



Accelerated Learning for ALL

Instructional Leadership Systems

Part 1 of 2

June 2, 2021

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Directors of School Improvement



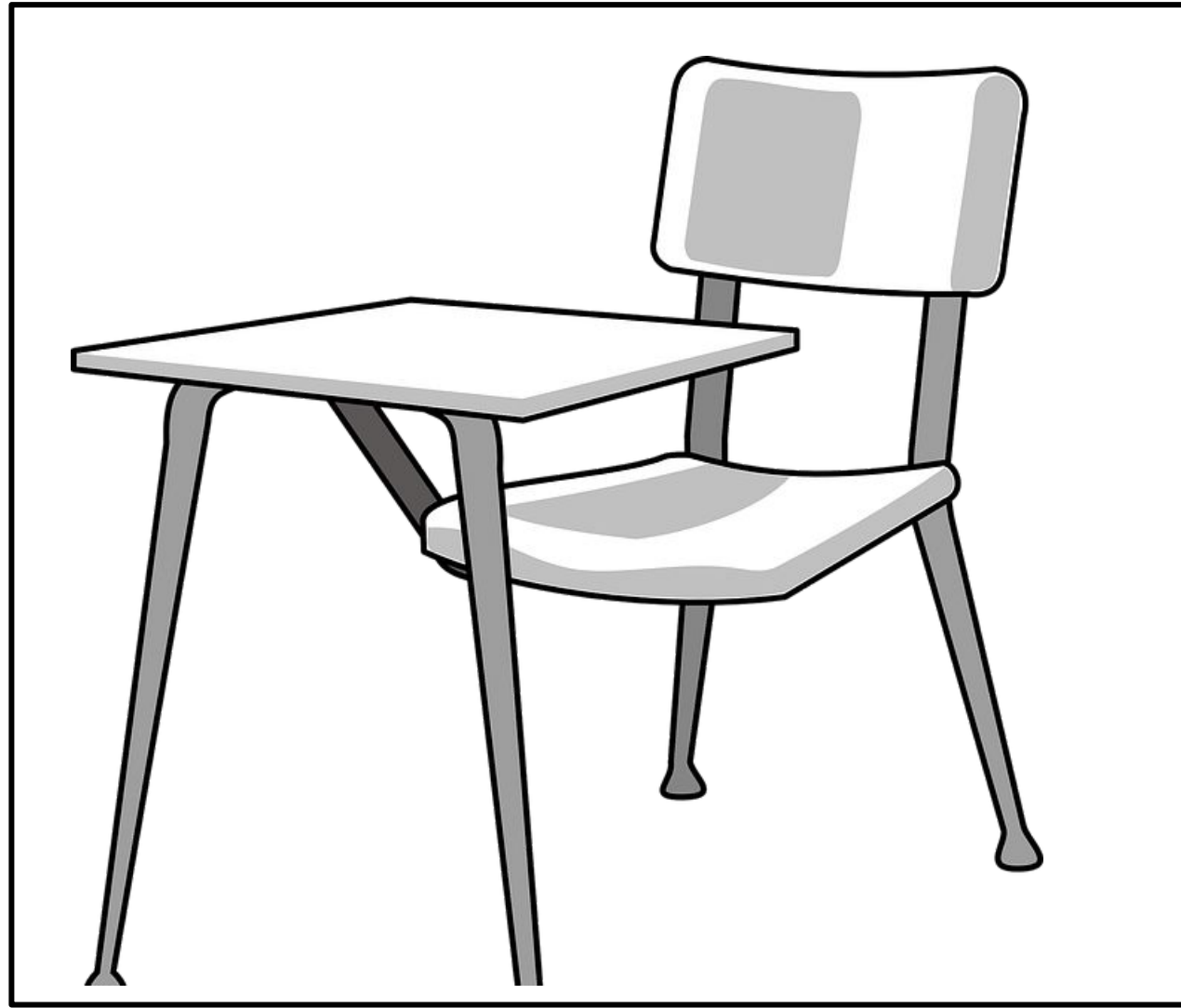


E3 ALLIANCESM
EDUCATION EQUALS ECONOMICS

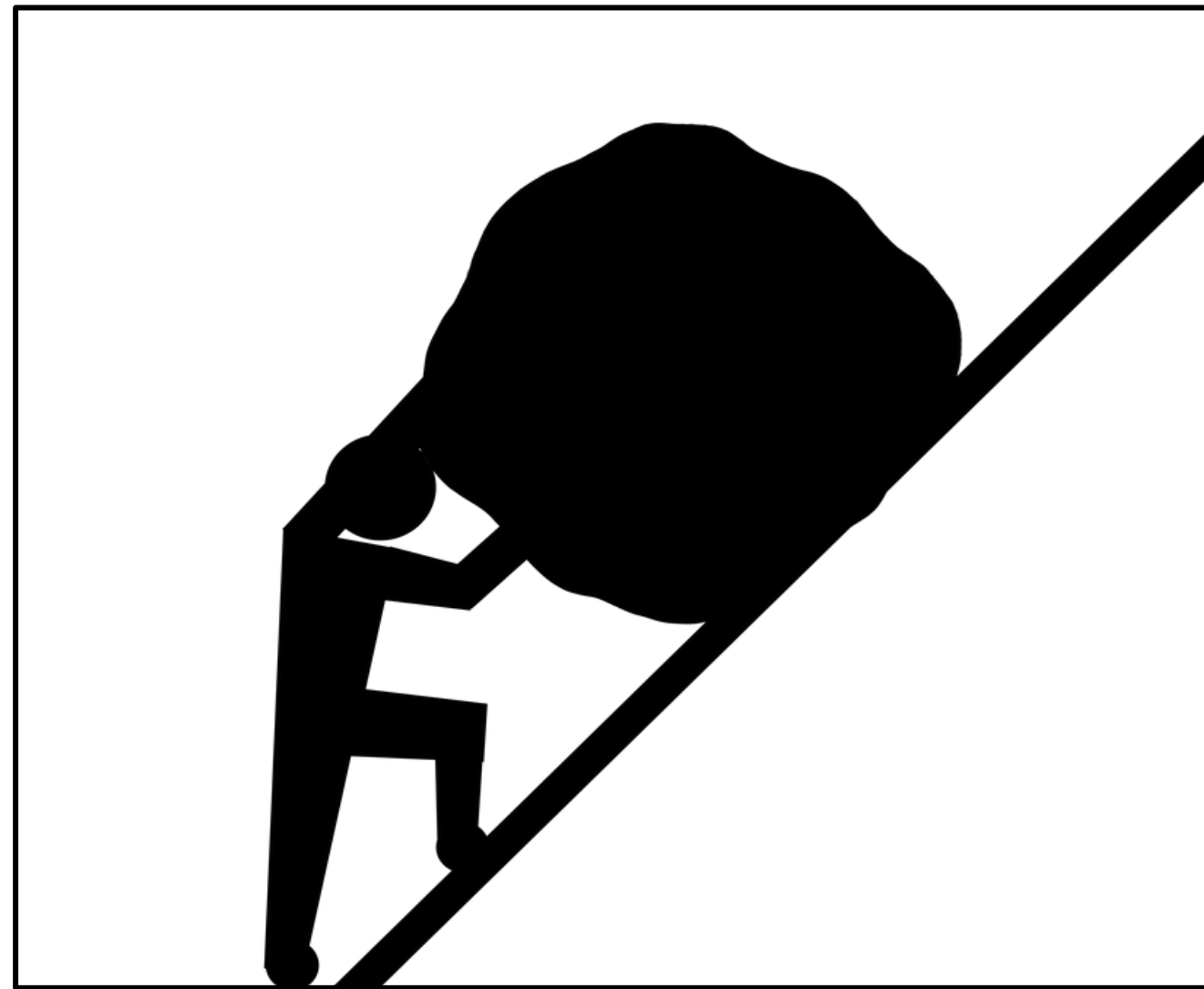
Transforming education systems through data and collaboration so all students succeed!

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

Why do we need Accelerated Learning for ALL?



***School Closures,
Interruptions,
Transitions and
the Aftermath***

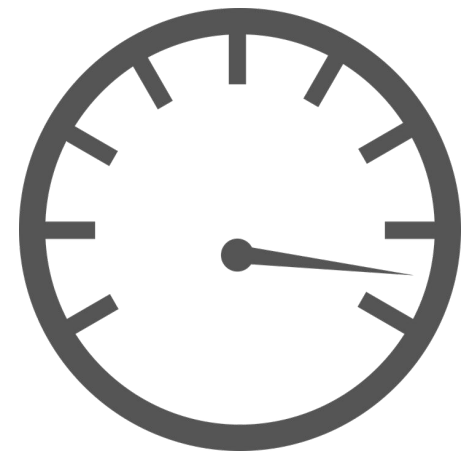


***Students further
behind in Reading
& Math
(The "COVID-Slide")***



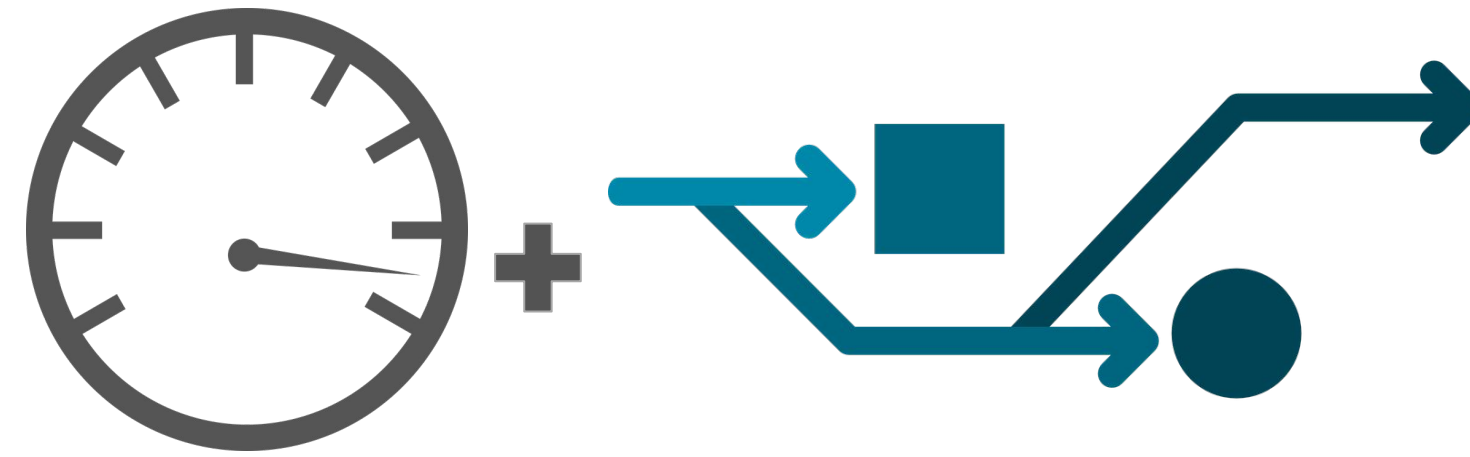
***"COVID-19
magnifies
pre-existing
achievement gaps."
Stanford CREDO***

Accelerated Learning for ALL does NOT mean to go faster!



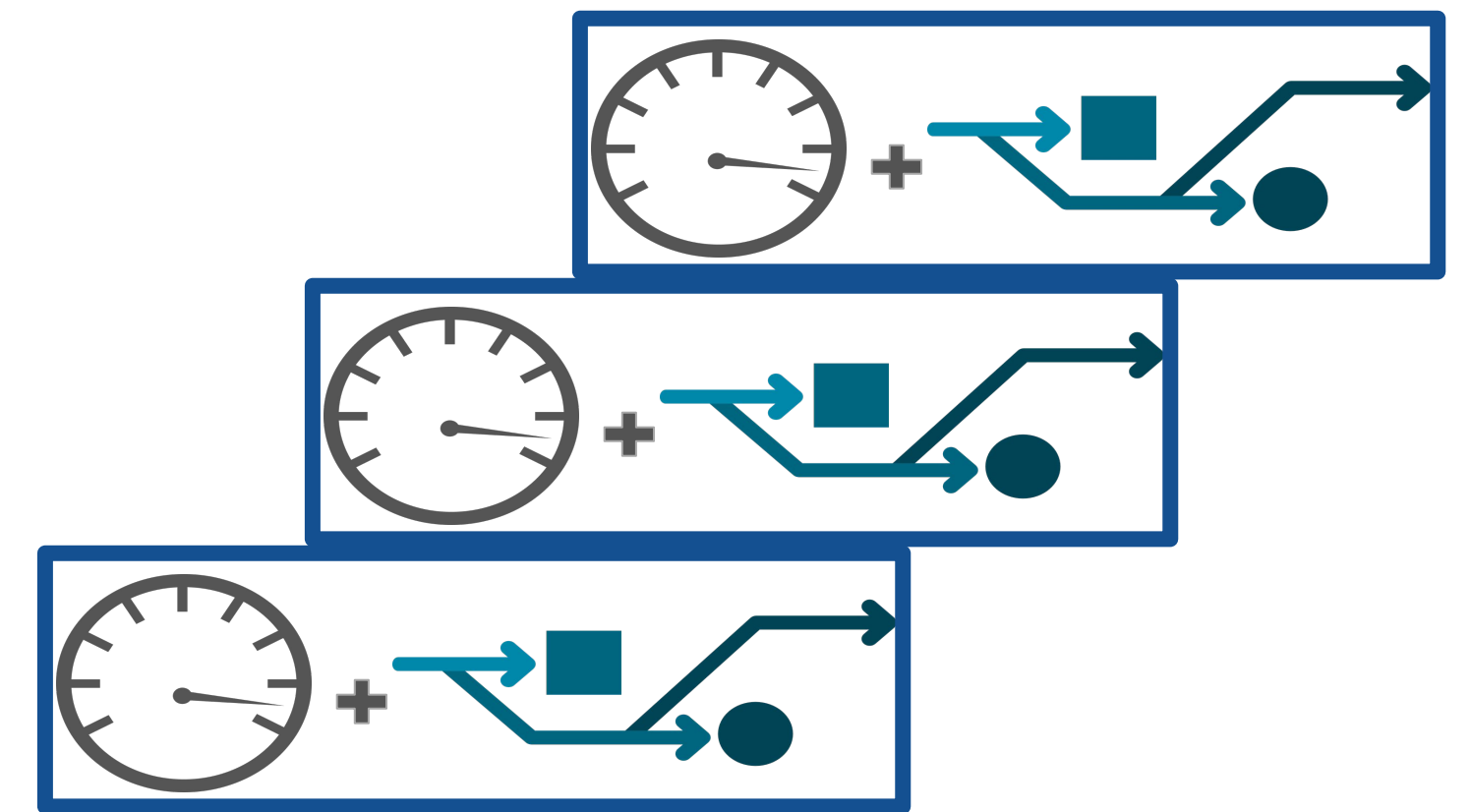
Speed

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*

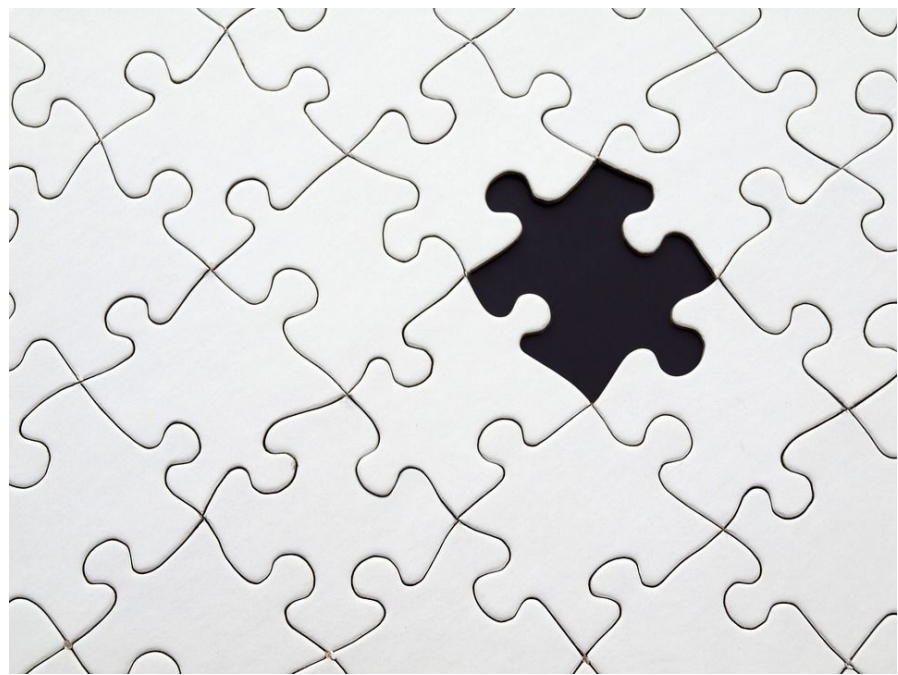


***pre-teaching** what students need to be **ready** for that unit of instruction*

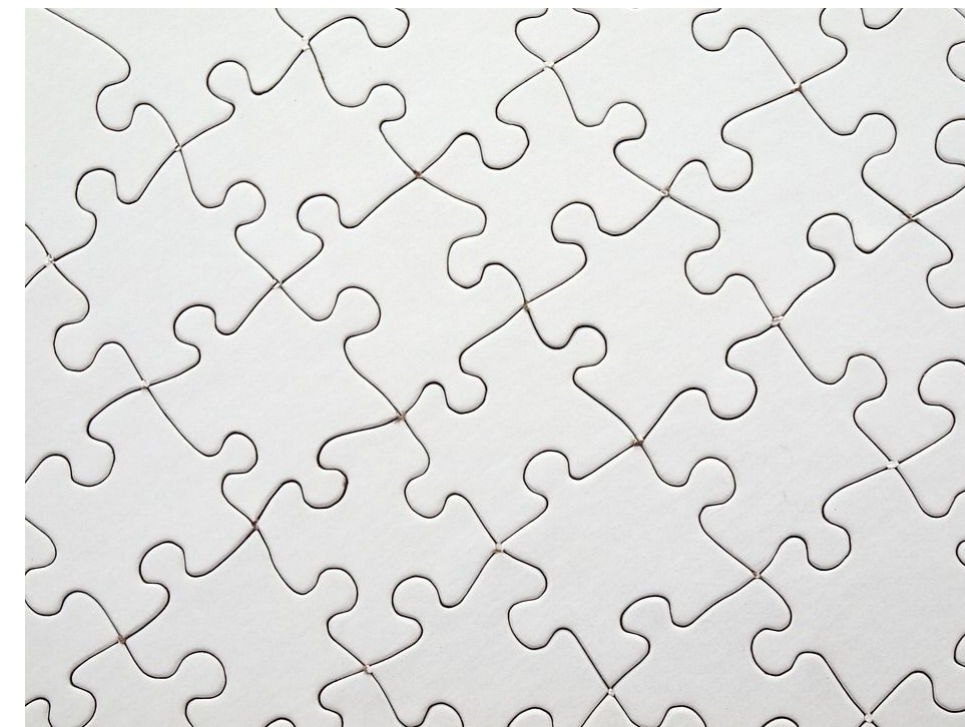
Transforming Your Thinking

Instead of...

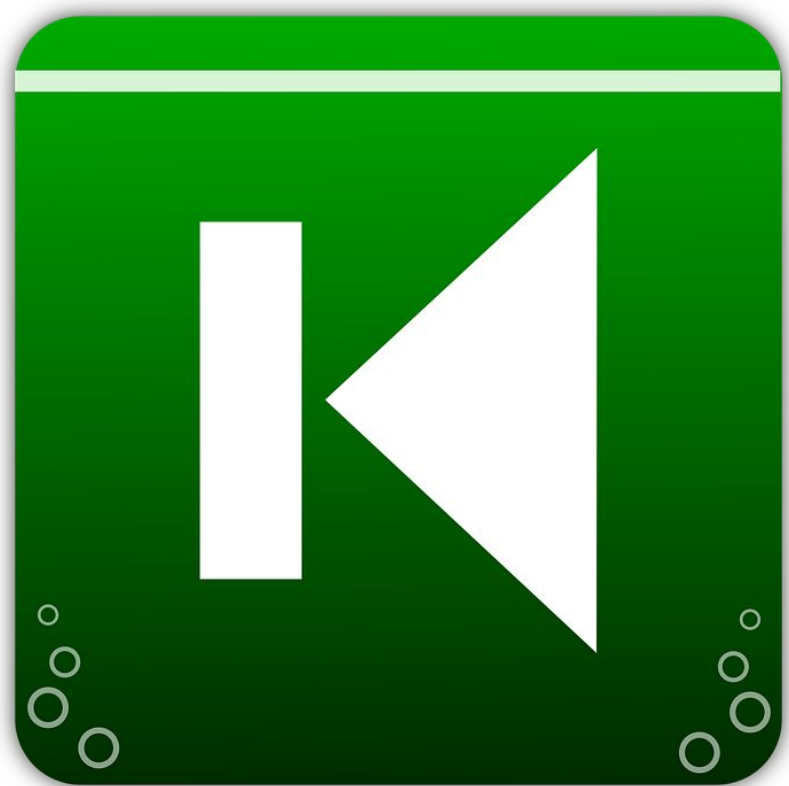
Accelerate learning by...



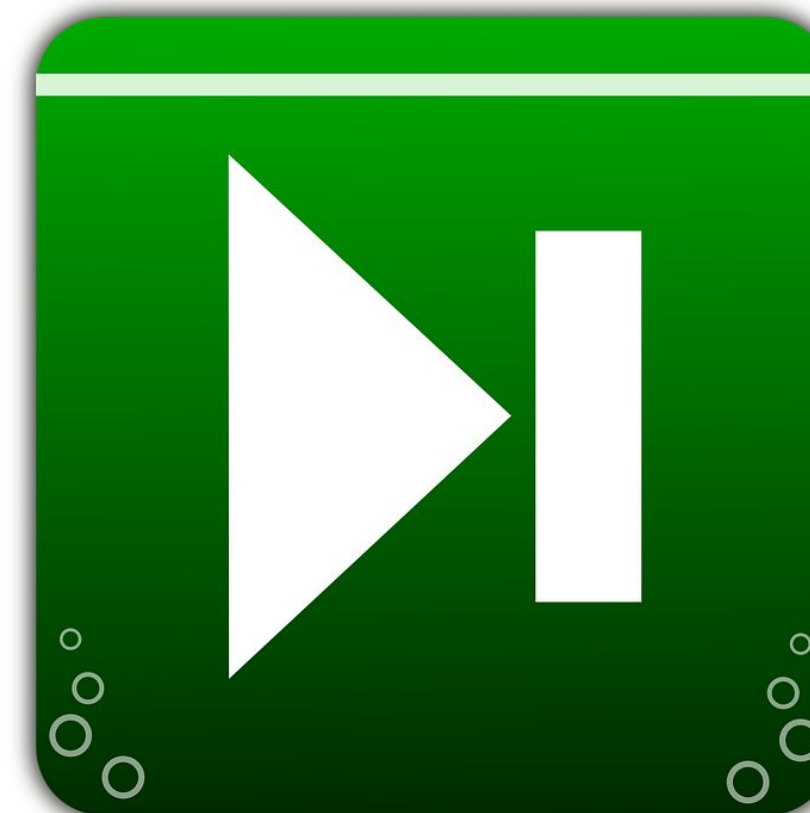
*looking for
deficits to
remediate*



*prepare students by
providing vocabulary
and background
knowledge*



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

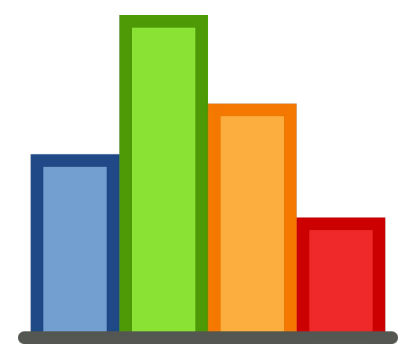


*pre-teach standards
students will need to
master this year*



Leadership Systems for 2021-22

- ❑ Staffing and scheduling
- ❑ Leading mindsets and campus-wide commitment
- ❑ Structures for guided collaboration and planning
- ❑ Supporting and monitoring effective Accelerated Learning for ALL



Building and Keeping 'Right Team'



Without the right people, there is little else that you can do to move forward with your school's mission and vision!

Strategic Staffing for Acceleration

Utilization

- Seat sections for optimal ratio
- Identify additional sections that can support acceleration
 - Teach
 - Push-in
 - Partner

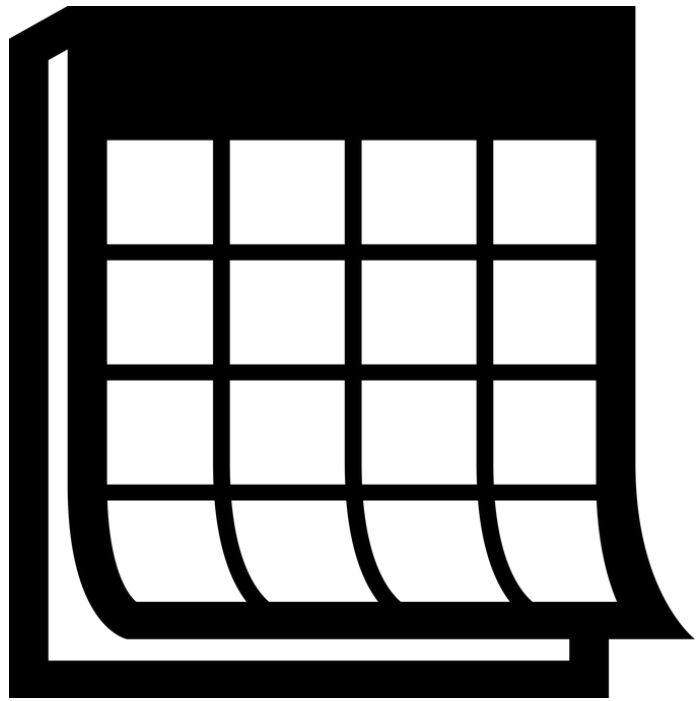
Specialization

- Identify specific strengths that support acceleration
 - Motivational relationships with students
 - Past success with struggling learners
 - Content Knowledge

New Hires

- Strengths/Specialization needed
- Communicate campus vision, mission, goals
- Experienced and enthusiastic about accelerated learning
- Gain commitment through transparent communication

EXAMPLE: 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
- Small group instruction in core classrooms

EXAMPLE: Bell Schedule

Williams MS 2021-2022 Go Lions! Bell Schedule						
	6th Team Roar	6th Team Pride	7th Team Roar	7th Team Pride	8th Team Roar	8th Team Pride
7:45-8:15	Arrival with Team Pods M/W = Math and Science Teacher Collaboration T/TH = ELAR and History Teacher Collaboration					
8:18-9:08	1st Period	1st Period	1st Period	1st Period	1st Period	1st Period
9:11-10:01	Acceleration	2nd Period	2nd Period	2nd Period	2nd Period	2nd Period
10:04-10:54	2nd Period	Acceleration	3rd Period	3rd Period	3rd Period	3rd Period
10:57-11:47	3rd Period	3rd Period	Acceleration	4th Period	4th Period	4th Period
11:50-1:13	11:50-12:20 A Lunch	11:50-12:20 A Lunch	11:50-12:20 A Lunch	11:50-12:40 Acceleration	11:50-12:40 5th Period	11:50-12:40 5th Period
	12:23-1:13 4th Period	12:23-1:13 4th Period	12:23-1:13 4th Period	12:43-1:13 B Lunch	12:43-1:13 B Lunch	12:43-1:13 B Lunch
1:15-2:06	5th Period	5th Period	5th Period	5th Period	Acceleration	5th Period
2:09-2:59	6th Period	6th Period	6th Period	6th Period	6th Period	Acceleration
3:02-3:52	7th Period	7th Period	7th Period	7th Period	7th Period	7th Period
3:52-4:00	Dismissal					
4:00-5:00	Learning Lab Late Bus/Pickup at 5:00					

Acceleration time by team focused on Math and ELAR



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Communicate with Clarity

What it is...



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

What it is NOT...



Deficits



Looking back



Going faster

Leading the Accelerated Learning for ALL Mindset: *Article or Book STUDY*



Select an Article or Book

Support the Independent Study

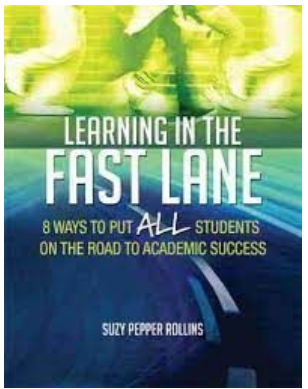


- Timeframe
- P.A.T. List
- Response



Communicate the Detailed Plan

Leading the Accelerated Learning for ALL Mindset: *Article or Book STUDY*

WHAT	WHO	WHY
<p><i>Learning in the Fast Lane</i> by Suzy Pepper Rollins</p> 	<p>ALL INSTRUCTIONAL STAFF (Teachers, Teacher Leaders, Instructional Coaches, Administrators)</p>	<p><i>We are a community of learners who want to move away from remediation and toward acceleration together, as a team, for our kids.</i></p>
WHEN	HOW	WHERE
<ul style="list-style-type: none"> → June 4th: books distributed → Summer Break: read book → August 16th: All Staff Review → Monthly Staff Meetings: <ul style="list-style-type: none"> • September 22 (Math & ELAR) • October 20 (Sci & SS) • November 17 (Arts & Electives) 	<ul style="list-style-type: none"> → Campus Provides → Study using PAT list and complete graphic organizer → Participate in BOY PD → Each department group will present how Acceleration for ALL works for their content and classrooms 	<ul style="list-style-type: none"> → Librarian's desk → Asynchronous (on your own) → Library OR Zoom meetings → Library OR Zoom meetings



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Leading Collaboration & Planning



Collaborative Structures

- Systematic meeting structures
- Grade-level content colleagues
- Vertical colleagues
- Online networking
- Instructional leaders / coaches

Direct Study of the Standards for this Unit			Curriculum Resources
SE #	Standard Type (i.e., L, P, W)	Verbs) what standards will be asked to do with the staff	Notes from Study and Collaboration will use to prioritize and select the MOST essential standards
		Content what students will learn (core phrases only)	

Accountability Structures

- Shared planning forms
- Checklist of resources (district curriculum, alignment chart, frequency chart, release items, etc.)
- Monitoring and feedback

Active Participation of Instructional Leaders Throughout

Acceleration Scheduled Ahead of Unit of Instruction

Selected
Critical
Standard

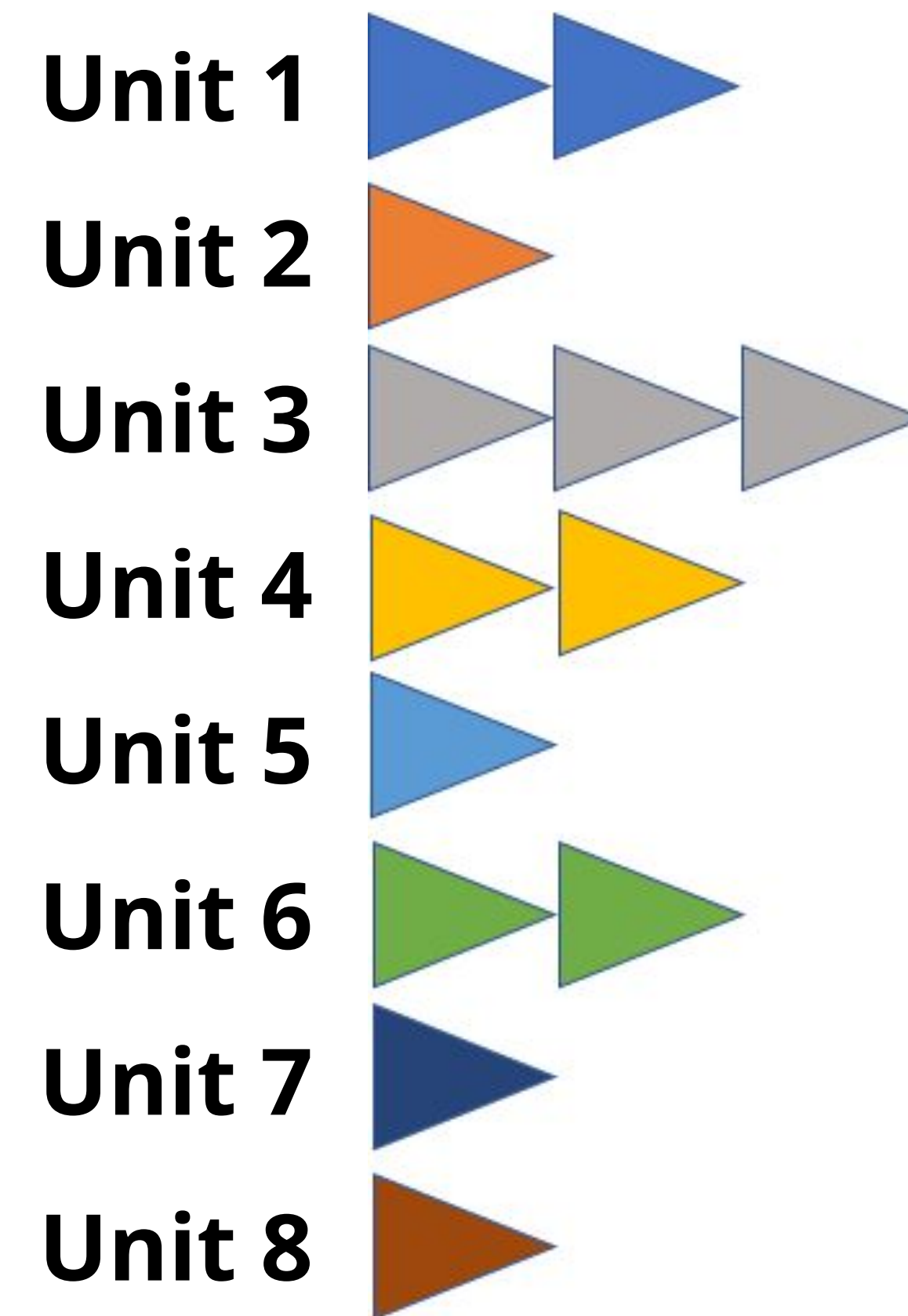
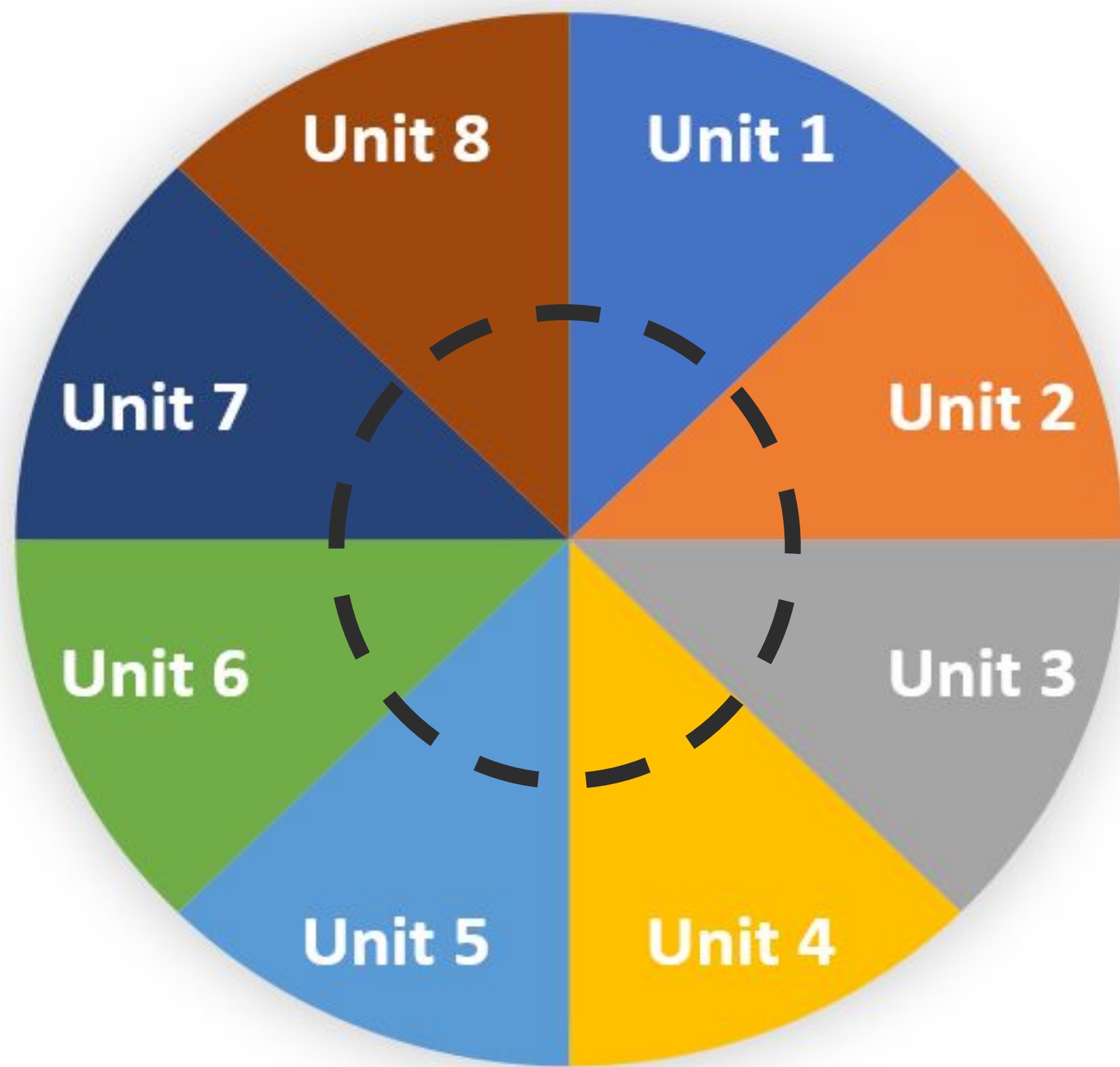
Acceleration
begins
October 4th

Unit begins October 11th

Acceleration Unit Plan			
Unit 3: Multiplication of Whole Numbers			
Pre-Assessment Date		Sept 27, 2021	
Pre-Assessment Data Dig Date		Sept 29, 2021	
Unit Start Date		Oct 11, 2021	
Unit Assessment Date		Oct 21, 2021	
Essential Standard #1		Essential S	
4.5A Represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for an unknown quantity			
Vocabulary	Variable, unknown quantity, strip diagram, equation	Vocabulary	
Concepts	Algebraic representation Problem solving	Concepts	
Skills	<ul style="list-style-type: none"> Relating operations to real-world actions Setting up and using a strip diagram Writing an equation with a variable Close reading of verbal description of a real-world situation Identifying, planning, and solving problems with more than one step 	Skills	
Advisory Lesson #1 Oct 4, 2021	Numberless word problems—Close reading of real-world situations with addition and subtraction and relating them to operations. Whole group: Work through the two numberless problems in THIS SLIDE DECK . Use think-pair-share and randomization during the class discussion. Small group: Give each group a problem stem. Groups collaborate to finish creating the problem and then create a model solution on legal size paper. Groups switch problems and show their solution on legal size paper. Groups match each solution to the model to check their work. Close: In your journal, record at least 3 phrases/situations that can be used in a word problem and the operation(s) you might use to represent them		
Advisory Lesson #2 Oct 5, 2021	Review setting up and using a strip diagram with addition and subtraction problems. Whole group: Review Strip Diagram Anchor Chart on wall and in student notebooks. Model setting up and solving a strip diagram using randomization for student input. Small group: Pull targeted group to work with teacher, other students work independently. Give each group 4 problems to solve with strip diagrams. Some problems have partially completed strip diagrams already provided. Work with targeted group to guide them through setting up and solving the same 4 problems. Close: Exit slip with one problem students must use a strip diagram to solve. Collect the exit slips and immediately sort into piles. Record students that need further support with strip diagrams.		
Advisory Lesson #3	Intro to equations and representing an unknown quantity with a variable.		

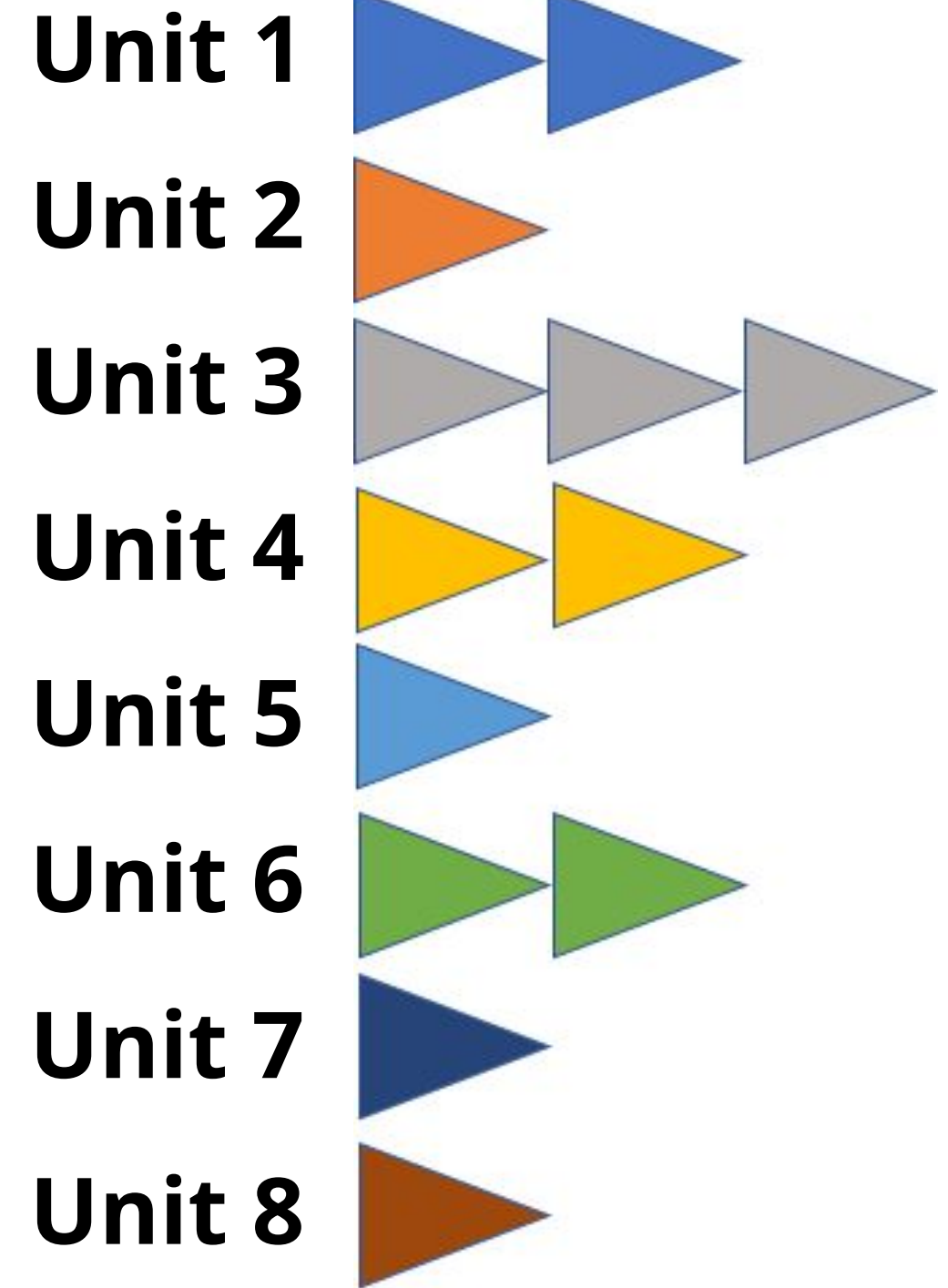
Which course content to accelerate?

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

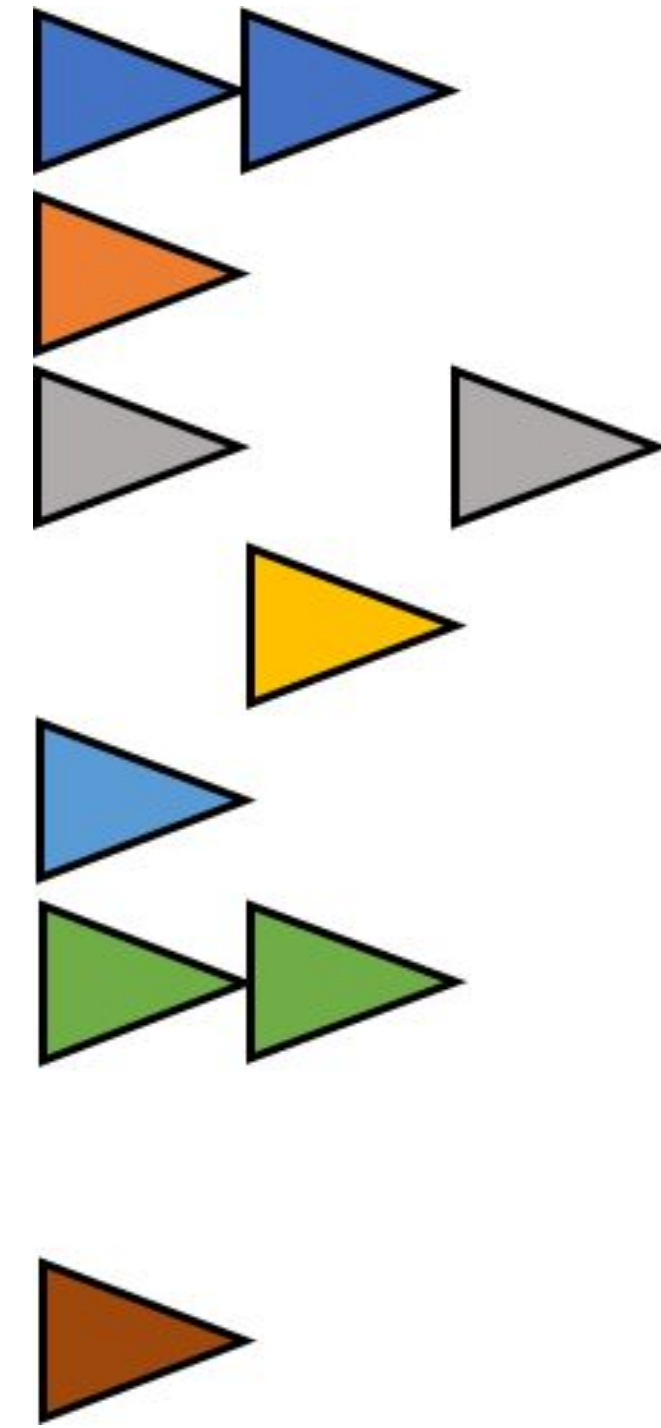


Narrow the Focus of Accelerated Learning

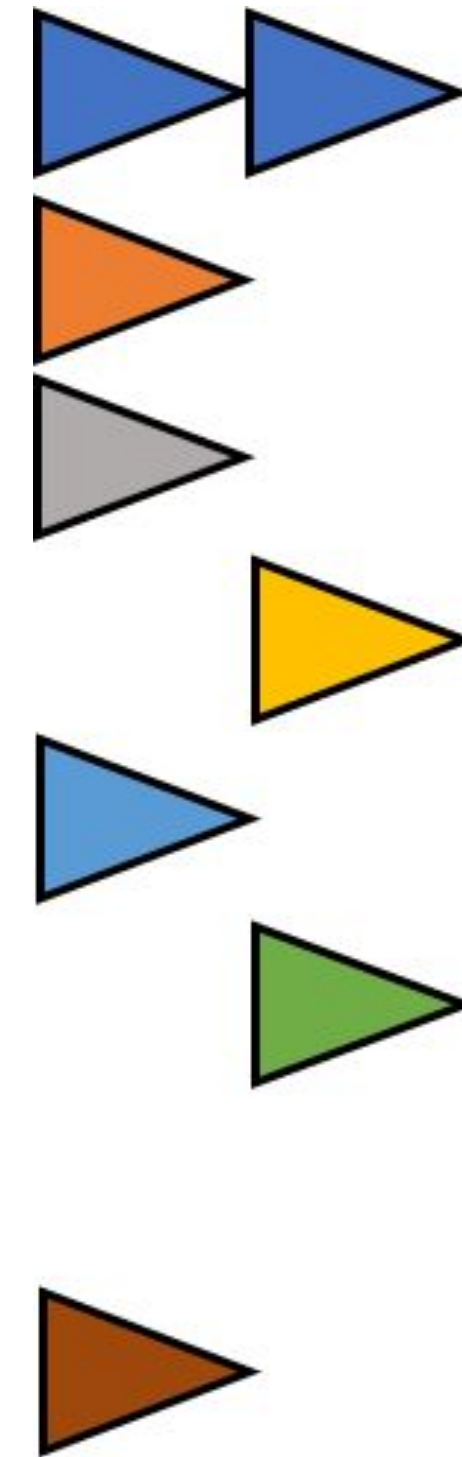
Essential Standards
by Unit...



Of those, which are
most aligned
vertically?

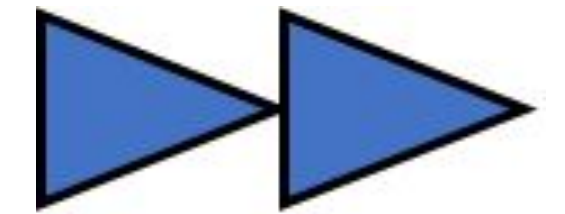


College, Career and
Real World
Readiness?

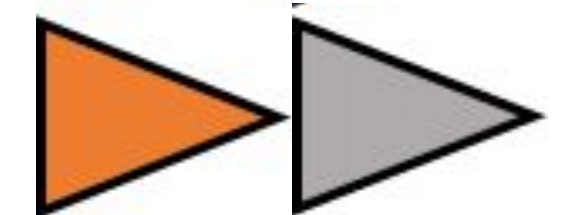


Accelerated Learning
Calendar for the Year

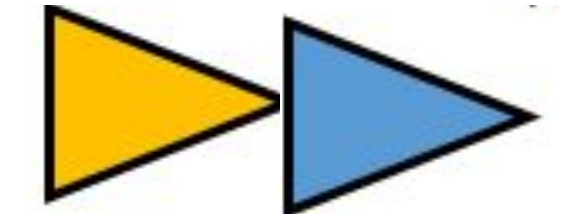
1st Nine
weeks



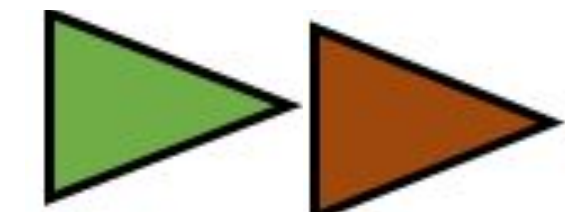
2nd Nine
weeks



3rd Nine
weeks



4th Nine
weeks





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Pacing Calendars



drafted by teachers using detailed campus template



published and shared; includes dates for acceleration



Frequent monitoring by leaders and updated by teachers



Time, resources provided to draft; continuous monitoring, dynamic adjustments to pacing

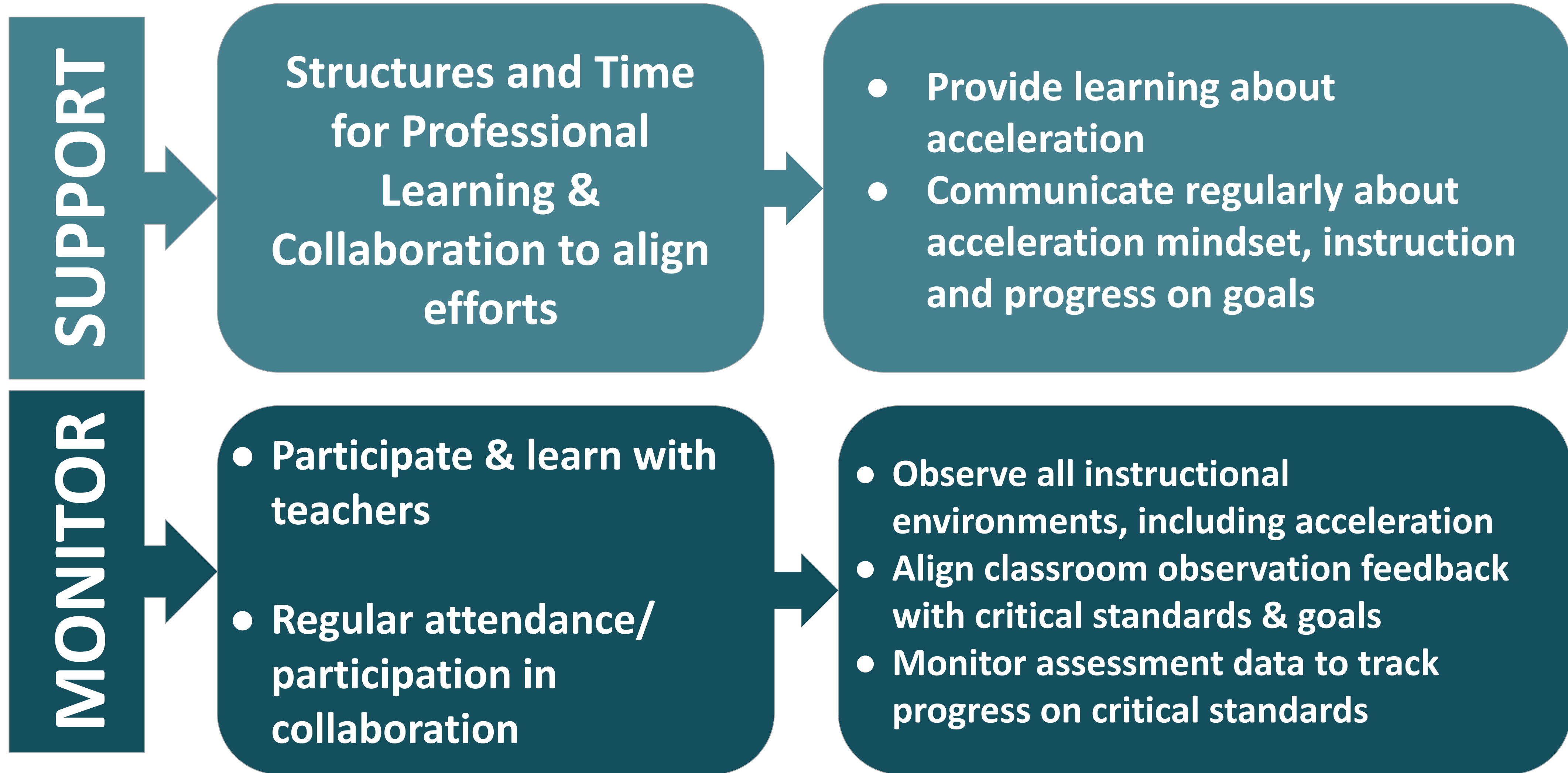
Curriculum Pacing Calendar

Legend:

- Staff/Student Holiday
- Grade Reporting Periods
- Student Holiday/PD
- "Weird" SMS Day
- S*AAR Testing/Re-Testing
- S*AAR EOC Alg 1 Window

Grade Level:	Subject/Course:	Teacher(s):	
Unit #	Unit Title	Unit Date Range	Common Summative Assessment ER Checklist/Data Review (Dept. Meeting Date)
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Supporting and Monitoring





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Nothing changes...

...if nothing changes.



**Join us for
Part 2 of this
Webinar!**

**July 26th
11:00 am CST**

**The work of planning
for Accelerated
Learning for ALL**

***For Classroom
Teachers, Teacher
Leaders, Principals
and Coaches***



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



Accelerated Learning for ALL

Questions? Want to learn more?

Reach out to us!

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