Tips for Accelerated Learning

Inspired by: Stephanie Hirsh, Jim Short. "How to Implement Accelerated Learning Successfully: Professional Learning for Educators." *Carnegie Corporation of New York*, Professional Learning for Educators, 31 Aug. 2021, https://www.carnegie.org/our-work/article/how-implement-accelerated-learning-successfully/.

What is Accelerated Learning?

Begin by understanding what Accelerated Learning is and what it is not. Use the following links to gain understanding of Accelerated Learning.

- **Carnegie.org**: https://www.carnegie.org/topics/topic-articles/professional-learning-educators/how-implement-accelerated-learning-successfully/
- **Paper.co**: https://paper.co/resources/the-k-12-guide-to-learning-acceleration-for-schools
- **TNTP.org**: https://tntp.org/publications/view/teacher-training-and-classroom-practice/accelerate-dont-remediate

Accelerated Learning v. Remediation

ACCELERATION	REMEDIATION
Academic progress is clear.	Lack of progress.
Skills are immediately applied.	Skills are taught in isolation.
Connects new information to prior learning.	Does not connect to prior knowledge
Relevance of learning is key to motivation.	Does not rely on relevance.
Integrated in core coursework.	Separate from core coursework.
Active, engaging.	Skill and drill, boring worksheets.

Carnegie Learning, 2021

How should Accelerated Learning be implemented?

- Adopt an acceleration strategy

    https://paper.co/resources/the-k-12-guide-to-learning-acceleration-for-schools

    - In-school time
    - Tutoring
    - Out-of-school time
    - Summer learning / enrichment

    In each of these contexts the following best practices should be inherent:
    - Maintain grade-level trajectories
    - Diagnose needs rapidly
    - Build on previous knowledge
    - Provide individualized attention
    - Utilize formative assessments to identify progress and next steps for student learning

What resources are needed for acceleration?

- Invest in essential resources for effective acceleration.
    - This report outlines how federal funds can be leveraged for acceleration:

    https://www.ncld.org/reports-studies/promising-practices-to-accelerate-learning-for-students-with-disabilities-during-covid-19-and-beyond/part-4-federal-level-policy-recommendations-and-actions/

- Focus on the whole child.
    - https://learningpolicyinstitute.org/event/webinar-accelerating-learning-strategies-whole-child-summer-learning-and-beyond

How are educators best supported during implementation?

- Support educators as they implement acceleration.
    - https://www.carnegie.org/our-work/article/elements-transforming-teaching-through-curriculum-based-professional-learning/
- Consider human resource needs.
    https://www.ncld.org/reports-studies/promising-practices-to-accelerate-learning-for-students-with-disabilities-during-covid-19-and-beyond/part-3-state-level-policy-recommendations-and-actions/
    - Build partnerships with educational and community organizations to ensure appropriate staffing.
    - Provide teachers and paraprofessionals with professional learning opportunities to ensure they know how to provide accelerated learning for students, including how to identify and leverage "power standards."
    - Provide smaller class sizes to ensure individualized instruction.

How should families and other stakeholders be engaged during the acceleration process?

- Engage families and other stakeholders in the acceleration process.
    - https://cprl.law.columbia.edu/content/fundamental-4-pandemic-learning-reveals-value-high-quality-instructional-materials-educator
    - Establish genuine family-school partnerships in which learning is bridged from school to home with codesigned and implemented activities to enhance student learning.
    https://www.ncld.org/reports-studies/promising-practices-to-accelerate-learning-for-students-with-disabilities-during-covid-19-and-beyond/part-3-state-level-policy-recommendations-and-actions/
    - Provide clear communication to families about learning acceleration plans.
    - Be flexible, but purposeful with time that educators dedicate to family communication efforts, as well as for families to have access to resources and teachers to better support their students.
    - Consider implementing the "community school" model to provide wrap-around services for families who may still require different kinds of assistance following the pandemic.
    https://www.ncld.org/reports-studies/promising-practices-to-accelerate-learning-for-students-with-disabilities-during-covid-19-and-beyond/part-3-state-level-policy-recommendations-and-actions/

Is there a different approach to implement accelerated learning for students with disabilities?

- https://www.ncld.org/wp-content/uploads/2021/02/2021-NCLD-Promising-Practices-to-Accelerate-Learning_FINAL.pdf
    - Provide students with disabilities opportunities for accelerated learning alongside their peers.
    - Use formative assessments to measure progress.
    - Utilize Universal Design for Learning.
    - Integrate accelerated learning into MTSS.

Accelerated Learning Resources

The Accelerated Learning work group, sponsored by the National Comprehensive Center, has worked closely with multiple states (featured here) to support and or share their accelerated learning experiences and expertise with other state and regional education representatives.

- The vacation academy idea incorporates targeted instruction with highest quality teachers along with incentives, family engagement. Short-term "vacation" academies are a learning recovery strategy that has shown positive literacy and math results. This session presents the evidence along with practical advice for engineering successful experiences.   https://compcenternetwork.org/national-center/our-work/collection/6794
- **Texas** is rethinking how to best support teachers, adopt and implement instructional materials, and provide more time for students most in need through accelerated student learning. https://tea.texas.gov/texas-schools/health-safety-discipline/covid/accelerated-learning-resources
- The **Louisiana** "Accelerate" tutoring initiative is designed to support school systems implementing tutoring at scale as a core function to achieve significant results for all students. https://www.louisianabelieves.com/academics/accelerate https://www.youtube.com/watch?v=oPoTrCT78Bk
- The **Michigan** Department of Education has developed accelerated learning resources and tools to keep students moving forward on their intended grade-level trajectories by strategically preparing them for success in current grade-level content.   https://www.michigan.gov/mde/services/flexible-learning/accelerated-learning
- **Connecticut** developed a redesigned educational response to learning to promote renewal, reduce opportunity gaps, accelerate learning, and advance equity to allow for the most effective response to the disruption caused by the COVID-19 pandemic. https://portal.ct.gov/-/media/SDE/AccelerateCT/AccelerateCTFramework.pdf
- The **Oklahoma** State Department of Education created an action plan for supporting students through the pandemic and beyond. The result is a webpage hub for resources that help set the tone and expectations for their students' future growth. https://readytogether.sde.ok.gov/
- A detailed acceleration roadmap was designed for **Massachusetts** teachers and leaders to provide a focused and phased approach to support student learning. https://www.doe.mass.edu/covid19/on-desktop/roadmap/
- **Arizona** developed a shared policy framework, reflecting a strategic, targeted approach to scaling what works, to accelerate progress in early literacy and third-grade reading. https://drive.google.com/file/d/1FOWWGpQfysAOQkTXyk5JPvgt94xWVXVd/view

We are looking for quotes to add to each of the categories below.

National Comprehensive Center Accelerated Work Group

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Families Who Have Experienced Accelerated Learning

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