Components of Accelerated Learning

Jill Ingram, District-Based Instructional Specialist
Susan Hillman, District-Based Instructional Coach
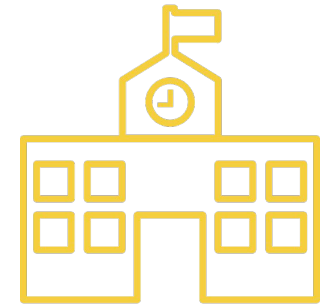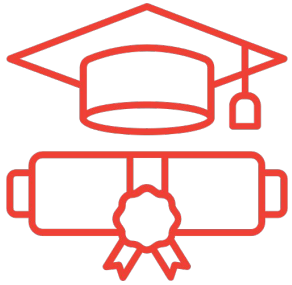
August 9, 2023

The mission of Fayette County Public Schools is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

Strategic Priorities

STUDENT ACHIEVEMENT

Improve student achievement through rigorous curriculum and instruction providing students with evidence-based educational experiences that not only engage but also excite, prepare, and support students.

DIVERSITY, EQUITY, INCLUSION, AND BELONGING

Foster and instill a culture of diversity, equity, inclusion, and belonging across the district and address opportunity gaps.

## HIGHLY EFFECTIVE, CULTURALLY RESPONSIVE WORKFORCE

Hire, support, and retain a highly effective, culturally responsive and diverse workforce.

OUTREACH AND ENGAGEMENT

Effectively engage students, employees, families, and community members to improve opportunities and outcomes for all students.

ORGANIZATIONAL HEALTH AND EFFECTIVENESS

Foster a culture of continuous improvement to maximize organizational effectiveness and efficiency, support the well-being of our team members, and provide formal recognition of their efforts.
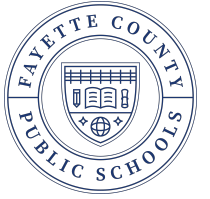
Professional Learning Norms

Establish a safe environment where every person and their ideas are respected.

Creating a space where individuals feel comfortable expressing their thoughts and opinions without fear of judgment or ridicule promotes a culture of inclusivity, open-mindedness, and mutual respect, fostering collaborative discussions and encouraging diverse perspectives to be heard and valued.

Be present and engaged.

Be present and engaged by being mentally and physically attentive, avoiding distractions, and actively participating in discussions.
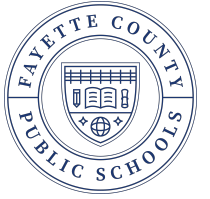
Put Ideas on the Table

Ideas are the heart of a meaningful dialogue. Label the intention of your comments. For example, you might say, "Here is one idea . . . " or "One thought I have is . . . " or "Here is a possible approach . . . "

Presume positive intentions

Assuming that others' intentions are positive promotes and facilitates meaningful dialogue and eliminates unintentional putdowns. Using positive intentions in your speech is one manifestation of this norm.

Alignment to Focus Area 3

Accelerated Learning: All schools will develop and implement standard-based instruction to accelerate learning.

- Develop a common district learning platform that will be utilized by all staff that houses current curriculum frameworks, resources, and materials
- Utilize district-developed frameworks and instructional design models to plan grade-appropriate and cognitively engaging instruction
- Utilize identified gap data and aligned curriculum to differentiate supports to improve outcomes for all students
- Monitor and report classroom and individual student progress
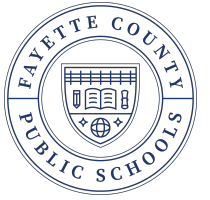
Which One Doesn't Belong?

scaffolded	prerequisite
essential	reteach
pre-assessment	vocabulary
formal formative	informal formative
misconceptions	preview

1. Think time for 30 seconds.
2. At 30 seconds, talk with a table partner about your choice and explain why.
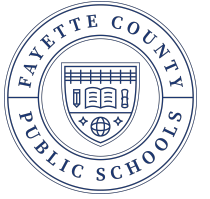
1:00 Stop

Visible Learning

Learning Intention

I am learning to provide "just-in-time" support on grade level standards to accelerate learning for all students grades K-12.

Success Criteria

- I can identify components of accelerated learning.
- I can explain how the components are incorporated into the FCPS Acceleration Model.
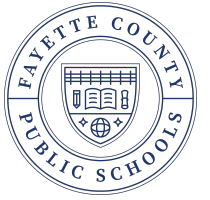- I can plan next steps to enhance my school's instructional practices.

The Acceleration Framework

1. Grab an article from the middle of the table.
2. Find the step that coordinates with the number at the top of the article.
3. Independently read your assigned section and jot any important information on a post-it note.
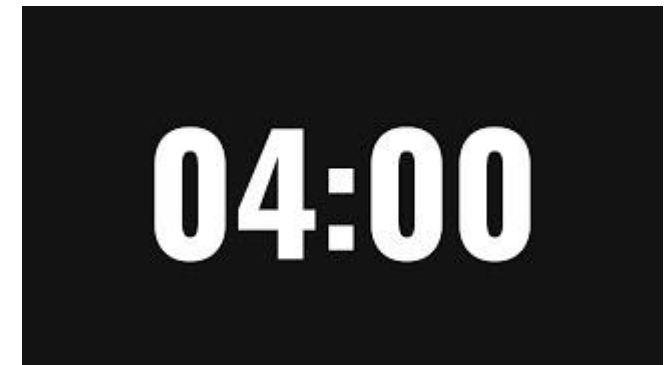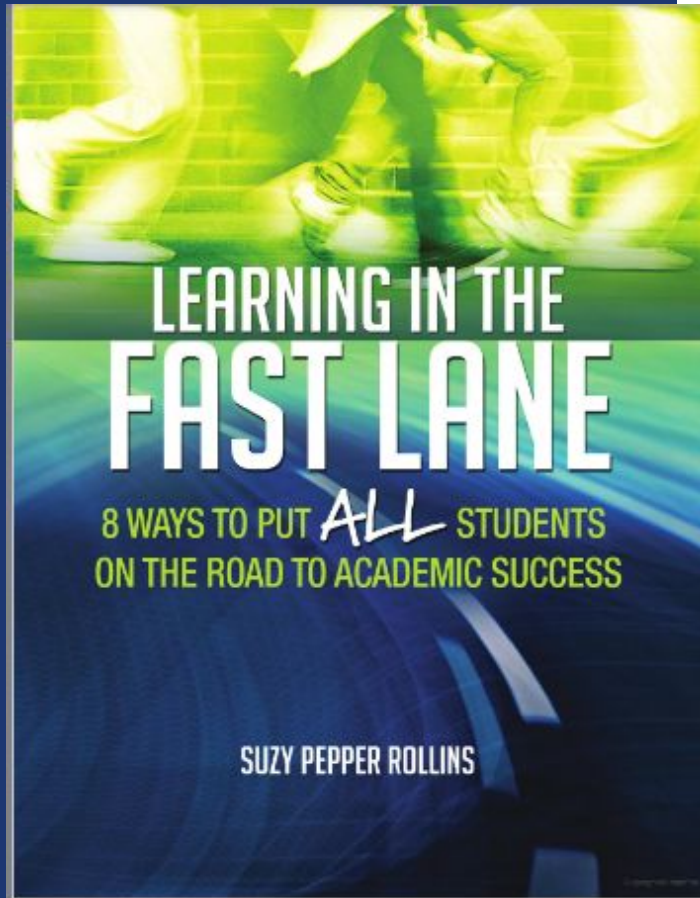
http://bit.ly/45eGvsA
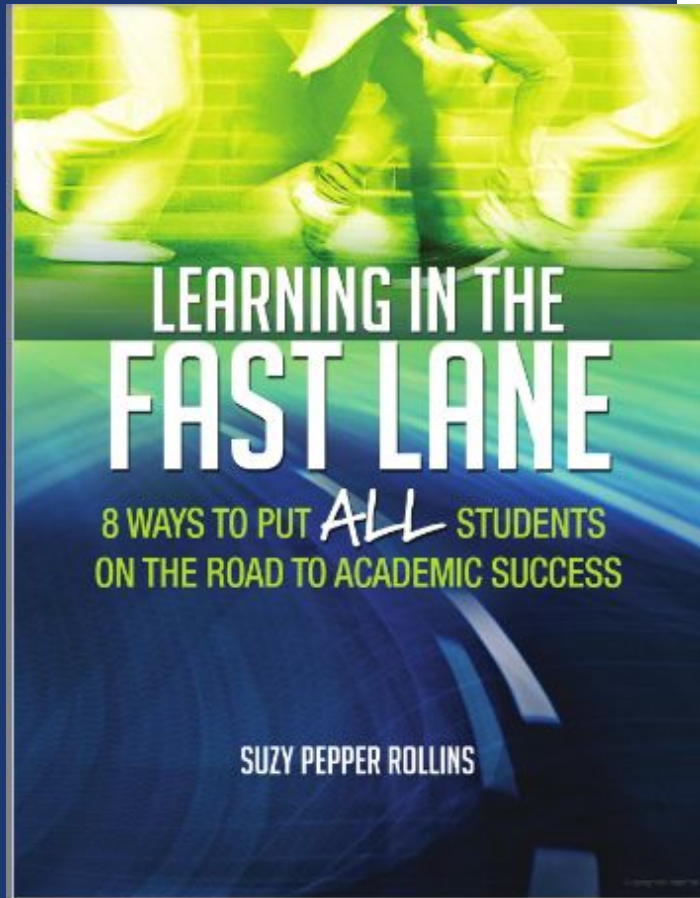
04:00

The Acceleration Framework

Share what you've learned.
1. Person 6 is the timekeeper.
2. Each person has 1 minute to share their expertise with the group.
3. Person 1 starts the conversation.
4. Every component should be discussed.

04:00

Components of Acceleration

Generate Thinking, Purpose, Relevance, and Curiosity

- Increases student motivation
- Creates value, relevance, and interest
- Fosters both motivation and long-term retention of content

Clearly Articulate the Learning Goal and Expectations

- Promotes visible learning by having explicitly stated, student friendly learning intentions
- Builds connections to prior learning which leads to improved long term memory and retrieval

Scaffold and Practice Essential Prerequisite Skills

- Asks what students need "just in time" to be successful with current standard
- Addresses high-priority gaps prior to tier 1 instruction

Components of Acceleration

Introduce New Vocabulary and Review Prior Vocabulary

- Promotes early-on success and confidence with the content
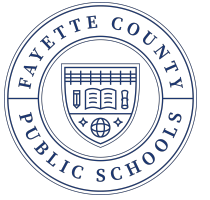- Builds students' deep, sustained knowledge of vocabulary

Dip Into the New Concept

- Encourages students' self-efficacy and enthusiasm
- Develops background knowledge of grade-level content

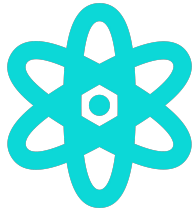## Conduct Formative Assessment Frequently

- Utilizes data for immediate adjustment of instruction
- Gives timely and detailed feedback from teachers and peers
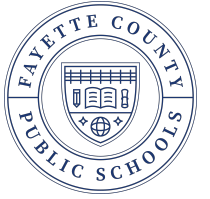
FCPS Acceleration Model

Preview Upcoming Essential Standard(s)

Responsive Tier 1 Instruction
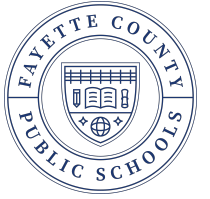
Reteach/Enrich After Common Assessment

Say Something

1. Partners independently read the assigned section.
2. When both partners are done reading, turn and "Say Something." It could be a:
   a. question
   b. brief summary
   c. interesting point
   d. personal connection

Reteaching After Common Assessment pg. 3
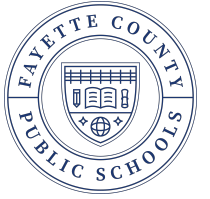
03:00

Connection to FCPS Acceleration Model

Generate Thinking, Purpose, Relevance and Curiosity

Clearly Articulate Learning Goals and Expectations

Conduct Formative Assessment Frequently

Reteaching After Common Assessment

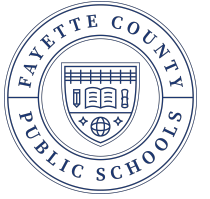| Tight	Loose
- Plan instructional response to remediate, reteach, and enrich acquisition of the standard - Implement varied instructional approaches - Reassess after reteach	- Whole group vs small group - Pile, Stack, Plan protocol (will be linked) - Method of reassessment after reteach - Varied formal formative assessments - Varied informal formative assessments

Say Something

1. Partners independently read the assigned section.
2. When both partners are done reading, turn and "Say Something." It could be a:
   a. question
   b. brief summary
   c. interesting point
   d. personal connection

Reteaching After Common Assessment pg. 3

Responsive Tier 1 Instruction pg. 2
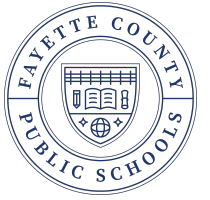
03:00

Connection to FCPS Acceleration Model

Generate Thinking, Purpose, Relevance and Curiosity

Clearly Articulate Learning Goals and Expectations

Conduct Formative Assessment Frequently

Responsive Tier 1 Instruction

| Tight	Loose
- Choose vocabulary based on the language of the current standard(s) - Deliver explicit vocabulary instruction - Utilize essential standards identified within the Unit Frameworks - Monitor instruction through the use of formative assessments - Track student progress using formative assessment data - Link standard from whole group when utilizing small group instruction	- Whole group vs small group - Type of formative assessments - Monitoring plan for formative assessment data

Say Something

1. Partners independently read the assigned section.
2. When both partners are done reading, turn and "Say Something." It could be a:
   a. question
   b. brief summary
   c. interesting point
   d. personal connection

Reteaching After Common Assessment pg. 3

Responsive Tier 1 Instruction pg. 2

Previewing Upcoming Essential Standards pg. 1

03:00
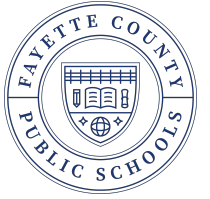
Connection to FCPS Acceleration Model

Scaffold and Practice Essential Prerequisite Skills

Introduce New Vocabulary and Review Prior Vocabulary

Dip into the New Concept
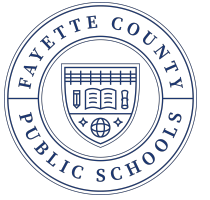
Preview Upcoming Essential Standards

| Tight	Loose
- Administer pre-assessment 1-2 weeks before the unit - Choose vocabulary based on the language of the upcoming standard(s) - Deliver explicit vocabulary instruction - Utilize prerequisite skills and standards progression identified within the Unit Frameworks - Utilize prerequisite skills within one grade-level of current standard - Introduce content with authentic/real-world tasks - Preview 1 to 3 days prior to new standard	- Whole group vs small group - Authentic/real world task bank - Based on pre-assessment, decide preview intensity 1-3 days of previewing - Components of preview lessons - Example: - Day 1- Authentic Task/Vocabulary - Day 2- Prerequisite skill - Day 3- Least complex grade-level success criteria

Parking Lot

https://bit.ly/FCPSAPL

Model Overview Schedule

Aug. 21	Aug. 22	Aug. 23	Aug. 24	Aug. 25
Preview Upcoming Standard(s)				
Current Standard(s)		Formal Formative	Current Standard(s)	
	Pre-assessment		Reteach/Enrich	Reteach/Enrich

Aug. 28	Aug. 29	Aug. 30	Aug. 31	Sept. 1
	Preview Upcoming Standard(s)			
Current Standard(s)			Formal Formative	Current Standard(s)
Reteach/Enrich/ Formative Reassessment				Reteach/Enrich

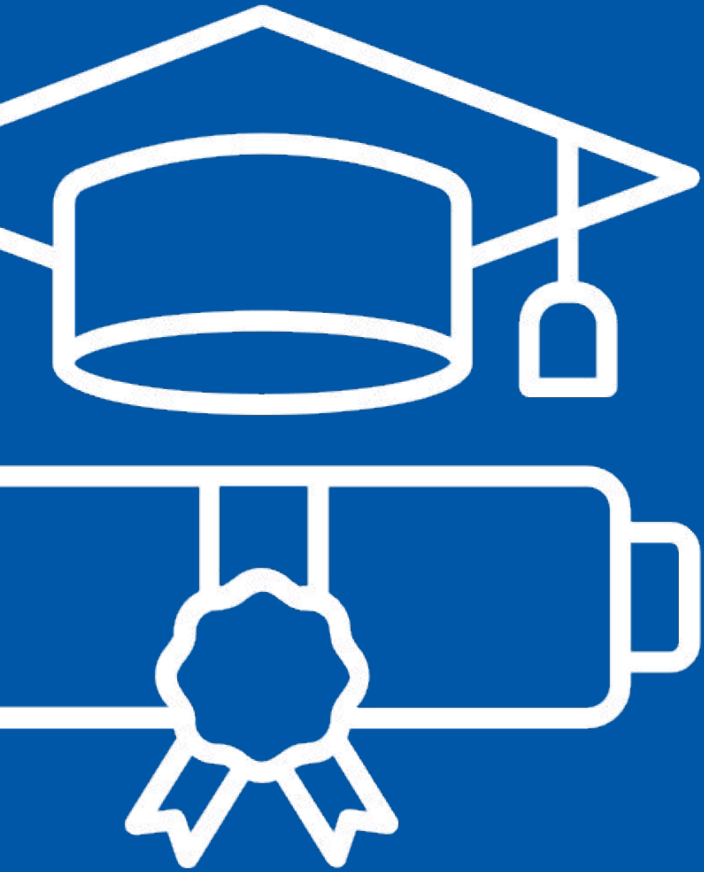| Sept. 4	Sept. 5	Sept. 6	Sept. 7	Sept. 8
		Preview Upcoming Standard(s)		
Current Standard(s)				Formal Formative
Reteach/Enrich	Reteach/Enrich/ Formative Reassessment		Pre-assessment	

What do you notice or wonder?

1. Think time for one minute.
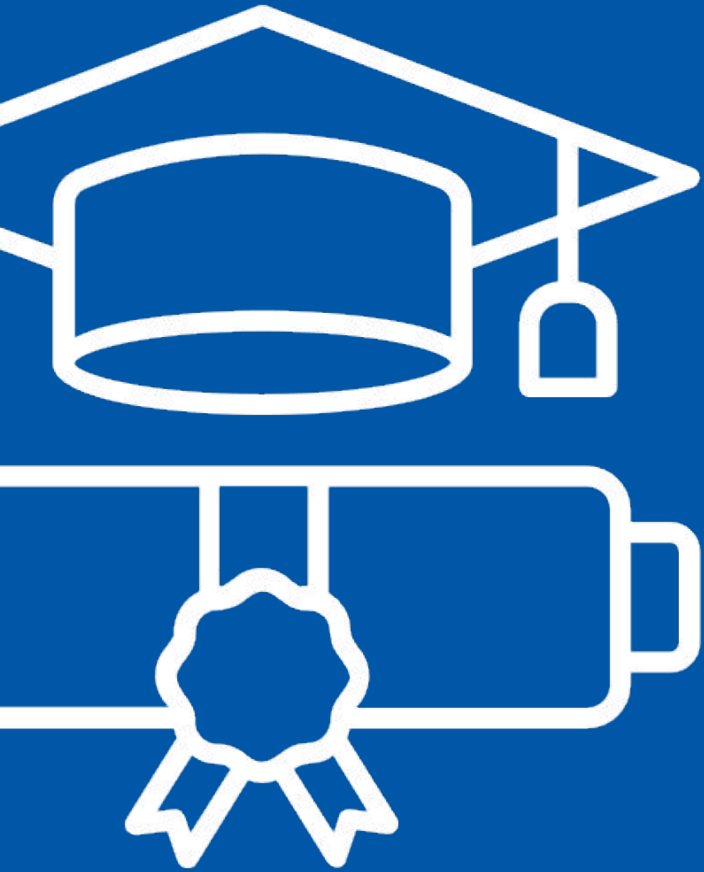2. At 1:00, talk with a table partner about your notice or wonder.

02:00
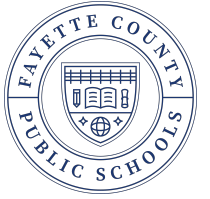
Plan Into Practice

1. Visit Navigator and find the **third grade pacing guide** for **mathematics**.
2. Complete essential standards, supporting standards, approximate days of instruction, and the common assessment window on the Acceleration Planning Schedule.

August 2023					UNIT	STANDARDS
X	X	16	17	18		
21	22	23	24	X	**UNIT 1 - Introduction to Multiplication and Area**	**Essential Standards:**
28	29	30	31	1	(Final Framework link)	3.OA.1 / 3.OA.2 / 3.OA.3
September						3.MD.5 / 3.MD.6
X	5	6	7	8	**Approximately 37 days**	
11	12	13	14	15		**Supporting Standards:**
18	19	20	21	22	Common Assessment window	3.OA.9 / 3.NBT.3
25	26	27	28	29	October 16 - November 3, 2023	
October						
9	10	11	12	13		
16	17	18	19	20		

August 2023					Pacing by Standard or Cluster of Standards	STANDARDS
X	X	16	17	18		**Essential Standards:**
21	22	23	24	X		
28	29	30	31	1		
September						
X	5	6	7	8		
11	12	13	14	15		**Supporting Standards:**
18	19	20	21	22		
25	26	27	28	29		
October						
9	10	11	12	13		Approximately _____ days
16	17	18	19	20		Common Assessment window _____

Plan Into Practice

3. Decide pacing of each standard. How many days or weeks per standard or cluster of standards? Draw lines to indicate when each standard will be covered.
4. List each standard in the section it will be taught.

| August 2023					Pacing by Standard or Cluster of Standards	STANDARDS
X	X	16	17	18	3.OA.1, 3.OA.2, 3.OA.3, 3.OA.9	**Essential Standards:**
21	22	23	24	X		3.OA.1 3.OA.2 3.OA.3 3.MD.5 3.MD.6
28	29	30	31	1		
September						
X	5	6	7	8		**Supporting Standards:**
11	12	13	14	15		
18	19	20	21	22	3.MD.5, 3.MD.6	3.OA.9 3.NBT.3
25	26	27	28	29		
October						
9	10	11	12	13	3.NBT.3	Approximately 37 days
16	17	18	19	20	Review and Assess	Common Assessment window 10/16 – 11/3

Plan Into Practice

5. Based on the pacing for each standard, decide when to complete the following:
- Pre-assessment
- Preview
- Teach current standard
- Conduct formal formative
- Reteach/Enrich

		Aug. 16	Aug. 17	Aug. 18
			Pre-assessment (3.OA.I, 3.OA.2, 3.OA.3)	

Aug. 21	Aug. 22	Aug. 23	Aug. 24	Aug. 25
Preview (3.OA.I, 3.OA.3)	Preview (3.OA.I, 3.OA.3)	Preview (3.OA.I, 3.OA.3)		NO SCHOOL
			Current Standard: (3.OA.I, 3.OA.3)	

Aug. 28	Aug. 29	Aug. 30	Aug. 31	Sept. I
	Pre-assessment: (3.MD.5, 3.MD.6)	Preview: (3.OA.2, 3.OA.3)	Preview: (3.OA.2, 3.OA.3)	Preview: (3.OA.2, 3.OA.3)
Current Standard: (3.OA.I, 3.OA.3)	Current Standard: (3.OA.I, 3.OA.3)	Current Standard: (3.OA.I, 3.OA.3)	Current Standard: (3.OA.I, 3.OA.3)	Formal Formative: (3.OA.I, 3.OA.3)
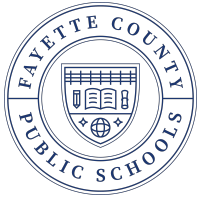
Plan Into Practice

1. Visit Navigator and find the **third grade pacing guide** for **ELA**.
2. Complete essential standards, supporting standards, approximate days of instruction, and the common assessment window on the Acceleration Planning Schedule.

August

M	T	W	T	F
		16	17	18
21	22	23	24	25
28	29	30	31	1

September

M	T	W	T	F
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25				

Unit 1
Connections and Perspectives

Approximately 31 Days

Essential Standards :

RF.3.3	RL.3.3	RI.3.3	C.3.2	L.3.4
	RL.3.6	RI.3.6	C.3.6	
	RL.3.10	RI.3.10		

Supporting Standards:

RF.3.4	RL.3.1	RI.3.1	C.3.5	L.3.1
	RL.3.4	RI.3.4	C.3.7	L.3.2
	RL.3.7	RI.3.7		

August 2023

| Pacing by Standard or Cluster of Standards | STANDARDS |

X	X	16	17	18
21	22	23	24	X
28	29	30	31	1

September

X	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October

9	10	11	12	13
16	17	18	19	20

Essential Standards:

Supporting Standards:

Approximately _____ days
Common Assessment window _____

Plan Into Practice

3. Decide pacing of each standard. How many days or weeks per standard or cluster of standards? Draw lines to indicate when each standard will be covered.
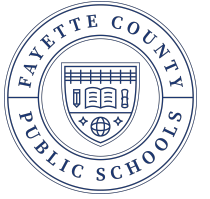4. List each standard in the section it will be taught.

Plan Into Practice

5. Based on the pacing for each standard, decide when to complete the following:
- Pre-assessment
- Preview
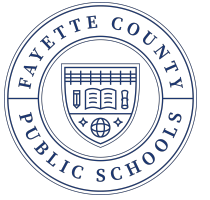- Teach current standard
- Conduct formal formative
- Reteach/Enrich

		Aug. 16	Aug. 17	Aug. 18
			Pre-assessment (RL.3.3)	

Aug. 21	Aug. 22	Aug. 23	Aug. 24	Aug. 25
Preview (RL.3.3)	Preview (RL.3.3)			Pre-assessment: (RI.3.3)
		Current Standard: (RL.3.3)	Current Standard: (RL.3.3)	Current Standard: (RL.3.3)

Aug. 28	Aug. 29	Aug. 30	Aug. 31	Sept. 1
		Preview: (RI.3.3)	Preview: (RI.3.3)	Preview: (RI.3.3)
Current Standard: (RL.3.3)	Formal Formative: (RL.3.3)			
		Reteach/Enrich: (RL.3.3)	Reteach/Enrich: (RL.3.3)	Reteach/Enrich: (RL.3.3) Reassessment

Scrambled Sentences

1. Each person at the table needs one post-it note.
2. On the post-it note, write one word that describes your learning about the last three slides over scheduling.
3. Share your word with the group.
4. The group constructs a sentence that uses all the words, while adding as few words as possible.
5. Choose a spokesperson to share out with the room.

03:00

Which One Doesn't Belong?

scaffolded	prerequisite
essential	reteach
pre-assessment	vocabulary
formal formative	informal formative
misconceptions	preview

1. Think time for 30 seconds.
2. At 30 seconds, talk with a table partner about your choice and explain why.

1:00 Stop

Visible Learning

Learning Intention

I am learning to provide "just-in-time" support on grade level standards to accelerate learning for all students.

Success Criteria

- I can identify components of accelerated learning.
- I can explain how the components are incorporated into the FCPS Acceleration Model.
- I can plan next steps to enhance my school's instructional practices.

Acceleration Continuum
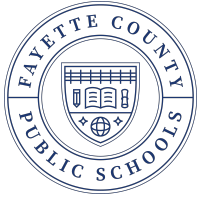
Overview	Module 1: Plan	Module 2: Act Previewing	Module 3: Do Activating Learning	Module 4: Do Responsive Teaching	Module 5: Study/Act Reteach/ Enrich	Module 6: Monitoring and Support

- Define
-This vs. That
 	
-Model
-Schedule
	-Pre-assessment
	-Pre-requisites
		-Plan
		  -Vocabulary
		  -Coherency
		  -Grade-level SC
			-Deficit vs Strengths-Based Approach
			-Success Starters
				-On-going formative
				-Scaffolding
					-Post-assessment
					-Varying instructional approaches
					-When and how
					-Schedule
						- Teacher support

Audience: Admin	Audience: Teachers	Audience: Teachers	Audience: Teachers	Audience: Teachers	Audience: Teachers	

02:00

http://bit.ly/3OxTzE1

Current Reality and Next Steps

Traffic Light Reflection
In "light" of the information

Red Light — What might you *stop* doing?

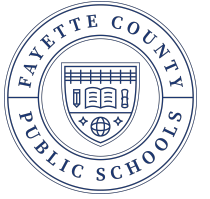**Yellow Light** — What might you *continue* doing?

Green Light — What might you *start* doing?

- Use this time to reflect on content and connect the information to your own work using the Stoplight Strategy.

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1:48
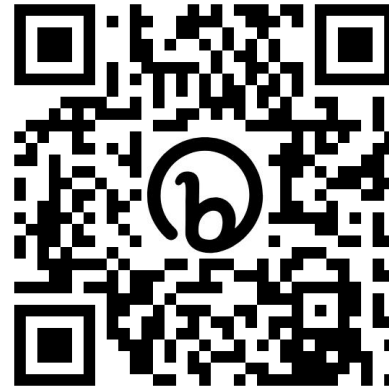
Further Support

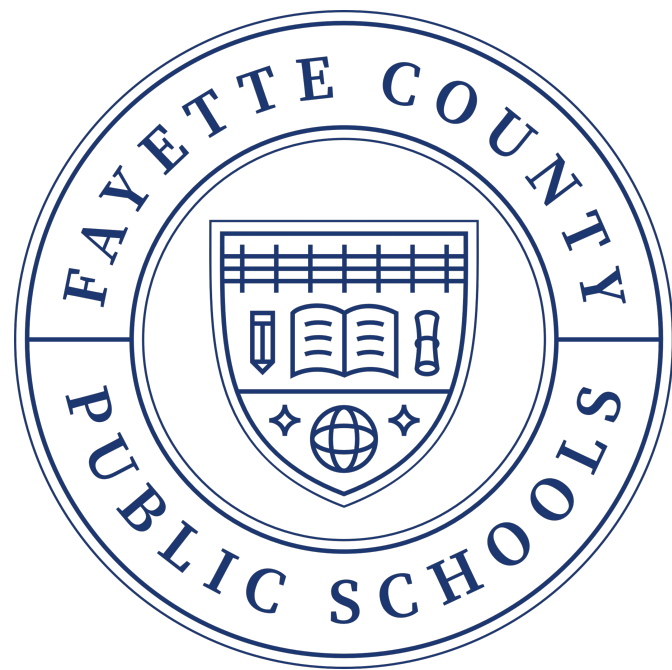If you need any support, please contact us:

Jill Ingram - District-Based Instructional Specialist
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Susan Hillman - District-Based Instructional Coach
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Aaron Davis - District-Based Instructional Specialist
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Thank you!