

GUIDE TO ACCELERATED LEARNING



Inspired by: Stephanie Hirsh and Jim Short, “How to Implement Accelerated Learning Successfully: Professional Learning for Educators.” Carnegie Corporation of New York, Professional Learning for Educators, 31 Aug. 2021.



What is Accelerated Learning & What are some Introductory Resources?

Begin by understanding what Accelerated Learning is and what it is not. Use the following resources as an introductory guide to gain understanding of Accelerated Learning.

- [Carnegie.org](https://www.carnegie.org)
- [Paper.co](https://www.paper.co)
- [TNT.org](https://www.tntp.org)

Accelerated Learning vs. Remediation

Acceleration

- Academic progress is clear
- Skills are immediately applied
- Connects new information to prior learning
- Relevance of learning is key to motivation
- Integrated in core coursework
- Active, engaging

Remediation

- Lack of progress
- Skills are taught in isolation
- Does not connect to prior knowledge
- Does not rely on relevance
- Separate from core coursework
- Skill and drill, boring worksheets

Carnegie Learning, 2021

“Educators requested professional learning sessions on implementation [of an Accelerated Learning guide] to make the words on paper come alive.”

Komal Bhasin, Massachusetts SEA

Invest in essential resources for effective acceleration

- [How to leverage federal funds](#)
- [Focus on the whole child](#)



How should Accelerated Learning be implemented?

Adopt an acceleration strategy

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

Ensure these practices are present:

- Maintain grade-level trajectories
- Diagnose needs rapidly
- Build on previous knowledge
- Provide tailored attention
- Utilize formative assessments to identify progress and next steps for student learning



How are educators best supported during implementation?

Support educators as they implement acceleration

Consider human resource needs

- 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 tailored instruction

Is there a different approach to implement Accelerated Learning for students with diverse needs?

- Provide students with disabilities opportunities for Accelerated Learning alongside their peers
- Use formative assessments to measure progress
- Use Universal Design for Learning
- Integrate Accelerated Learning into Multi-Tiered Systems of Support (MTSS)

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

Engage families and other stakeholders in the acceleration process

- Establish genuine family-school partnerships in which learning is bridged from school to home with codesigned and implemented activities to enhance student learning
- 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

“As a state, we have tried to think about the long game. You don’t make up learning loss in 5 minutes. This needs to be part of our overall academic strategy. Tier 1 instruction should be at grade level—that’s the philosophy of the learning acceleration roadmap.”

Komal Bhasin, Massachusetts SEA

“We received job embedded coaching on the acceleration roadmap—which was a game changer. With our SEA coach and our own coaches, we created a vision of learning acceleration together.”

Erin McMahon, Superintendent of Schools, Saugus, MA



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 share their Accelerated Learning experiences and expertise with other state and regional education representatives.



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.

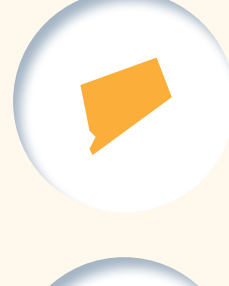


The **Louisiana** “Accelerate” tutoring initiative is designed to support school systems implementing tutoring at scale as a core function to achieve significant results for all students.

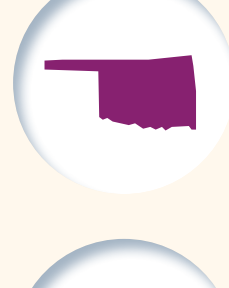
[Learn more by watching this video](#)



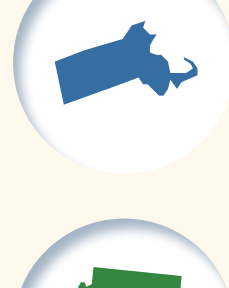
Michigan has developed Accelerated Learning resources and tools to keep students moving forward on their intended grade-level trajectories by strategically preparing them for success in current grade-level content.



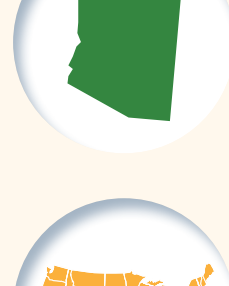
Connecticut developed a redesigned educational response to learning to promote renewal, reduce opportunity gaps, accelerate learning, and advance equity to allow for the most effective response to the disruption caused by the COVID-19 pandemic.



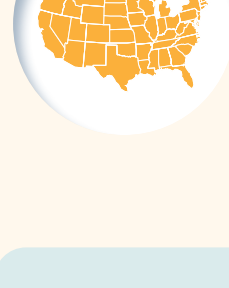
Oklahoma created an action plan for supporting students through the pandemic and beyond. The result is a web page hub for resources that help set the tone and expectations for their students’ growth.



Massachusetts designed a detailed acceleration roadmap to support student learning. The roadmap provides a focused and phased approach for teachers and leaders.



Arizona developed a shared policy framework, reflecting a strategic and targeted approach to scaling what works to accelerate progress in early literacy and third-grade reading.



Implemented in **multiple states**, the *vacation academy* idea incorporates targeted instruction with highest-quality teachers along with incentives and family engagement. Short-term *vacation academies* are a learning recovery strategy that have shown positive literacy and math results. This session presents the evidence along with practical advice for engineering successful experiences.

“Why can’t we have preschool programming and a focus on how we are going to accelerate early literacy? Investments in early learning will accelerate learning into the K-3 and beyond space.”

Lori Masseur, Early Childhood Director, Arizona Department of Education



“We invested first on grade-appropriate assignments and high-quality instructional materials on every grade and subject. Next, we focused on strong instruction. Last but not least, we’ve been observing for teachers’ high expectations because we believe that will lead to deep engagement for students.”

Erin McMahon, Superintendent of Schools, Saugus, MA

