



# Accelerated Learning for ALL

Instructional Leadership Systems

*Part 2 of 2*

July 26, 2021

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Directors of School Improvement





**E3 ALLIANCE**<sup>SM</sup>  
**EDUCATION EQUALS ECONOMICS**

*Transforming education systems through data and collaboration so all students succeed!*

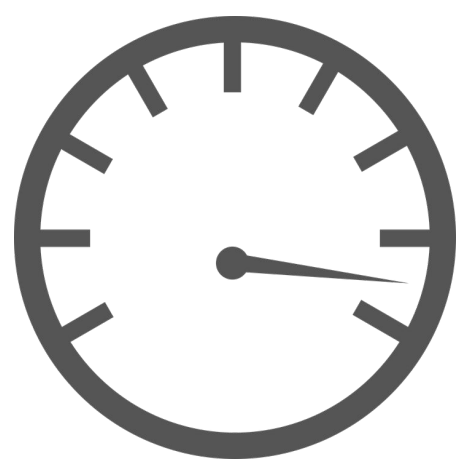
E3 Alliance is a nonprofit 501(c)(3) organization based in Austin, Texas.

# Accelerated Learning for ALL Part 2:

- ❑ **Defining “Accelerated Learning for ALL”**
- ❑ **WHAT to accelerate**
  - ❑ **Selecting critical content**
- ❑ **WHEN and HOW to accelerate**
  - ❑ **Designing Accelerated Lessons**
  - ❑ **Classroom Structures**

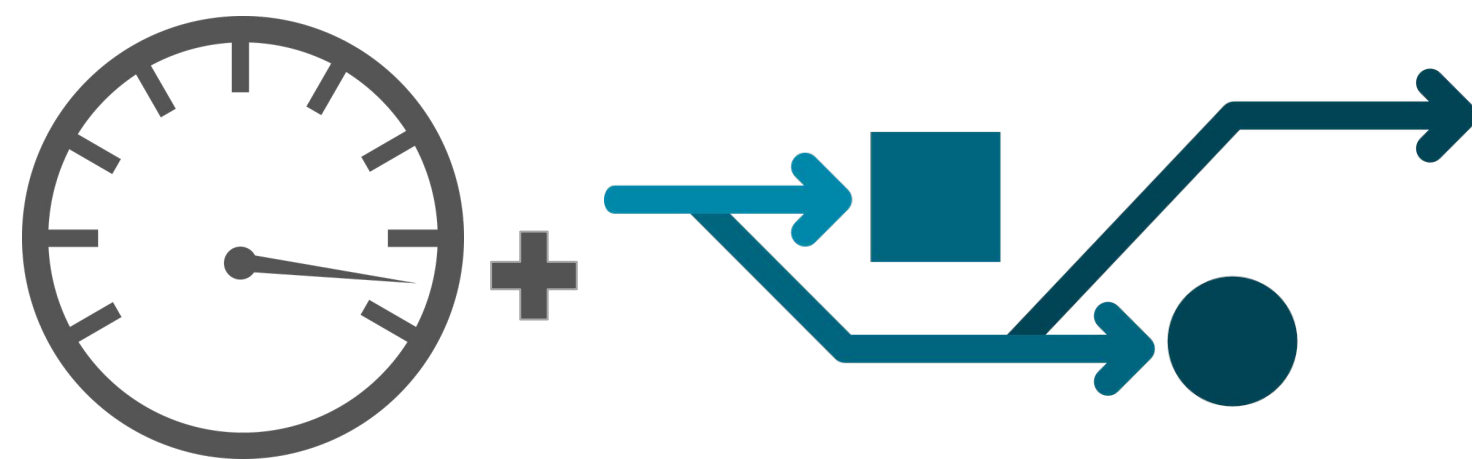


# Accelerated Learning for ALL does NOT mean to go faster!



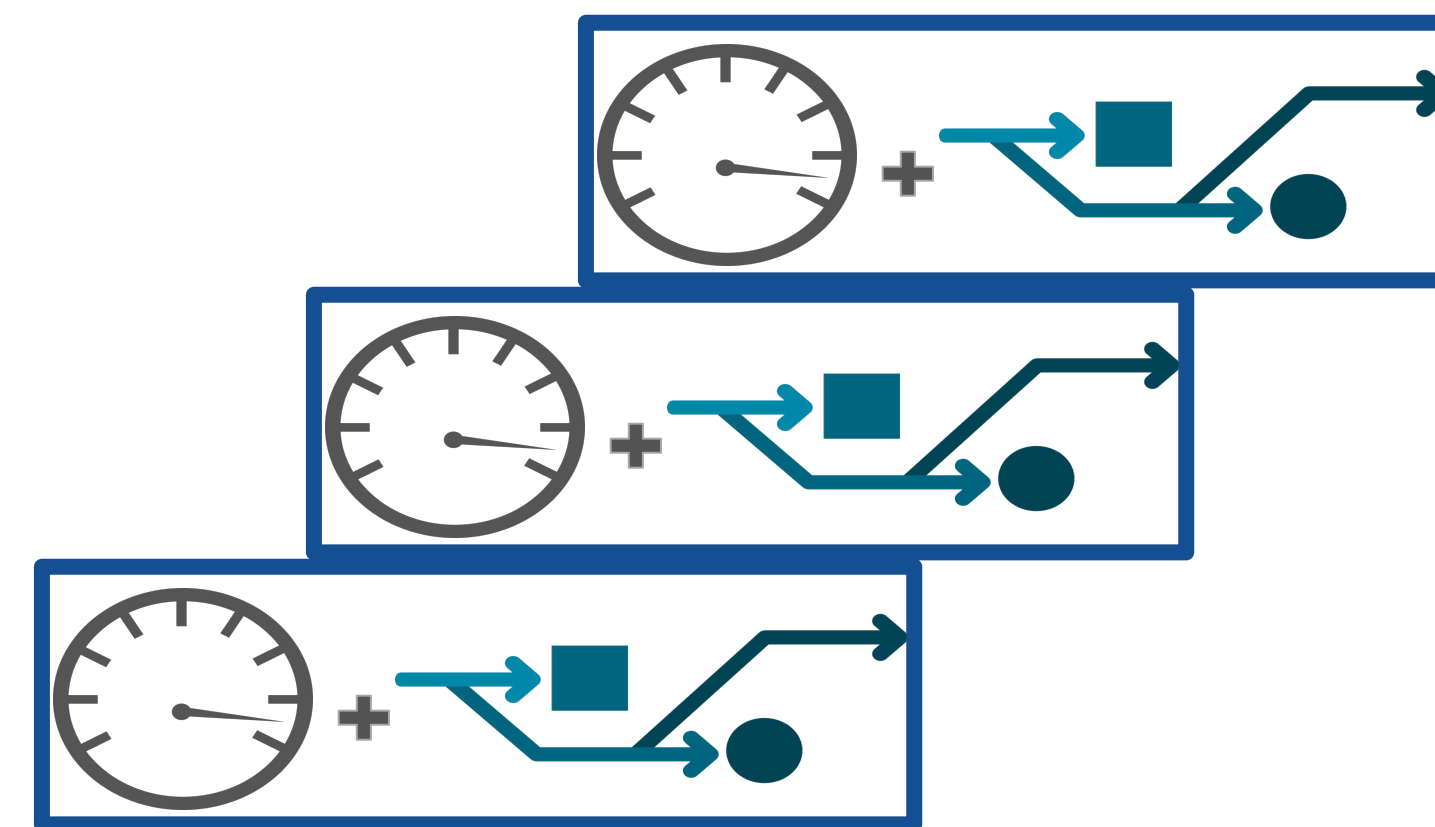
## Speed

*how much learning over a period of time*



## Velocity

*how much learning over time in a specific direction*



## Acceleration

*changes in how much we learn and the direction of learning to benefit student mastery of concepts*

# What is Accelerated Learning for ALL?



*identifying **ONLY** the most critical, grade-level content to be **mastered** in a unit of instruction*

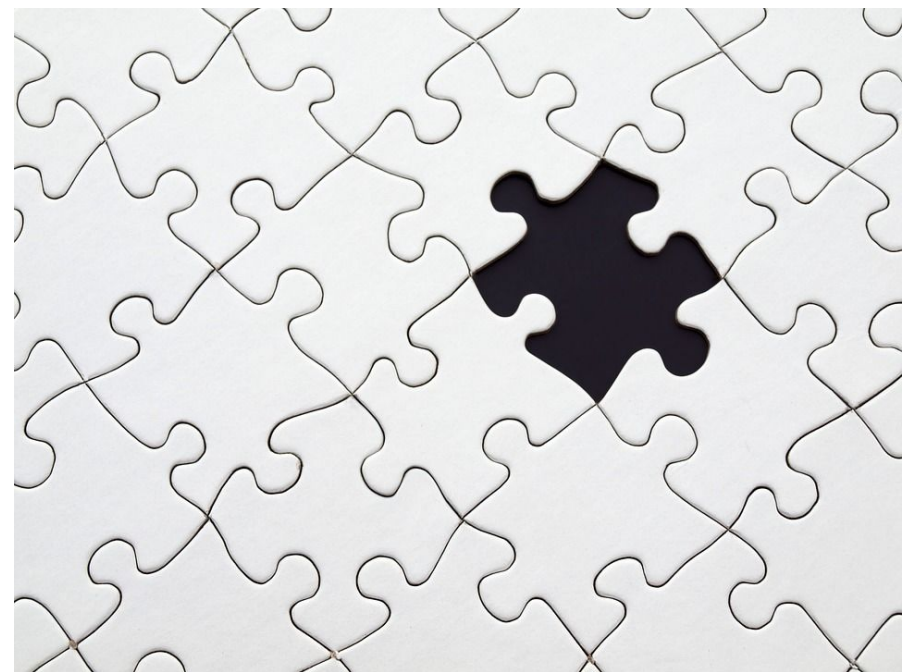


***pre-teaching** what students need to be **ready** for that unit of instruction*



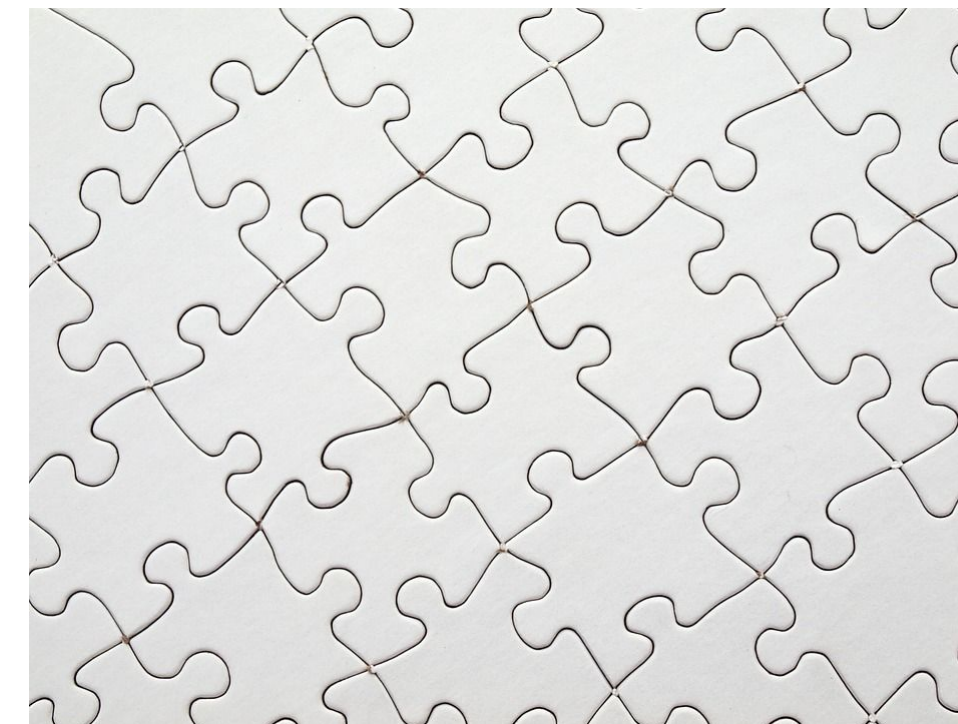
# Transforming Your Thinking

**Instead of...**

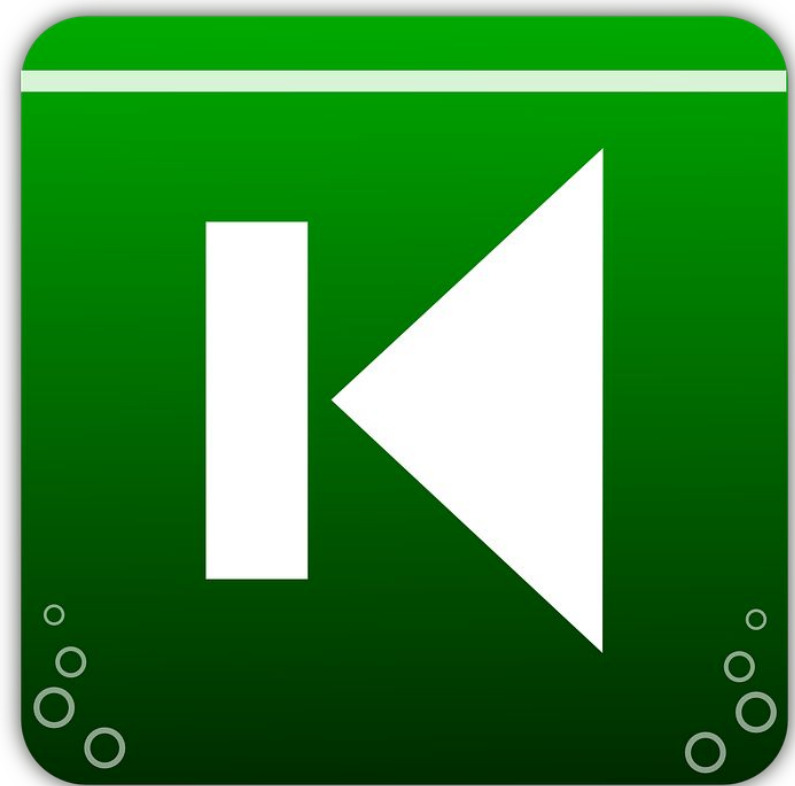


*looking for  
deficits to  
remediate*

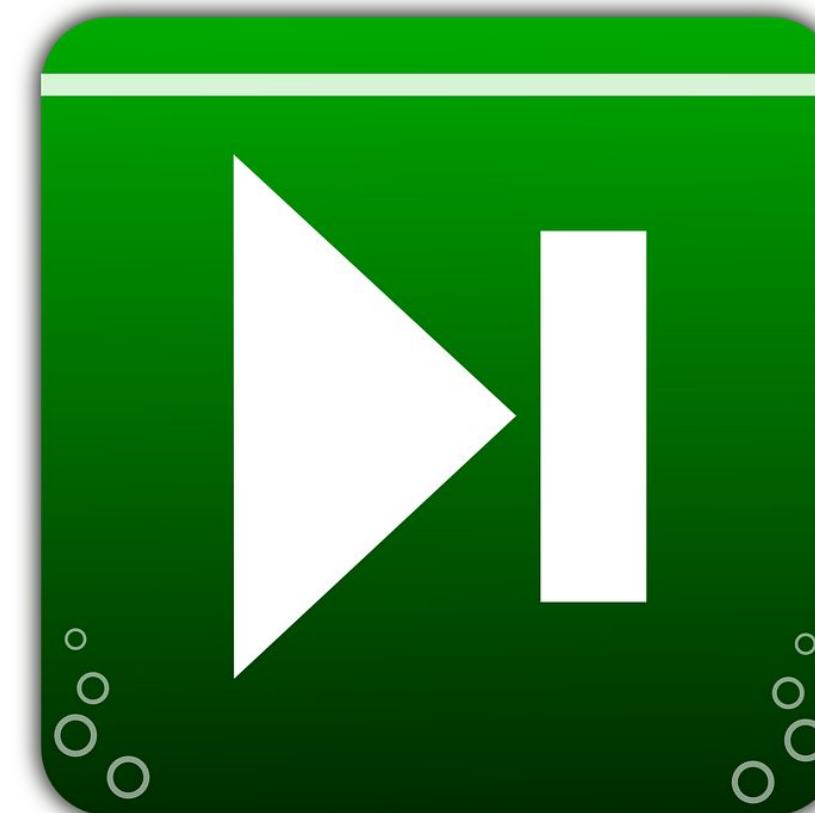
**Accelerate learning by...**



*prepare students by  
providing vocabulary  
or activating  
background knowledge*



*re-teaching  
standards that  
students didn't  
master last year*



*pre-teach standards  
students will need to  
master this year*

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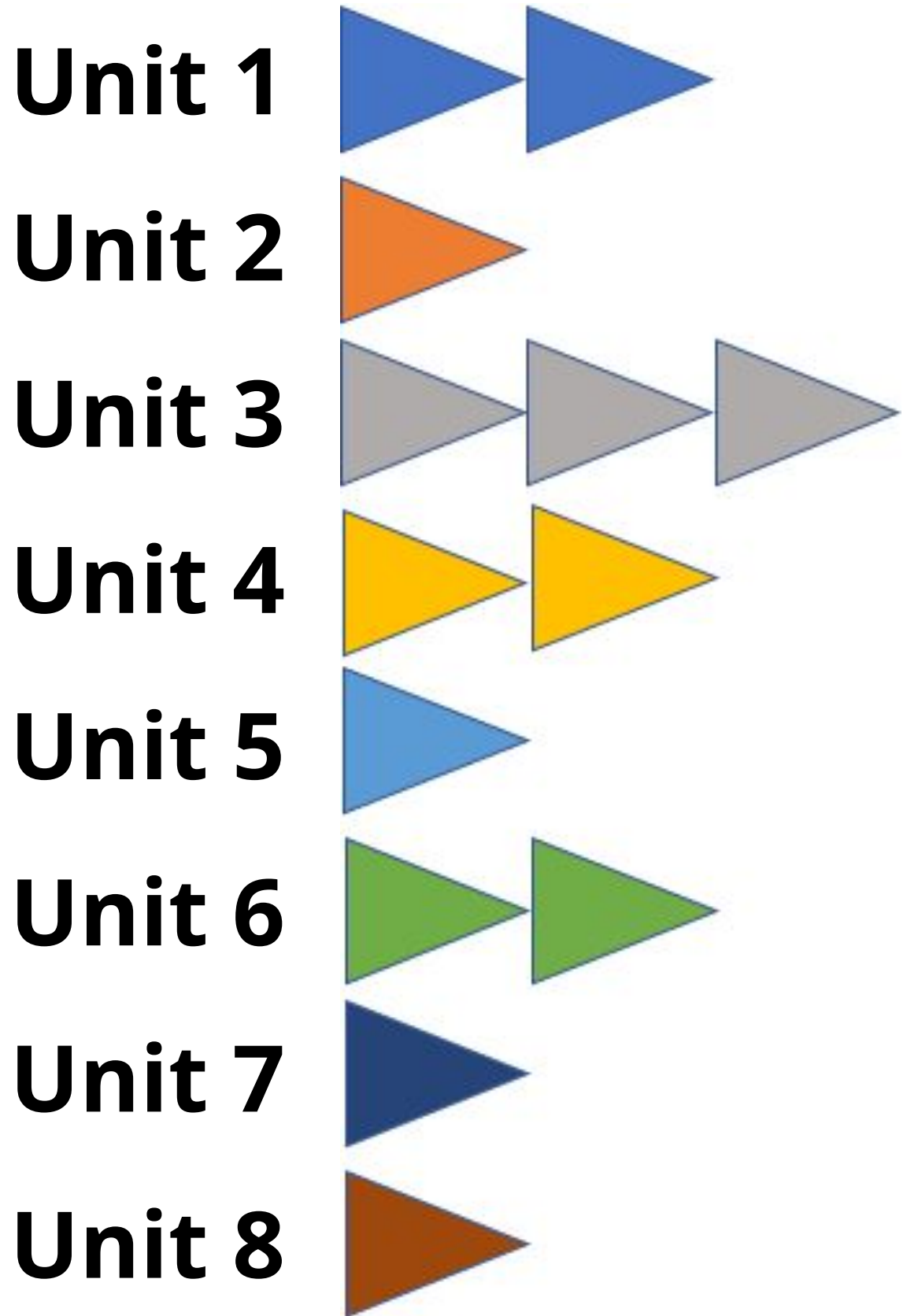
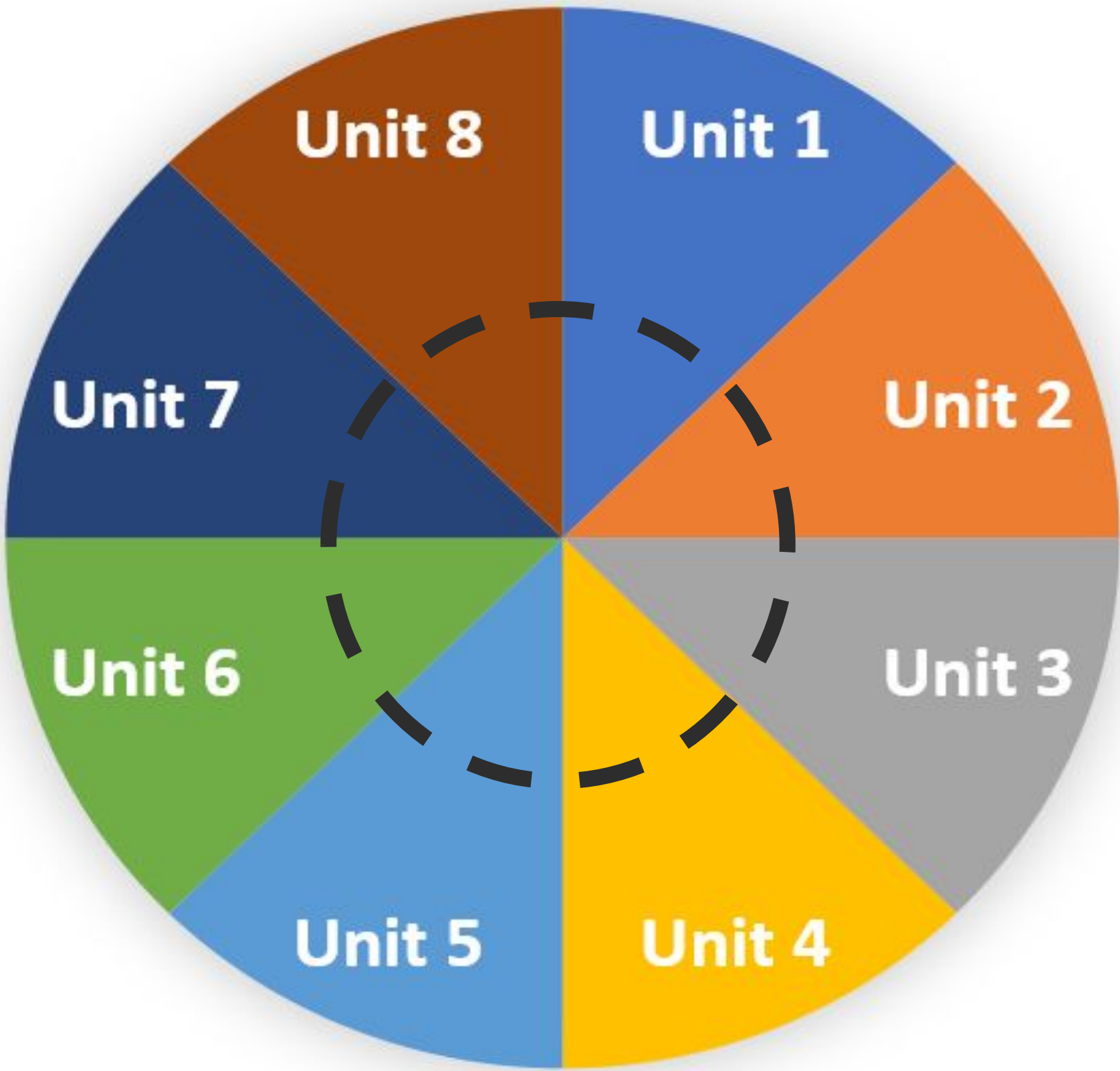
# WHAT to accelerate: *Selecting Critical Content*





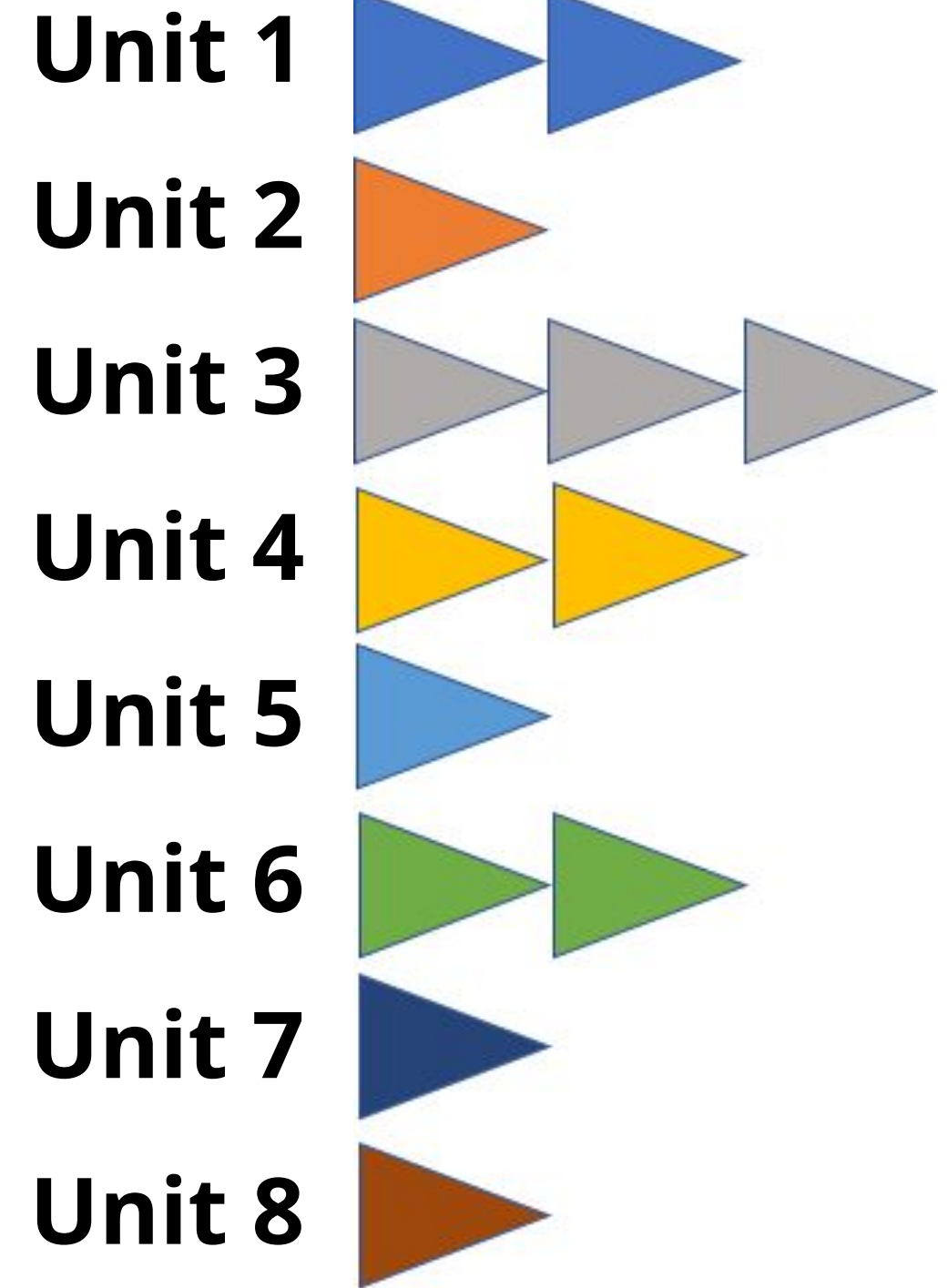
# Which course content to accelerate?

*Year-Long Course of Study* → *The MOST Essential Standards*

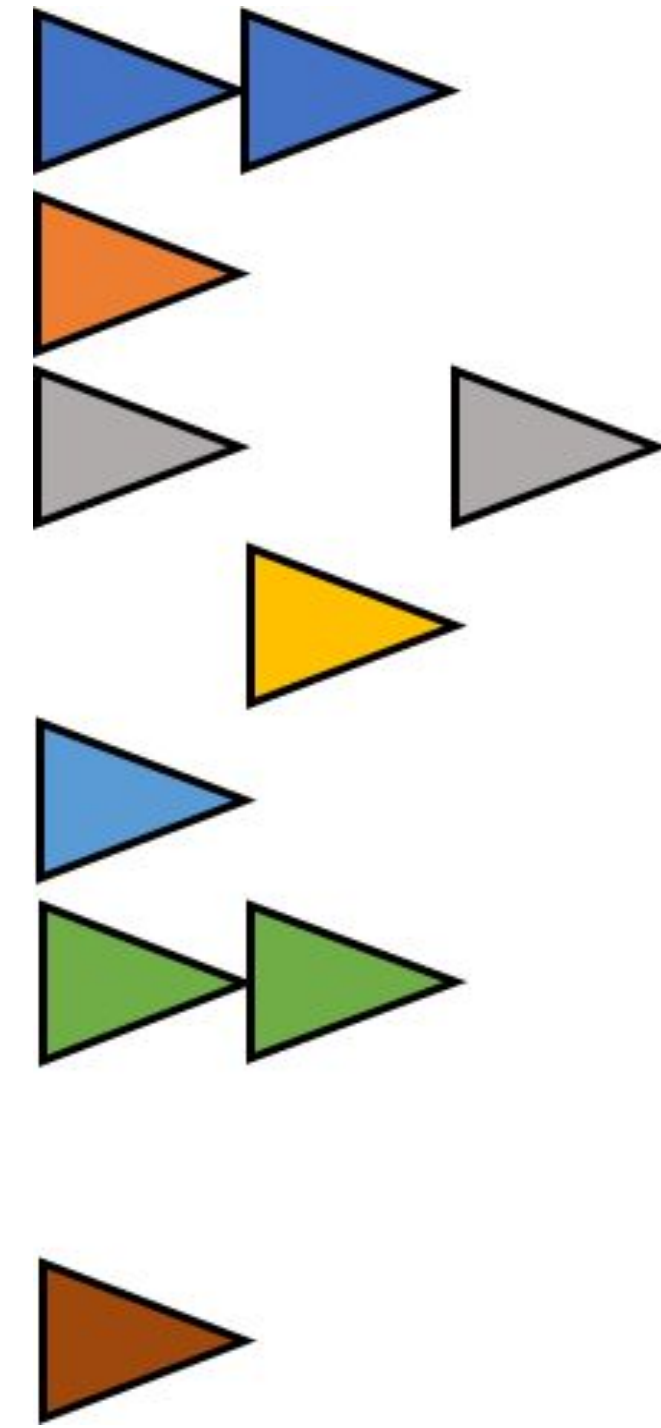


# Narrow the Focus of Accelerated Learning

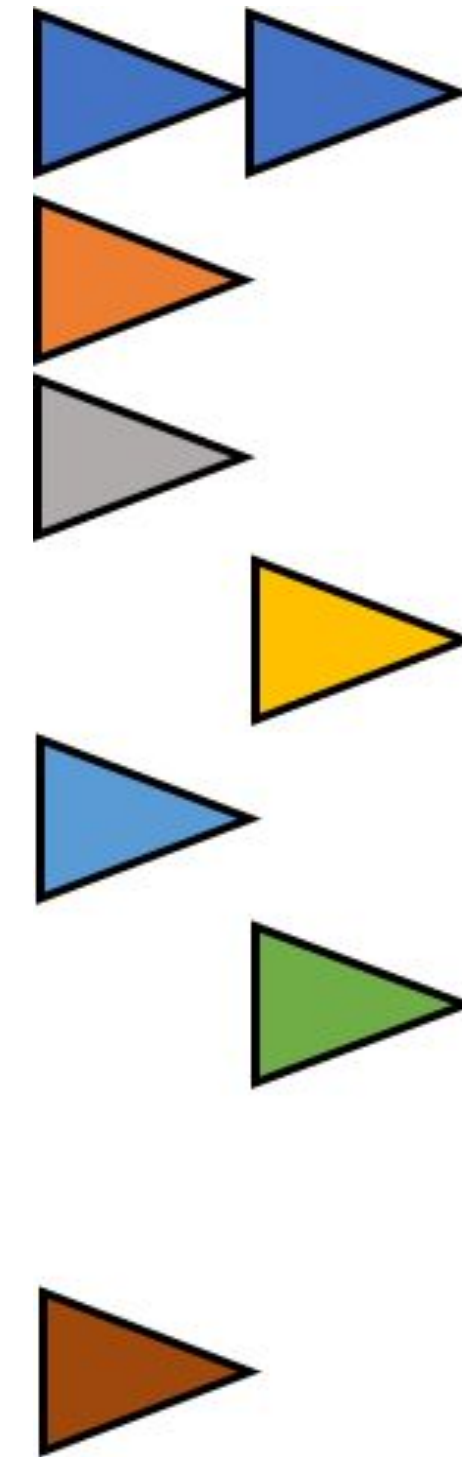
Essential Standards  
by Unit...



Of those, which are  
most aligned  
vertically?

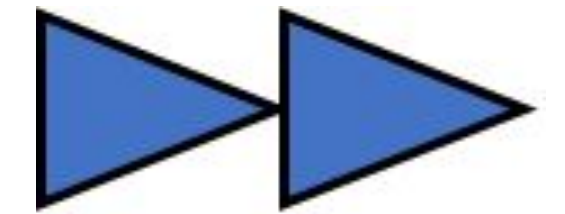


College, Career and  
Real World  
Readiness?

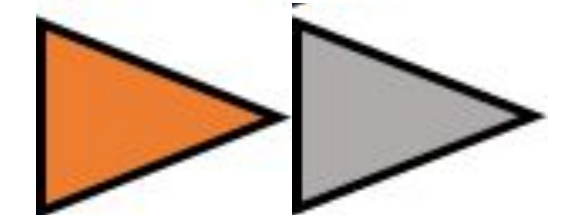


Accelerated Learning  
Calendar for the Year

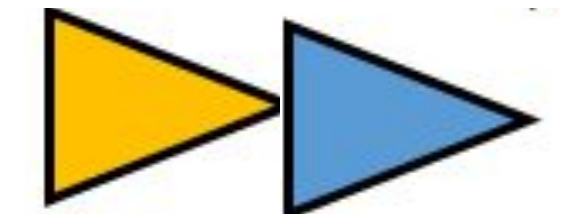
1st Nine  
weeks



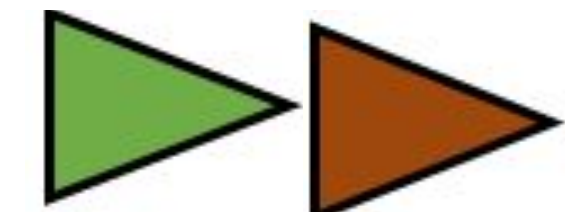
2nd Nine  
weeks



3rd Nine  
weeks



4th Nine  
weeks





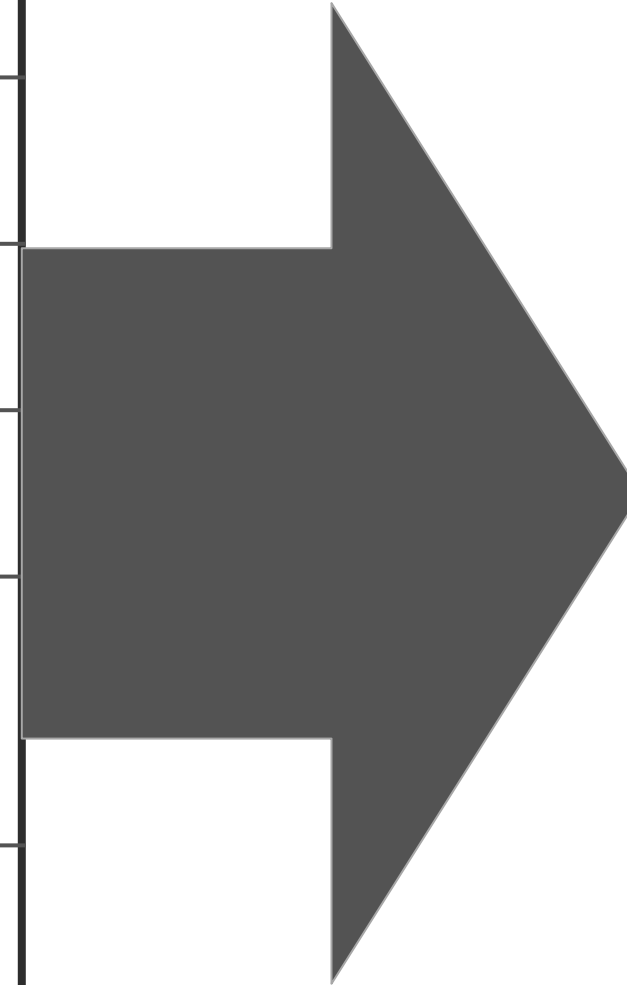
# Example: Grade 7 Math (Texas Standards)

*Year-Long Course of Study*



*“Readiness” Standards  
(designated by state curriculum)*

<b>Unit 1</b>	7.2A, 7.3A, 7.3B, 7.13A, 7.13C
<b>Unit 2</b>	7.10A, 7.10B, 7.10C, 7.11A, 7.11B, 7.11C, 7.13D, 7.13E, 7.13F
<b>Unit 3</b>	7.4A, 7.4B, 7.4C, 7.4D, 7.4E, 7.13B
<b>Unit 4</b>	7.4A, 7.4C, 7.7A
<b>Unit 5</b>	7.5A, 7.5C
<b>Unit 6</b>	7.6A, 7.6B, 7.6C, 7.6D, 7.6E, 7.6F, 7.6H, 7.6I
<b>Unit 7</b>	7.4E, 7.5B, 7.8C, 7.9B, 7.9C
<b>Unit 8</b>	7.8A, 7.8B, 7.9A, 7.9D
<b>Unit 9</b>	7.6G, 7.12A, 7.12B, 7.12C, 7.13B



<b>Unit 1</b>	7.3B
<b>Unit 2</b>	7.11A
<b>Unit 3</b>	7.4A, 7.4D
<b>Unit 4</b>	7.4A, 7.7A
<b>Unit 5</b>	7.5C
<b>Unit 6</b>	7.6H, 7.6I
<b>Unit 7</b>	7.9B, 7.9C
<b>Unit 8</b>	7.9A
<b>Unit 9</b>	7.6G, 7.12A

# Example: Grade 7 Math (Texas Standards)

Essential Standards by Unit...

Unit 1	7.3B
Unit 2	7.11A
Unit 3	7.4A, 7.4D
Unit 4	7.4A, 7.7A
Unit 5	7.5C
Unit 6	7.6H, 7.6I
Unit 7	7.9B, 7.9C
Unit 8	7.9A
Unit 9	7.6G, 7.12A

Of those, which are most aligned vertically?

Unit 1	7.3B
Unit 2	7.11A
Unit 3	7.4D
Unit 4	7.4A
Unit 5	7.5C
Unit 6	7.6H, 7.6I
Unit 7	7.9B, 7.9C
Unit 8	7.9A
Unit 9	7.6G, 7.12A

College, Career and Real World Readiness?

Unit 1	7.3B
Unit 2	7.11A
Unit 3	7.4D
Unit 4	7.4A
Unit 5	7.5C
Unit 6	7.6H
Unit 7	7.9B
Unit 8	7.9A
Unit 9	7.12A

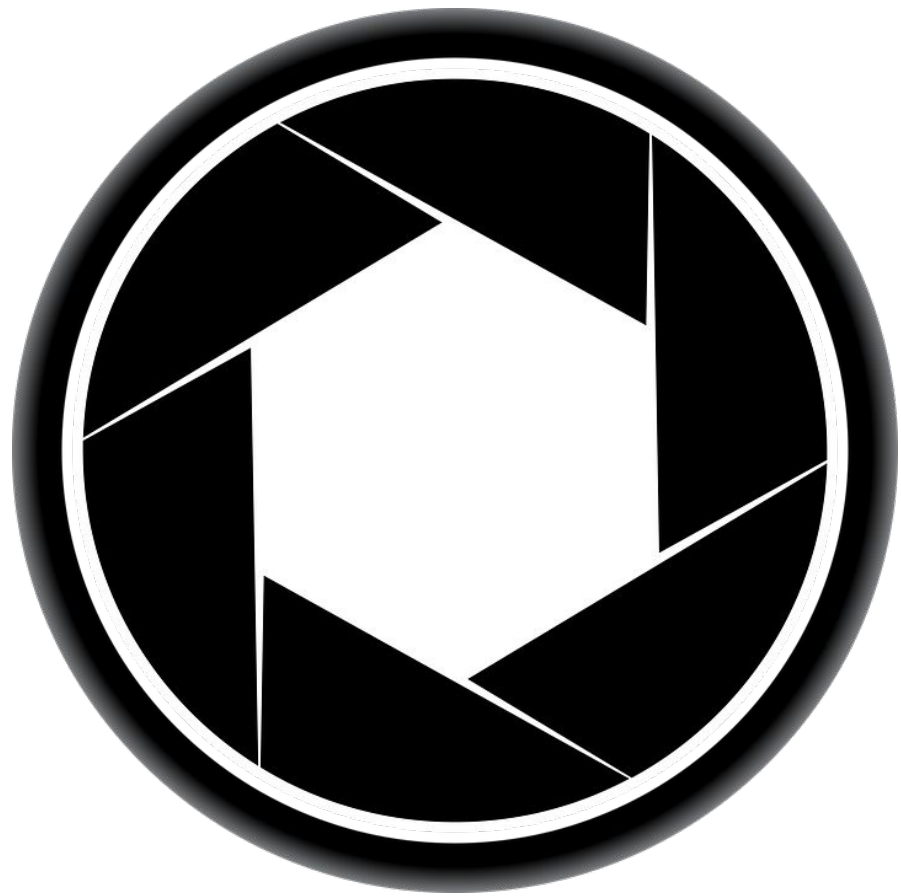
Accelerated Learning Calendar for the Year

1st Nine weeks	7.3B 7.11A 7.4D
2nd Nine weeks	7.4A 7.5C 7.6H
3rd Nine weeks	7.9B 7.9A 7.12A
4th Nine weeks	End of Course Review



# ***What are the 8-10 standards that ALL students must master to be successful in 7th grade math and beyond?***

- 1. solve problems using addition, subtraction, multiplication, and division of rational numbers***
- 2. model and solve one-variable, two-step equations and inequalities***
- 3. solve problems involving ratios, rates and percents***
- 4. represent constant rates of change in problems given pictorial, tabular, verbal, numeric, graphical and algebraic representations***
- 5. solve problems involving similar shape and scale drawings***
- 6. solve problems using qualitative and quantitative predictions and comparisons from simple experiments***
- 7. determine the circumference and area of circles***
- 8. solve problems involving volume of prisms and pyramids***
- 9. compare two groups of numeric data using comparative dot plots or box plots by comparing their shapes, centers, and spreads***



# Accelerated Learning for ALL Part 2:

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# WHEN & HOW to Accelerate: Designing Accelerated Lessons



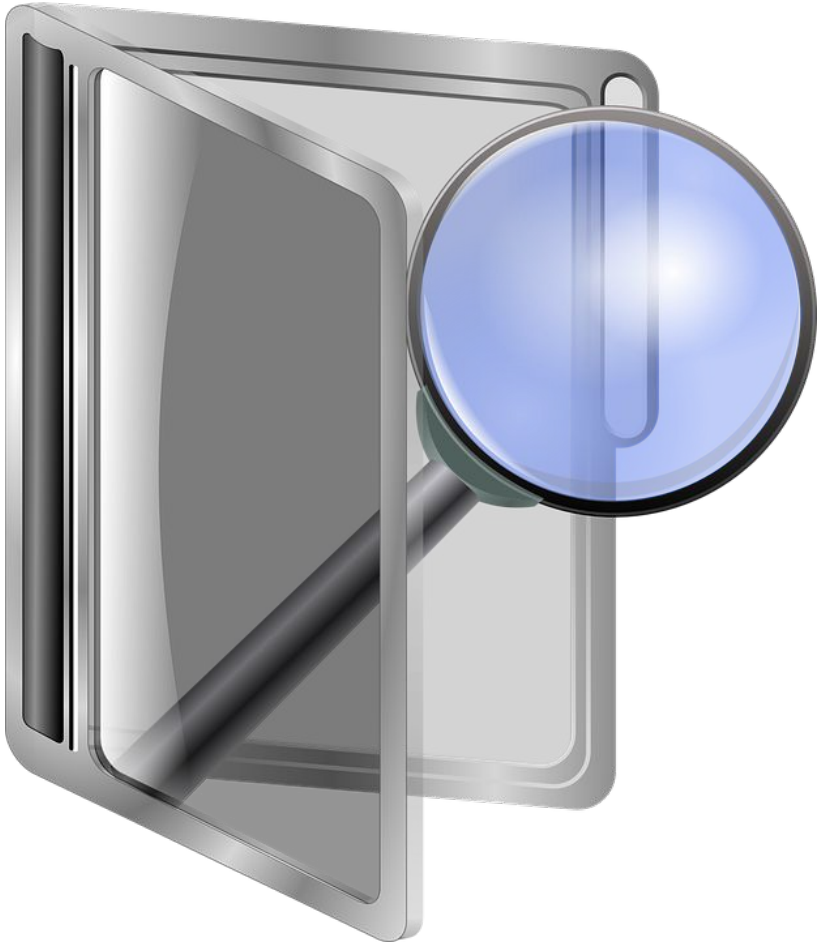
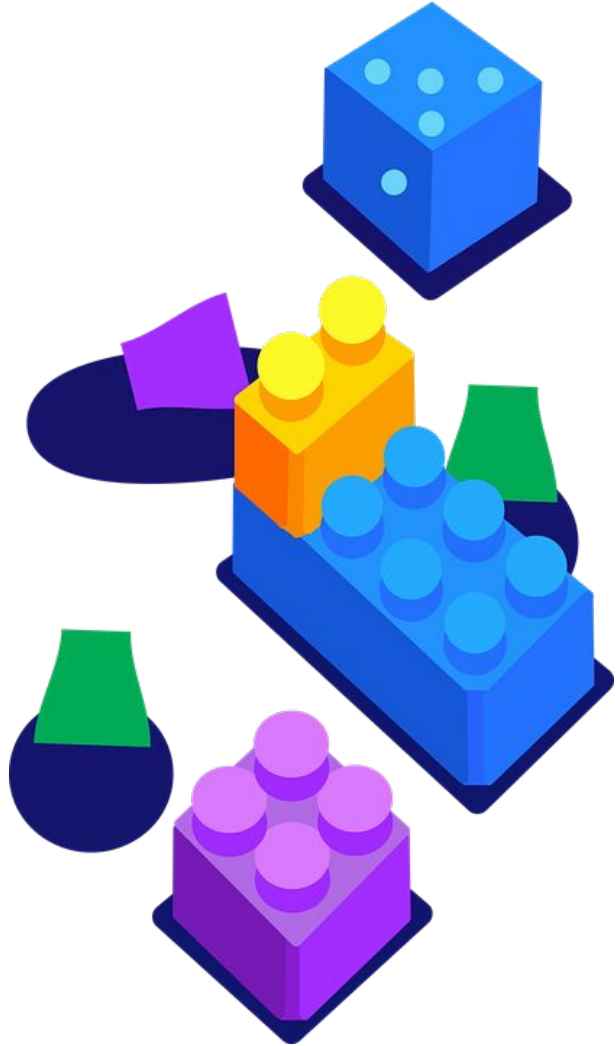


# Four Types of Accelerated Lessons



Activate prior knowledge

Provide experiences or exposure to background knowledge



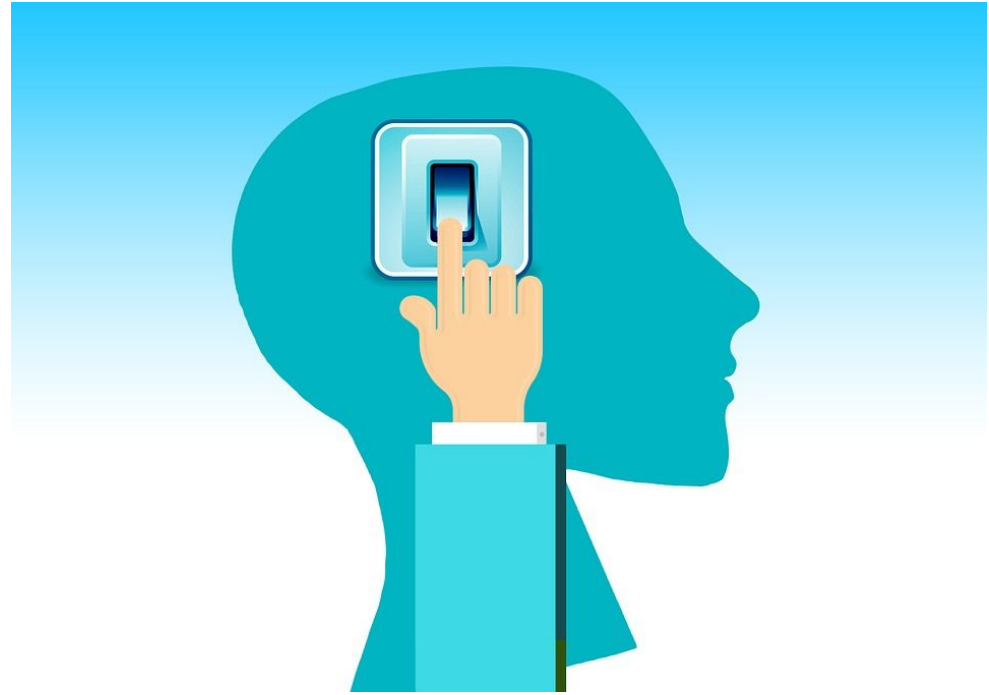
Preview concepts and make connections to existing knowledge

Explicit vocabulary instruction (provide access)



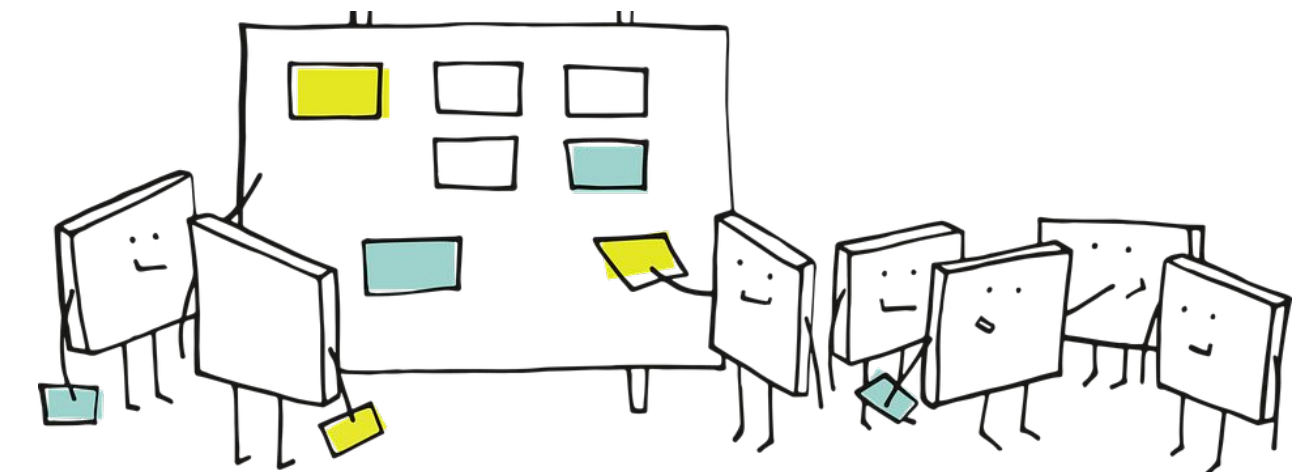


# Four Types of Accelerated Lessons



Activate prior knowledge

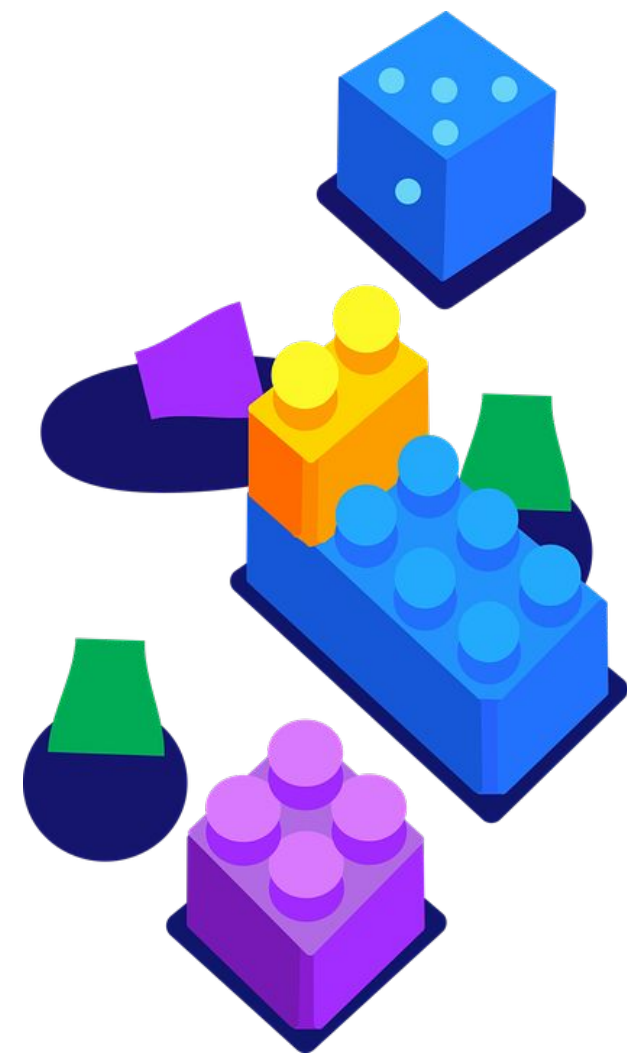
- Brainstorming activities
- Notes/visuals/anchors from previous lessons in your course
- Invoke common, shared ideas\*
  - pop culture, current events



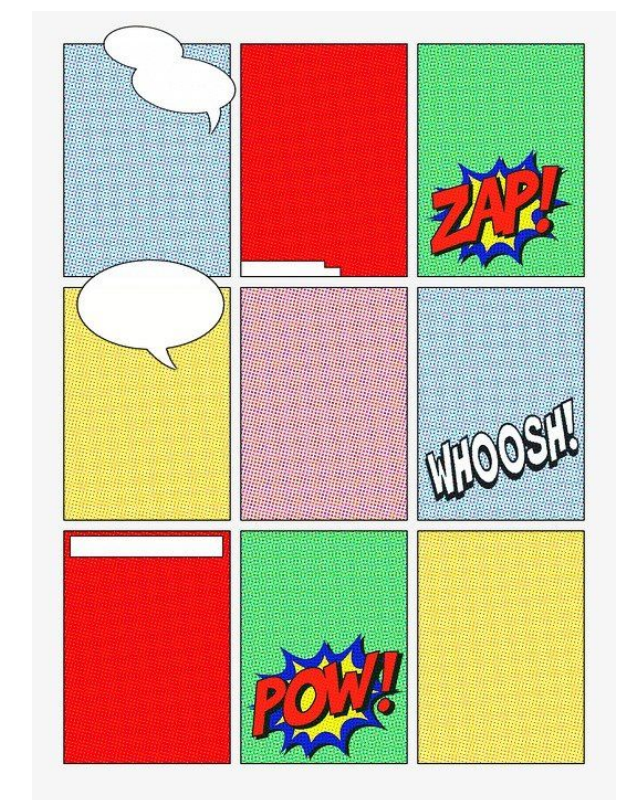
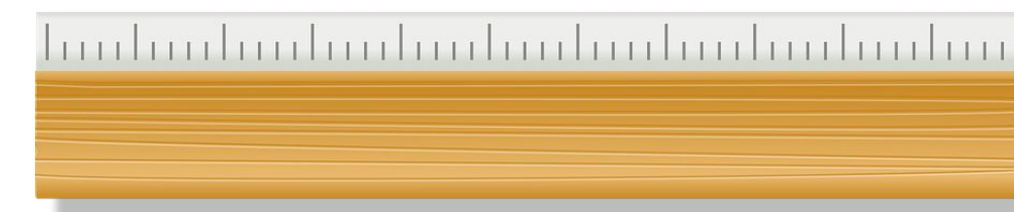
\*choose carefully without assumption of prior knowledge

# Four Types of Accelerated Lessons

Provide experiences or exposure to background knowledge

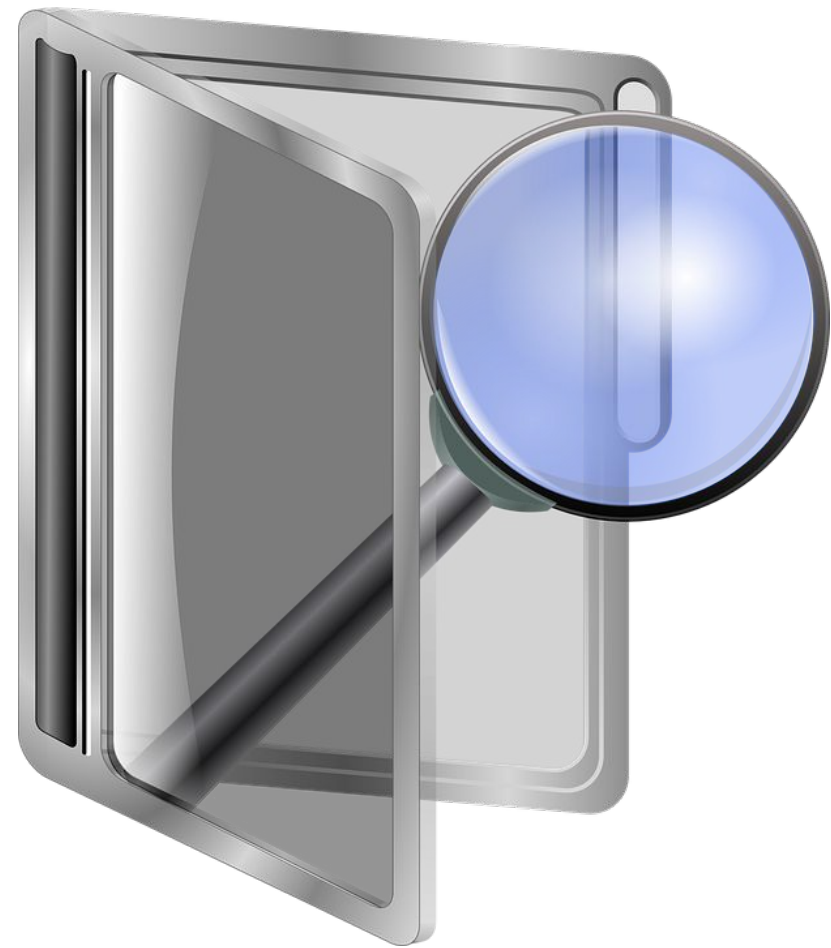


- Scaffolded learning from vertically aligned standard
- Demonstration lab or video viewing
- Hands-on activity to establish “schema” or a “way of understanding something”



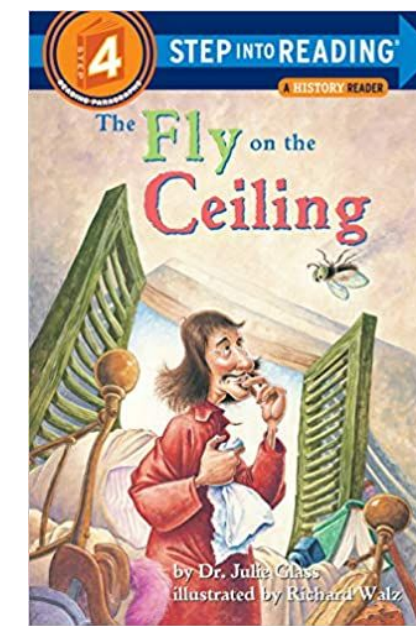


# Four Types of Accelerated Lessons



Preview concepts  
and make  
connections to  
existing knowledge

- Use visuals and media to represent the big ideas for new concepts
- Brief or abridged version of the text or concept can be previewed
- Shared or independent reading of picture books



# Four Types of Accelerated Lessons

Explicit  
vocabulary  
instruction  
(provide access)



- Select words directly related to the most critical content
- Meaningful interaction with the words
- Examples:
  - Vocabulary LINCing Routine
  - Frayer Model
  - Scanning
  - Triple Play





# Accelerated Lesson Example: Connect with Analogies



Piaget's Cognitive  
Development Theory

existing schema

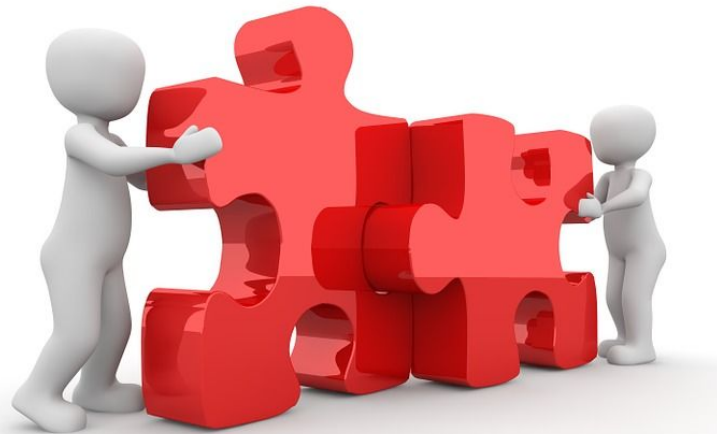
details of existing schema

introduce new information/  
experience

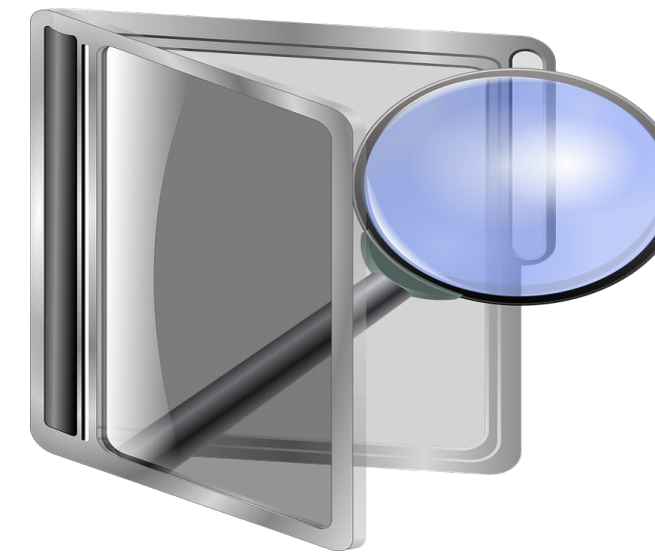
Assimilation

Adaptation / new schema

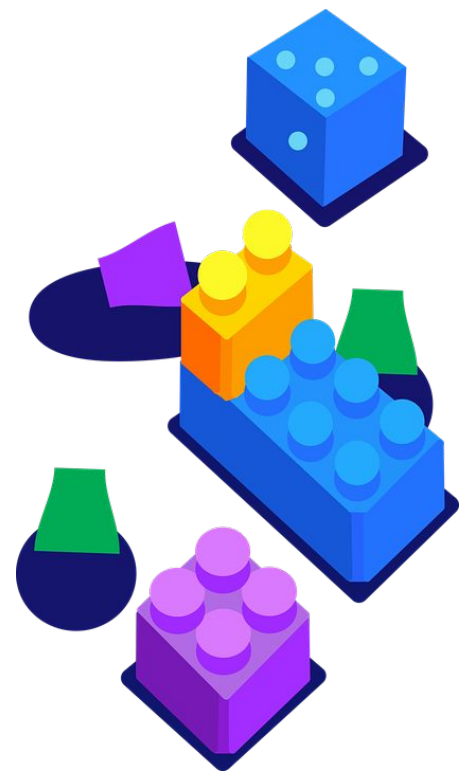
# Accelerated Lesson Example: Connect with Analogies



Builds on a KNOWN  
concept



Preview of concept

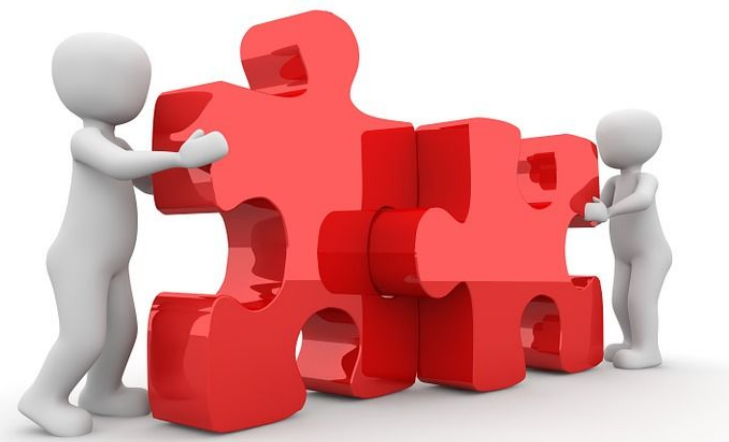


Provides background  
experience ahead of  
the deeper conceptual  
learning



Critical vocabulary  
involved in the process

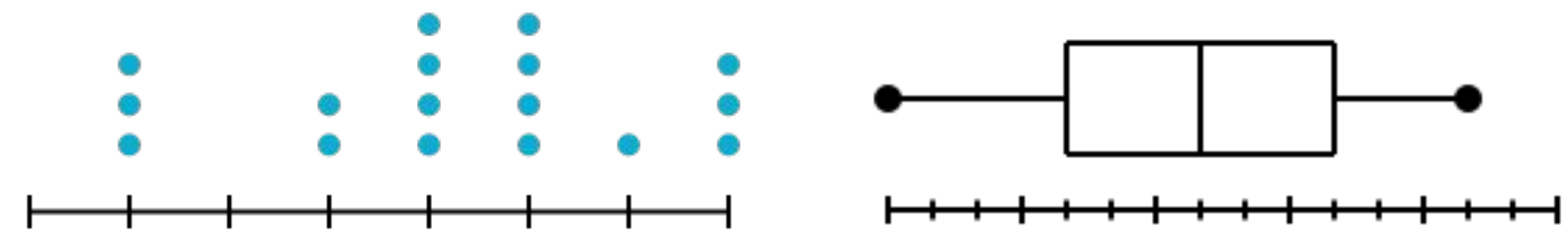




# Accelerated Lesson Example: Connect with Analogies

## The Standard:

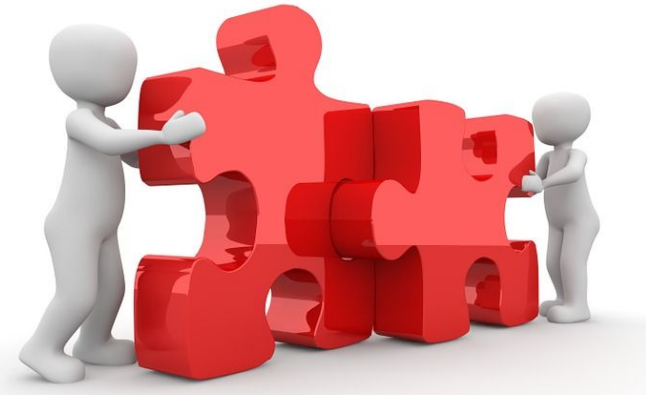
7.12A compare two groups of numeric data using comparative dot plots or box plots by comparing their shapes, centers, and spreads



The concept(s) students will need to understand and remember:

- purpose and structure of dot plots and box plots
- how using dot plots and box plots benefits comparisons of data





# Accelerated Lesson Example: Connect with Analogies

## Existing Schema

- ❑ Example Classroom Anchor Chart
- ❑ shared strategy for summarizing fiction
- ❑ used campus-wide in English classrooms (6th, 7th, and 8th grade)
- ❑ known and used by most, if not all, students

## Summarizing Fiction

### Somebody

*Who is the main character (the somebody)?*

### Wanted

*What did the character want?*

### Bt

*But, what is the problem?*

### So

*So, how does the character try to solve the problem?*

### Then

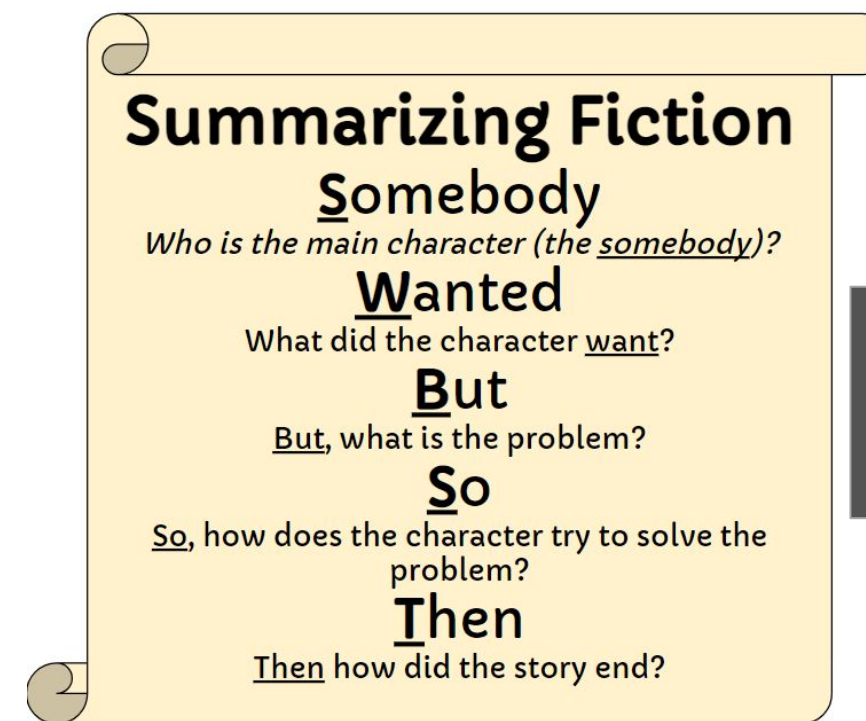
*Then how did the story end?*



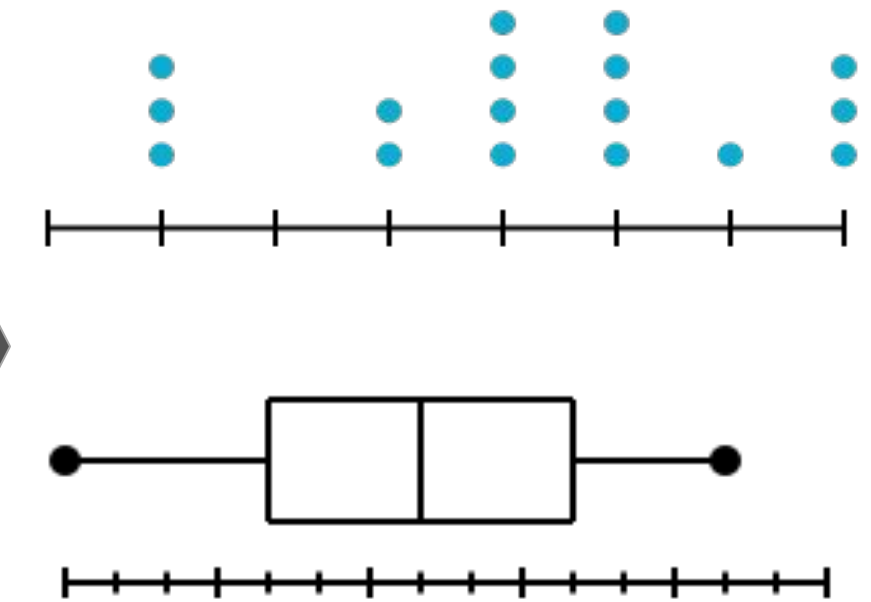
# Accelerated Lesson Example: Connect with Analogies



**Explicit Vocabulary Instruction:**  
*Triple Play* using these **words** (*shape, center, spread, dot plot, box plot*)



**Meaningful interaction with existing schema**  
*(classroom anchor chart for SWBST)*



**Explore analogy through teacher guided lesson**  
*(connections between process and purpose of known and new)*



# Acceleration Scheduled Ahead of Unit of Instruction

Selected  
Critical  
Standard

Acceleration  
begins  
March 22nd

Unit begins March 28th

Acceleration Unit Plan			
Unit 9: Shape, Center and Spread of Data Sets			
Pre-Assessment Date		March 9, 2022	
Pre-Assessment Data Dig Date		March 11, 2022	
Unit Start Date		March 28, 2022	
Unit Assessment Date		April 7, 2022	
<b>Essential Standard #1</b>		<b>Essential S</b>	
7.12(A) compare two groups of numeric data using comparative dot plots or box plots by comparing their shapes, centers, and spreads			
Vocabulary	shape, center, spread, dot plot, box plot	Vocabulary	
Concepts	Algebraic representation Problem solving	Concepts	
Skills	<ul style="list-style-type: none"> <li>purpose and structure of dot plots and box plots</li> <li>how using dot plots and box plots benefits comparisons of data</li> </ul>	Skills	
Advisory Lesson #1	Triple Play (lead4ward.com)		
March 22, 2022	PURPOSE – Rehearsal and Practice: Connect important words, descriptions, and sketches. Step-by-Step Instructions 1. Write 4-5 important words on the board. 2. Organize students into teams of three and assign each role: A, B, or C. 3. Assign each group a different term and to complete the following three tasks: <ul style="list-style-type: none"> <li>A = Write the term on one paper</li> <li>B = Describe the term or give an example on another paper</li> <li>C = Sketch the term (chart, graph, diagram, etc.) on a third paper</li> </ul> 4. Students wad their papers into "baseballs," and at the teacher's signal. 5. Students randomly pick up 2 other baseballs and toss them. 6. Students pick up a 4th baseball and find two others to make a triple play: word, description, sketch. 7. Students call out "TRIPLE PLAY!" and move to sides of room after finding 3 matches. 8. Teacher sees and hears the students' thinking and clarifies/verifies as appropriate.		
Advisory Lesson #2	Connect with Analogies (Concept Anchoring Routine-KUCRL's Strategic Instruction Model)		
March 24, 2022	CUE (students interact with the purpose of the routine and analogies; clear objectives and process ahead) Students co-construct anchoring tables with teacher as guide/facilitator *Close* structured student conversation through walk-and-talk using completed anchoring tables *REVIEW (students revisit purpose, check-in on learning objectives and self-rate success)		
Other Acceleration Opportunities / Follow up	<ul style="list-style-type: none"> <li>Teacher-led small group routine during math class</li> <li>Activate accelerated learning from advisory lessons at the start of the related unit (Unit 12)</li> </ul>		

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# Designing Accelerated Lessons: Other Examples

## Critical Content

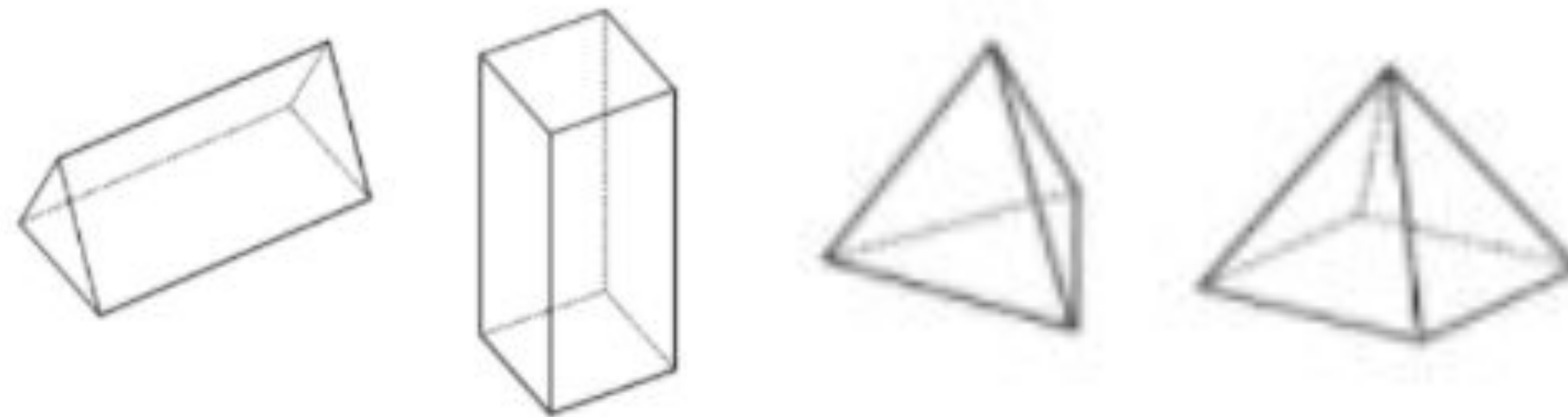
7th Grade Math:  
7.9(A) solve problems involving the volume of rectangular prisms, triangular prisms, rectangular pyramids, and triangular pyramids

## Students need...

- activate prior knowledge of the concept of volume
- differentiate between volume and area
- be able to generalize the concept

## Lesson Opportunities

- lab (hands on or demonstration)
- Concept Mastery Routine
- explicit vocabulary instruction



# Designing Accelerated Lessons: Other Examples

## Critical Content

8th Grade English Language Arts and Reading:  
8.5E Make inferences and use evidence to support understanding. (genre unit focused on informational text)

## Students need...

- the words involved
- clarity on strategies
- understand relevance



## Lesson Opportunities

- Meaningful interaction with prior anchor (FRAME or other graphic organizer on types of inference)
- Other explicit vocabulary instruction (interactive or co-constructed Frayer Model)
- Video or other storytelling for relevance / connections



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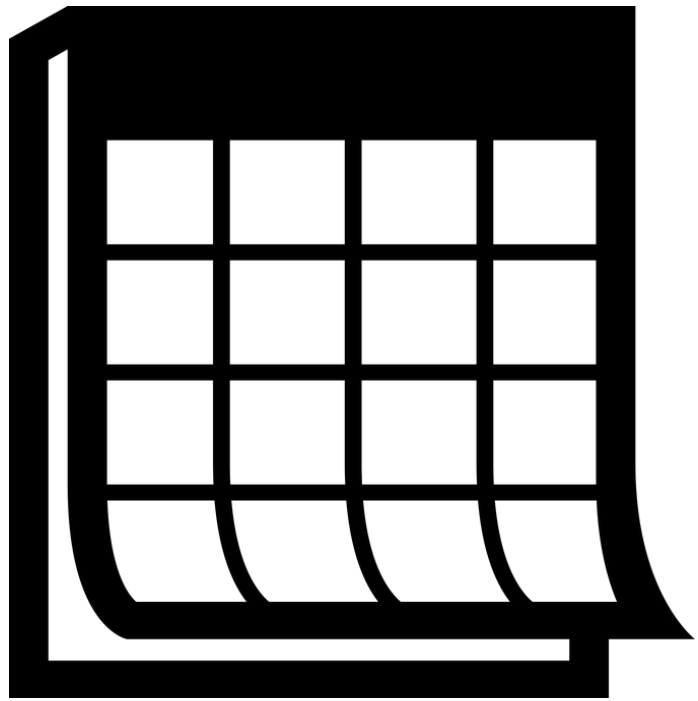


# WHEN & HOW to Accelerate: Classroom Structures





# EXAMPLES: When do you accelerate?



- Summer Program
- Campus-wide intervention or Advisory
- Before or After-School sessions
- Elective Reading and Math classes
- Extended Block for Reading and Math
- Whole group instruction on scheduled days
- Small group instruction in core classrooms

# Making the time for Accelerated Learning for ALL in Whole Group Instruction

- ❑ “Freshen up Fridays” to preview the next week
- ❑ “Acceleration Days” two days between units in your pacing calendar



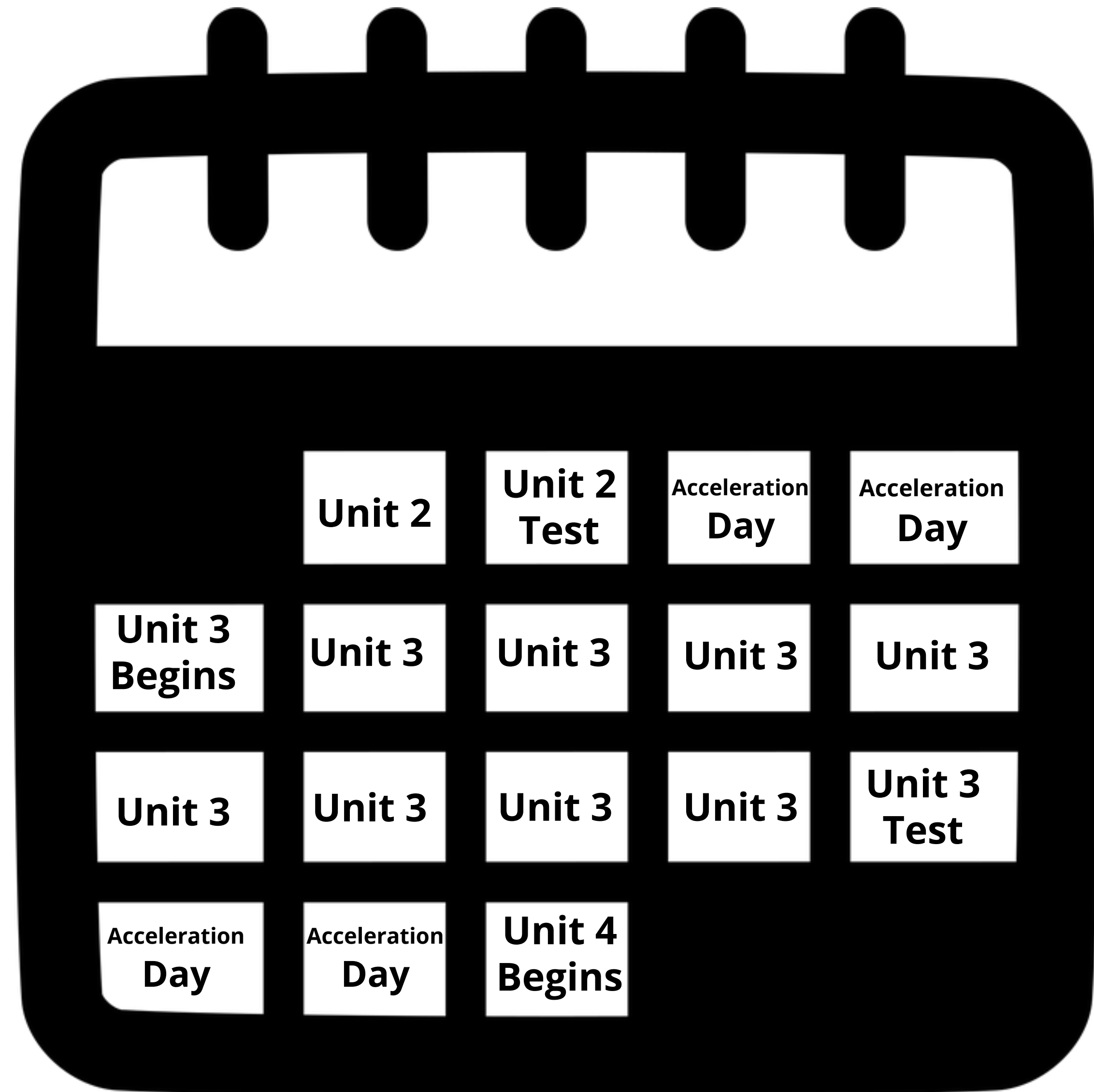
# Freshen-up Fridays!

- **Accelerate for the upcoming week:**
    - 15 minute, teacher-led Mini-Lesson
    - 30 minute application:
      - collaborative group activity
- OR
- individual or small group lesson/conf.



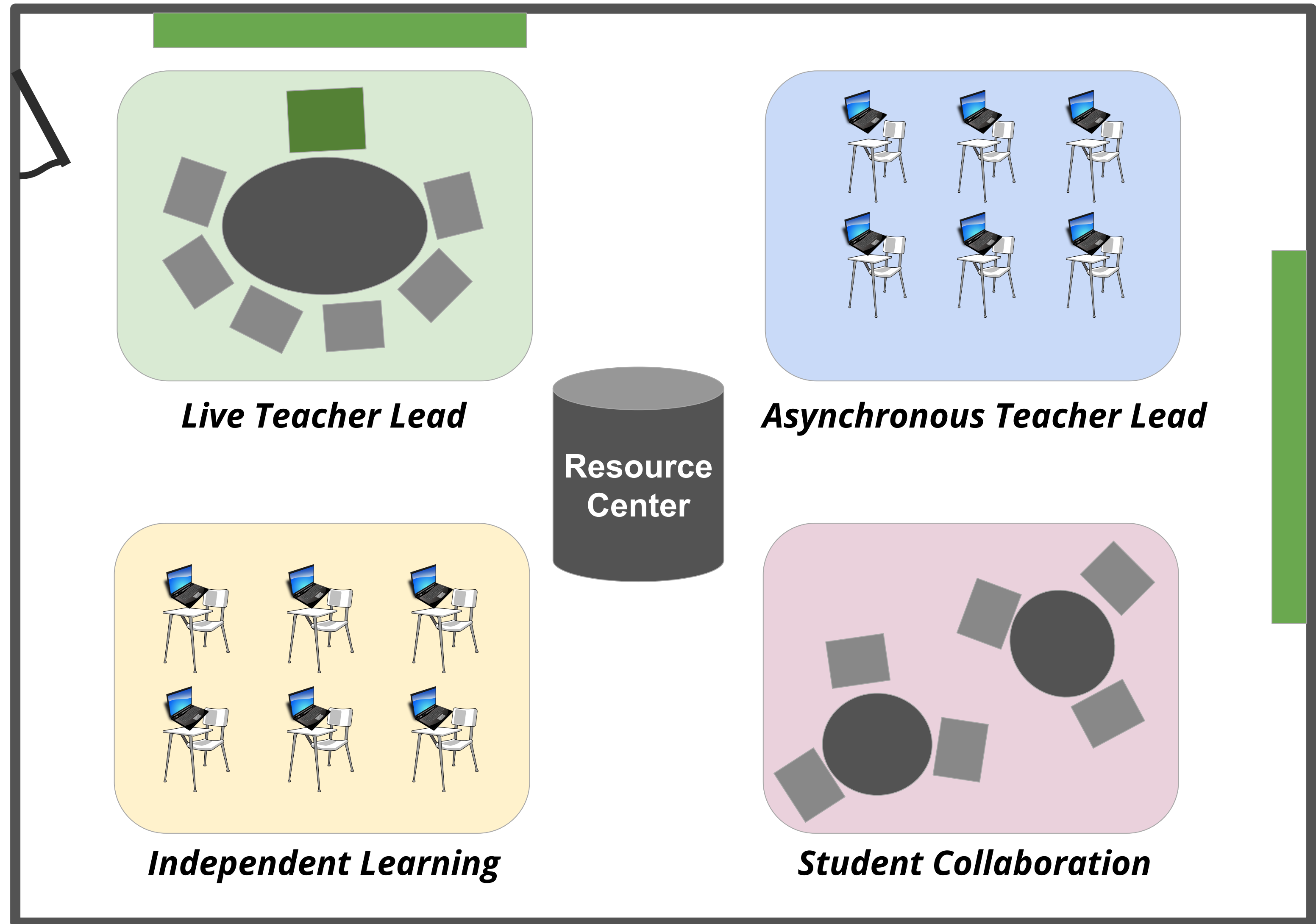
# Acceleration Days

- Immediately following unit assessment
  - *½ day to add assessment to data tracker and reflect on unit*
  - *1 ½ days engaged in acceleration lessons for next unit*
- Begin the next unit





# Acceleration in a Classroom with 4 Small Group Rotations











# EXAMPLE: Acceleration in Small Group Design

STATION TITLE	STATION CONTENT DESCRIPTION
Independent Learning (20 min)	<ul style="list-style-type: none"> <li>• <i>Independent Application of Instructional Focus aligned with this unit of study;</i></li> <li>• <i>Students demonstrate mastery in journal or other products kept in journal</i></li> <li>• <i>Opportunities for ongoing formative assessment)</i></li> </ul>
Student Collaboration (20 min)	<ul style="list-style-type: none"> <li>• <i>Collaborative Conference with Peers</i></li> <li>• <i>Students work together to read, listen, speak and write while meaningfully interacting with content</i></li> </ul>
Live Teacher Lead (20 min)	<ul style="list-style-type: none"> <li>• <i>Teacher Facilitated Learning including modeling of focus skills, differentiated support for students</i></li> <li>• <b>Accelerated Learning for ALL here</b></li> <li>• <i>Opportunities for ongoing formative assessment</i></li> </ul>
Asynchronous Teacher Lead (20 min)	<ul style="list-style-type: none"> <li>• <i>10-15 minute recorded video lesson watched independently with time for processing/pause for application and closing task.</i></li> <li>• <b>Accelerated Learning for ALL here</b></li> <li>• <i>Opportunities for formative assessment</i></li> </ul>



# EXAMPLE: Small Group Schedule = Possible Accelerated Lesson

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Student Group 1</b>	Student Collaboration	Independent Learning	Student Collaboration	Independent Learning	<p><b>JOURNEY</b></p> <p><b>CHECK-IN DAY</b></p> <ul style="list-style-type: none"> <li>• Whole Group Assessment</li> <li>• Teacher Feedback Conferences</li> <li>• Goal Setting</li> <li>• Progress Monitoring</li> <li>• Class Meetings</li> <li>• Whole group learning:                             <ul style="list-style-type: none"> <li>○ Unit Focus SE's</li> <li>○ Premiere Concepts</li> <li>○ Demonstrations</li> </ul> </li> </ul>
	Asynchronous Teacher Lead	Teacher Lead	Asynchronous Teacher Lead 	Teacher Lead 	
<b>Student Group 2</b>	Asynchronous Teacher Lead	Teacher Lead	Asynchronous Teacher Lead 	Teacher Lead 	
	Independent Learning	Student Collaboration	Independent Learning	Student Collaboration	
<b>Student Group 3</b>	Independent Learning	Student Collaboration	Independent Learning	Student Collaboration	
	Teacher Lead	Asynchronous Teacher Lead	Teacher Lead 	Asynchronous Teacher Lead 	
<b>Student Group 4</b>	Teacher Lead	Asynchronous Teacher Lead	Teacher Lead 	Asynchronous Teacher Lead 	
	Student Collaboration	Independent Learning	Student Collaboration	Independent Learning	



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# Questions?



**Accelerated Learning for ALL 2021-22**  
Instructional Leadership Systems | June 2 | 2 pm CST  
Instructional Strategies | July 26 | 11 am CST



**Thank you for  
Joining Us!**

**Resources and  
Webinar  
Recordings for  
this series can be  
found on our  
website.**



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# Accelerated Learning for ALL

***Questions? Want to learn more?***

***Reach out to us!***

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