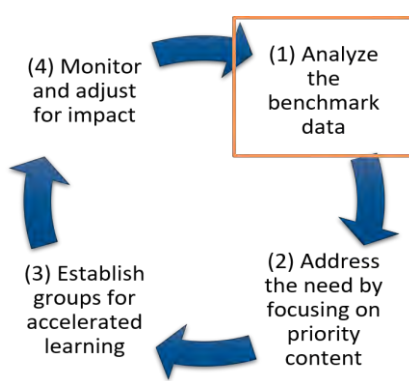


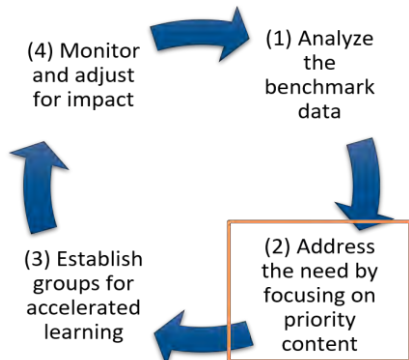
2021 Learning Acceleration Resources

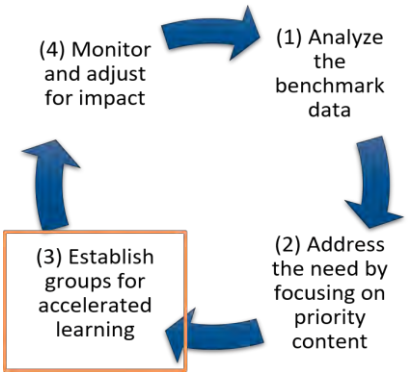
Accelerated Learning Cycle

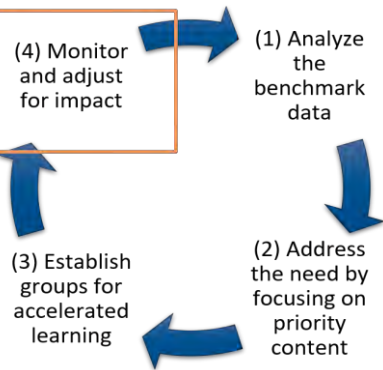


Educators are looking to support students in accelerating their learning and increasing momentum going into the 2021-22 school year. This guide provides a **step-by-step look at the Accelerated Learning Cycle** and includes **guiding questions and considerations** for school teams and individual educators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

Step of the Accelerated Learning Cycle	Considerations and Guiding Questions
<p>1. Analyze the Benchmark Data</p>  <pre>graph TD; 1["(1) Analyze the benchmark data"] --> 2["(2) Address the need by focusing on priority content"]; 2 --> 3["(3) Establish groups for accelerated learning"]; 3 --> 4["(4) Monitor and adjust for impact"]; 4 --> 1;</pre>	<p>Important steps:</p> <ul style="list-style-type: none">• Identify trends in reporting categories (groups of skills or standards) or individual standards (depends on assessment type) by grade level and classroom.• Identify power standards connected to the trend.• If available, identify grade-level equivalencies for each student. <p>Coaching considerations:</p> <ul style="list-style-type: none">• Support teachers with determining the appropriate data to analyze.• Guide teachers in taking a deeper look at what the data reveals.• Provide teachers with state power standards and explain the purpose of power standards.• Support teachers with connecting trends to power standards and identifying individual student needs.• Support teachers with understanding how the missed standard bridges to future standards. <p>Questions to ask:</p> <ul style="list-style-type: none">• What do you notice about how students performed on the assessment? Did anything surprise you?• What did you see in the classroom that is connected to this data?• (If analyzing data from multiple sources): Are there consistencies in student performance across assessments?• Do the skills/standards identified as a need connect to content from the previous grade level and the next grade level?• What have students mastered? What are their assets?• What will students need to do in order to grow in the identified area(s)? <p>Student ownership of the process:</p> <ul style="list-style-type: none">• Support students with creating and organizing data notebooks.

	<ul style="list-style-type: none"> • Model for students how to monitor and record progress in their data notebooks. • Provide clear expectations for what student mastery of specific standards will look and sound like. • Provide opportunities for students to update their data notebooks and reflect on their goals for goal attainment.
<p>2. Address the Need</p>  <pre> graph TD 1["(1) Analyze the benchmark data"] --> 2["(2) Address the need by focusing on priority content"] 2 --> 3["(3) Establish groups for accelerated learning"] 3 --> 4["(4) Monitor and adjust for impact"] 4 --> 1 </pre>	<p>Important steps:</p> <ul style="list-style-type: none"> • Focus on content or standards that are strengths, and embed new learning in what is familiar. • Prioritize content based on connections to previous learning, current content, and implications for future learning. • Focus on depth of instruction, not pace. • Ensure inclusion of each and every learner regardless of their platform for learning (face-to-face, virtual, hybrid). <p>Coaching considerations:</p> <ul style="list-style-type: none"> • 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. <p>Questions to ask:</p> <ul style="list-style-type: none"> • 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? <p>Student Ownership of the Process:</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • Provide opportunities for students to understand why they are learning specific standards and how this learning connects to future understandings.
<p>3. Group for Acceleration</p>  <pre> graph TD 1["(1) Analyze the benchmark data"] --> 2["(2) Address the need by focusing on priority content"] 2 --> 3["(3) Establish groups for accelerated learning"] 3 --> 4["(4) Monitor and adjust for impact"] 4 --> 1 </pre>	<p>Important steps:</p> <ul style="list-style-type: none"> • 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. <p>Coaching considerations:</p> <ul style="list-style-type: none"> • 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. <p>Questions to ask:</p> <ul style="list-style-type: none"> • 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? <p>Student ownership of the process:</p> <ul style="list-style-type: none"> • 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.
<p>4. Monitor and Adjust for Impact</p>	<p>Important Steps:</p> <ul style="list-style-type: none"> • 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.