

LEADING FOR ACADEMIC ACCELERATION

INTRODUCTION

REMEDATION

Provides scaffolded instruction that restricts students' access to grade level content.



VS.



ACCELERATION

Provides grade level or above content with sufficient support for students to succeed now.

The Principle of Academic Acceleration is Built Upon Four Complementary Tenets:

(TNTP, 2018)

TENET

1 GRADE APPROPRIATE ASSIGNMENTS



CORE BELIEF: All students should spend most of their instructional time working on standards-aligned, grade-level work.

TENET

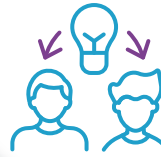
2 STRONG INSTRUCTION



CORE BELIEF: Teachers should provide opportunities for students to grapple with challenging content within a classroom culture where it's okay to be wrong and learn from mistakes.

TENET

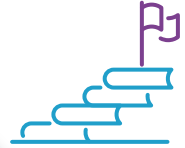
3 DEEP ENGAGEMENT



CORE BELIEF: Schools should create learning climates where students are not merely compliant but are actively learning and cognitively engaged. Educators need to differentiate between quiet and compliant students and truly engaged learners.

TENET

4 HIGH EXPECTATIONS



CORE BELIEF: All students should be held to the same high standards, regardless of race, ethnicity, socio-economic status, gender, family situation, differing ability, or traumatic experiences.

PRINCIPAL LEADERSHIP IS A KEY FACTOR FOR ACADEMIC ACCELERATION



Studies show that with strong leadership from the principal, teachers become more effective and increase student achievement.

Specifically, principals are well-positioned to provide growth-evoking feedback and coaching to teachers in the areas of:



Understanding achievement data to determine progress towards grade level standards



Using student data to personalize and scaffold instructional strategies in real time



Ensuring that equitable and supportive learning environments are created and sustained

TENET

1 GRADE APPROPRIATE ASSIGNMENTS

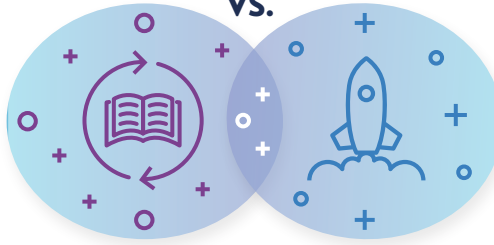


CORE BELIEF: ALL STUDENTS SHOULD SPEND MOST OF THEIR INSTRUCTIONAL TIME WORKING ON STANDARDS-ALIGNED, GRADE-LEVEL WORK.

REMEDiation

- Drill students on items that **bear little resemblance to the current curriculum**
- Activities connect to **standards from years ago**
- Students **master content from years past from previous grade levels**

VS.



ACCELERATION

- Prepare students for **success in current grade level**
- Ready students for **new learning opportunities**
- **Past concepts addressed**, but in the purposeful range of current learning

Murray-Darden & Turner (2023) (used with permission)

TENET

2 STRONG INSTRUCTION



CORE BELIEF: TEACHERS PROVIDE OPPORTUNITIES FOR STUDENTS TO GRAPPLE WITH CHALLENGING CONTENT WITHIN A CLASSROOM CULTURE WHERE IT'S OKAY TO BE WRONG AND LEARN FROM MISTAKES.



DEVELOPING A LANGUAGE AROUND STRONG INSTRUCTION

Create a **lexicon of terms** that can serve as an architecture for containing and organizing knowledge. **This is commonly done by:**

When a common scientific lexicon is used: **Thinking is clearer, faster, and less prone to error**



PHYSICIANS



ATTORNEYS



PILOTS

Instructional leaders that seek to better recognize strong instruction do well to have a mental structure on which to **organize their evergrowing knowledge base.**



TENET

3 DEEP ENGAGEMENT



CORE BELIEF: TEACHERS & PRINCIPALS NEED TO DIFFERENTIATE BETWEEN QUIET AND COMPLIANT STUDENTS & TRULY ENGAGED LEARNERS



SCHOOLS SHOULD CREATE LEARNING CLIMATES WHERE STUDENTS ARE NOT MERELY COMPLIANT BUT ARE DEEPLY ENGAGED IN LEARNING.

3 Dimensions of Engagement: **AFFECTIVE, BEHAVIORAL, & COGNITIVE**
3 Levels of Engagement: **PASSIVE, MIXED, & HIGHLY ENGAGED.**

Murray-Darden and Turner, 2023, *Serving Educational Equity: A Five-Course Framework for Accelerated Learning* (used with permission)



CHOICE & AGENCY Drive Engagement & Commitment, Rather than Mere Compliance.



DOWNSHIFTING WILL OCCUR: With loss of agency and control over one's immediate situation almost always results in a loss of creativity, persistence, and higher-level thinking.

TENET

4 HIGH EXPECTATIONS



CORE BELIEF: ALL STUDENTS SHOULD BE HELD TO THE SAME HIGH STANDARDS, REGARDLESS OF RACE, ETHNICITY, SOCIO-ECONOMIC STATUS, GENDER, FAMILY SITUATION, DIFFERING ABILITY, OR TRAUMATIC EXPERIENCES.



Catching Up Demands More Effort for Everyone.



Principals and Teachers Together Establish a Culture that Rewards Hard Work.



To praise standard performance is to lower expectations.



IT IS IMPORTANT TO SET HIGH EXPECTATIONS

- What students must do to improve
- What teachers must do to get them there

Teachers who provide equitable instruction communicate and align high expectations for all students while providing appropriate instruction and scaffolding as needed.

