Educators are looking to support students in accelerating their learning and increasing momentum going into the 2021-22 school year. This guide provides a **step-by-step look at the Accelerated Learning Cycle** and includes **guiding questions and considerations** for school teams and individual educators to help address unfinished learning.

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<th>Step of the Accelerated Learning Cycle</th>
<th>Considerations and Guiding Questions</th>
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<td><strong>1. Analyze the Benchmark Data</strong></td>
<td><strong>Important steps:</strong></td>
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<td>• Identify trends in reporting categories (groups of skills or standards) or individual standards (depends on assessment type) by grade level and classroom.</td>
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<td>• Identify power standards connected to the trend.</td>
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<td>• If available, identify grade-level equivalencies for each student.</td>
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<td>(1) Analyze the benchmark data</td>
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<td>• Provide teachers with state power standards and explain the purpose of power standards.</td>
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<td>• Support teachers with connecting trends to power standards and identifying individual student needs.</td>
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<td>• Support teachers with understanding how the missed standard bridges to future standards.</td>
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<td><strong>Questions to ask:</strong></td>
<td><strong>Student ownership of the process:</strong></td>
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<td>• What do you notice about how students performed on the assessment? Did anything surprise you?</td>
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<td>• What did you see in the classroom that is connected to this data?</td>
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<td>• (If analyzing data from multiple sources): Are there consistencies in student performance across assessments?</td>
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<td>• Do the skills/standards identified as a need connect to content from the previous grade level and the next grade level?</td>
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<td>• What have students mastered? What are their assets?</td>
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<td>• What will students need to do in order to grow in the identified area(s)?</td>
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<td>• Support students with creating and organizing data notebooks.</td>
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**Step**

- **Monitor and adjust for impact**
- **Analyze the benchmark data**
- **Address the need by focusing on priority content**
- **Establish groups for accelerated learning**
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<th>2. Address the Need</th>
<th>Important steps:</th>
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<td>• Focus on content or standards that are strengths, and embed new learning in what is familiar.</td>
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<td>• Prioritize content based on connections to previous learning, current content, and implications for future learning.</td>
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<td>• Focus on depth of instruction, not pace.</td>
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<td>• Ensure inclusion of each and every learner regardless of their platform for learning (face-to-face, virtual, hybrid).</td>
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Coaching considerations:

- Support teachers with a deep understanding of the standard/s and success criteria that will be the focus for instruction.
- Guide teachers in determining how the standard/s will be addressed and linked to other major concepts.
- Support teachers with determining the entry point for individual students and how to scaffold the content where all students can be successful.
- Support teachers with seeing how the standard/s connects to other grade-level standards.
- Help teachers see the powerful connections across grade-level bands for the standard/s.

Questions to ask:

- What content or standard has strong connections to previous learning and future learning?
- What content or standard is conceptual and links to other major concepts or ideas?
- How can this content or standard be presented to all students in a way that maintains depth of instruction, but also provides varying degrees of support?
- Are the instruction and learning focused on what is important?

Student Ownership of the Process:

- Engage students in co-constructing success criteria.
- Model for students how to self-assess their own learning using the lesson’s success criteria.
- Support students in developing data notebooks where they can monitor and record their progress for mastering specific standards.
• Provide opportunities for students to understand why they are learning specific standards and how this learning connects to future understandings.

### 3. Group for Acceleration

**Important steps:**
- Vary support, not rigor or depth of tasks.
- Be flexible.
- Once a student masters the standard, they may move out of the group or shift to another focus area.
- Develop grouping structures to best meet the needs of the students.
- Allow for student choice within the grouping structures.

**Coaching considerations:**
- Support teachers with developing student groups that will enhance learning and support student needs.
- Support teachers with planning for student choice within groups.
- Coach teachers with developing grouping structures that support students in monitoring their own learning.
- Support teachers with setting grouping expectations and scaffolds where students can work independently and develop interdependence.

**Questions to ask:**
- How can this content or standard be presented to all students in a way that maintains depth of instruction, but also provides varying degrees of support?
- How will the grouping structures meet each individual student’s needs?
- How will choice be integrated into the grouping structures?
- How will students monitor their own progress within their groups?

**Student ownership of the process:**
- Provide scaffolds for students to increase interdependence.
- Provide time for reflection and for students to monitor their own learning within groups.
- Encourage students to make choices that best meet their needs within a group.
- Have students set goals for their group work and self-assess at the completion of group work.

### 4. Monitor and Adjust for Impact

**Important Steps:**
- Consider evidence of mastery (student work, benchmark evidence).
- Ensure consistent time is devoted to acceleration groups.
- Differ instruction from the whole group instruction.
- Consider rigor of the instruction for students.
- Ensure alignment of tasks, criteria, and student work to the identified standard.
- Track progress.
- Talk about quality of student work and not just data (what the kids actually produce factors into the quantitative data).

**Coaching considerations:**
- Support with determining key intervals for student progress.
- Support with adjusting instruction following progress monitoring.
- Work with teachers to develop systems for capturing evidence and reflecting on student progress.
- Support with determining what will be evidence of student mastery for identified standards.
- Coach teachers on developing aligned success criteria for students to utilize when monitoring their success of the lesson’s objective.

**Questions to ask:**
- How often am I going to check for progress in meeting these criteria?
- What kind of feedback am I going to give to students (oral and written)?
- What adjustments to the processes need to be made?
- How will I engage my students in monitoring their own progress?

**Student ownership of the process:**
- Provide structures for students to monitor and track their own progress.
- Model for students how to utilize the tracking system.
- Provide opportunities for students to set goals and monitor goal attainment.
- Engage students in the co-creation of success criteria.