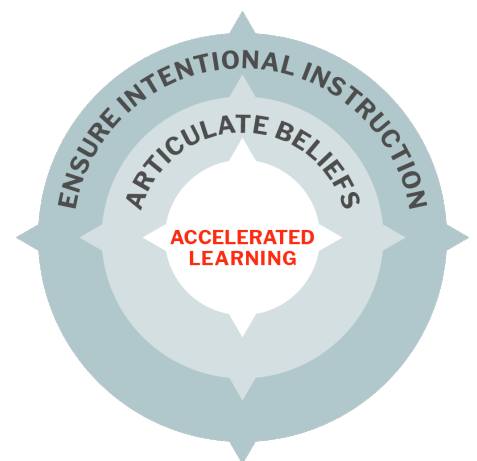
Accelerated Learning is the process of focusing on rigorous whole group instruction at grade level while determining what students need in order to target and provide supports. Teachers need to recognize that scaffolding and adjusting for students not only closes achievement gaps for our most vulnerable learners but also pushes other students even further.

Our Accelerated Learning Toolkit can help an organization determine a clear path. We have identified two key areas: articulate beliefs and ensure intentional instructional.

The aim of this tool is to help school leaders frame their thinking as they focus on closing achievement gaps for all students through accelerated learning.

We see two key elements of Accelerated Learning:

- 1 Articulate Beliefs
- 2 Ensure Intentional Instruction





# Element #1: Articulate Beliefs

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The first element of our Accelerated Learning Toolkit is “Articulate Beliefs.” It is here that an organization’s beliefs about what students can achieve set the stage for a campus culture that is relentless in its pursuit of elevated student achievement. Leaders must focus on creating a supportive environment, centered on respectful relationships that take into account the well-being of students as well as provide them with choices and opportunities to have their voices heard. It is essential that leaders set high expectations in order to have clarity around goals, what rigorous work looks like, and what we believe is possible for all students.

We have two categories to consider as we create an environment that embraces the accelerated learning approach.

## **CREATE A SUPPORTIVE ENVIRONMENT**

How are we creating a culture that feels inviting and safe?

## **SET HIGH EXPECTATIONS**

How are our actions demonstrating that we believe all students can do challenging academic work?

## CREATE A SUPPORTIVE ENVIRONMENT

We value children’s lived experiences outside of school and their parents roles as their first teachers. Our goal is to build upon those relationships in order to create a supportive school environment that encourages engaging and connected interactions which in turn foster respect and a love of learning. These 3 areas are key to establishing it: relationships, student well-being, and student voice & choice.



## ESSENTIAL QUESTIONS

### RELATIONSHIPS

- How are we taking family perspectives into consideration?
- How are we connecting with families to build upon strong relationships?
- How are we incorporating opportunities to build trust with both our students and their families?

### WELL-BEING

- How are we creating a sense of safety and belonging for both our students and their families?
- Do we understand the physical and social needs of each student?
- How will we embed learning opportunities that address the social-emotional needs of the students?

### VOICE & CHOICE

- How are our student interests embedded into lessons?
- How are we incorporating opportunities for students to make wise choices about their learning?
- How are our students articulating their choices and interests with families?

SOURCE: <https://theeducationhub.org.nz/high-expectations-teaching/>  
<https://www.ascd.org/blogs/five-elements-of-a-positive-classroom-environment-for-students-living-with-adversity>

## SET HIGH EXPECTATIONS

High expectations are essential.

Only then can we help students achieve the accelerated progress they need.



## ESSENTIAL QUESTIONS

GROWTH MINDSET	ACADEMIC RIGOR	GOALS
<ul style="list-style-type: none"><li>• What are our beliefs about how and what students can learn?</li><li>• How do we ensure that school leaders and teachers have a growth mindset about a students' capacity to learn?</li><li>• How are we teaching our students to be resilient learners?</li><li>• How are our students practicing their growth mindset?</li></ul>	<ul style="list-style-type: none"><li>• Is there a scope and sequence that is vertically aligned?</li><li>• What criteria are we using to make sure that we are selecting high quality, developmentally appropriate materials?</li></ul>	<ul style="list-style-type: none"><li>• How are our students tracking their progress?</li><li>• What should our students be able to articulate about their progress to mastery?</li><li>• What decisions are our students making about their focus of support?</li><li>• How are we celebrating students' progress and effort?</li></ul>

SOURCE: <https://theeducationhub.org.nz/high-expectations-teaching/>  
<https://www.ascd.org/el/articles/are-you-communicating-high-expectationsv>

# Element #2: Ensure Intentional Instruction



The second element of our Accelerated Learning Toolkit is “Intentional Instruction.” It is here that an organization makes informed decisions about students’ learning by analyzing data.

Great teachers begin with data to design whole group lessons that are scaffolded to meet student needs. While delivering instruction, they monitor to see students’ levels of understanding and adjust accordingly.

We have three categories to consider as we create an accelerated plan with targeted support.

## **ANALYZE RELEVANT DATA**

What data will we collect to make decisions about student learning?

## **SCAFFOLD, MONITOR AND ADJUST (WHOLE GROUP)**

How will we design meaningful lessons to challenge and meet the needs of all of our students? How will we continuously monitor to ensure our students are progressing as expected, and what will we do if they aren’t?

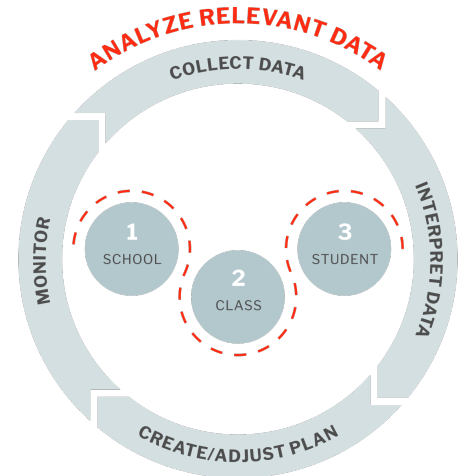
## **PROVIDE ADDITIONAL SUPPORT (SMALL GROUP/ INDIVIDUALIZED)**

How can we ensure that our support is targeted to meet the needs of our most vulnerable students?

## ANALYZE RELEVANT DATA

Leaders should work with teachers to analyze relevant data at three levels: school, class and student.

By analyzing the relevant data, leaders can support teachers to make plans that intentionally close gaps.



## ESSENTIAL QUESTIONS

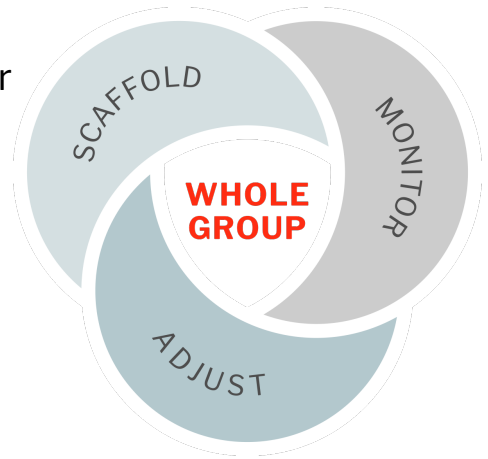
SCHOOL	CLASS	STUDENT
<ul style="list-style-type: none"> <li>• What do we notice about how specific grade levels performed on the assessment?</li> <li>• How are we identifying commonalities among different grade levels?</li> <li>• Are there any outliers we need to consider?</li> <li>• What specific standards should we be prioritizing by school/ grade level?</li> <li>• What other data points do we need to consider?</li> <li>• How often are we checking for school-wide progress toward mastery?</li> </ul>	<ul style="list-style-type: none"> <li>• What do we notice about how a class performed on the objective?</li> <li>• What has the class mastered?</li> <li>• Are there any commonalities among our students in a class?</li> <li>• What specific standards should be prioritized by class?</li> <li>• How often are we checking for class progress toward mastery?</li> </ul>	<ul style="list-style-type: none"> <li>• What do we notice about how individual students performed on an objective?</li> <li>• Are there outliers among the students?</li> <li>• What are individual students continuing to struggle with?</li> <li>• How are we providing direct and explicit instruction to target specific needs?</li> <li>• How often are we checking for student progress toward mastery?</li> </ul>

SOURCE: <https://turnaroundusa.org/toolbox/wcdesign/v>

## SCAFFOLD, MONITOR AND ADJUST

Great teachers accelerate learning through scaffolding, monitoring, and adjusting. They take their curriculum and consider just-in-time supports for all of their students, from the most vulnerable to the highest achieving.

Monitoring is the key step that occurs during instruction and involves collecting in the moment data in order to adjust.



## ESSENTIAL QUESTIONS

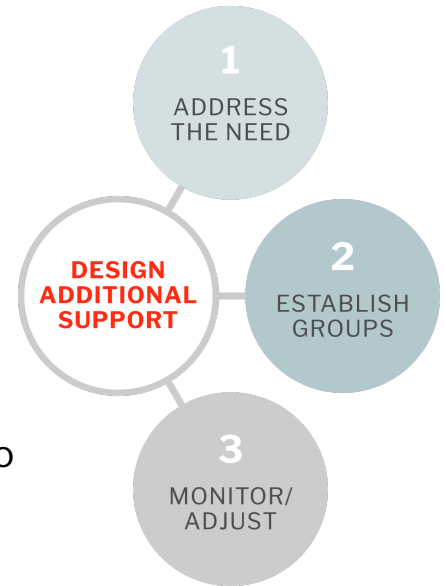
SCAFFOLD	MONITOR	ADJUST
<ul style="list-style-type: none"><li>• How can the content or standard be presented to all our students in a way that maintains depth of instruction, but also provides varying degrees of support?</li><li>• What resources will we need as we scaffold learning?</li></ul>	<ul style="list-style-type: none"><li>• How will teachers be trained and supported on when to collect in-the-moment data?</li><li>• How will teachers be trained and supported on interpreting in-the-moment data?</li><li>• What will ongoing coaching look like for teachers?</li></ul>	<ul style="list-style-type: none"><li>• How will teachers be trained and supported on how to make adjustments based on in-the-moment data?</li><li>• What will ongoing coaching look like for teachers?</li></ul>



## PROVIDE ADDITIONAL SUPPORT

Even though teachers are continuously monitoring and adjusting throughout a lesson, there may be times that additional supports are needed. Every child is unique and some students may require small group instruction or individualized support.

As teachers provide this additional support, it is essential that they also monitor and adjust once again to determine the impact of the intervention.



## ESSENTIAL QUESTIONS

ADDRESS THE NEED	ESTABLISH GROUPS	MONITOR AND ADJUST
<ul style="list-style-type: none"><li>• How are we ensuring that teachers are receiving the training and skills to be able to scaffold the learning through a personalized approach?</li><li>• How are we identifying the skills and standards needed to connect to content from the previous grade level and the next grade level?</li><li>• How will we take into account all of our students' individual needs from the most vulnerable to the highest achieving?</li></ul>	<ul style="list-style-type: none"><li>• How will we ensure that the grouping structures meet individual student's needs?</li><li>• How will we incorporate student choice into the grouping structures?</li><li>• What systems are we embedding to ensure that groupings are flexible?</li><li>• Are we providing additional class support for students outside of the class setting?</li></ul>	<ul style="list-style-type: none"><li>• How are we ensuring that teachers are receiving the training and skills to be able to monitor and adjust targeted supports?</li><li>• How are we using scaffolds and grouping structures to address the need as efficiently as possible?</li><li>• How often are we checking for progress toward mastery?</li><li>• How will we engage students in monitoring their own progress?</li></ul>