

# **“Catching Kids Up - How to Implement Acceleration to Improve Student Learning”**



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# **What is 'Acceleration?'**



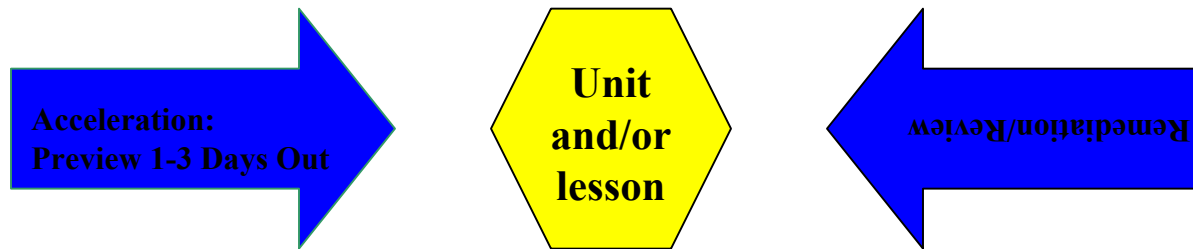
**What can a school do if a student is 1-2-3 grades or more behind in reading or math?**

# Remediation



- Fall further behind
- Stops and starts in learning
- Backwards and slower
- Achievement
  - 25% IQ
  - 25% opportunities & experiences
  - 50% self-esteem & self-efficacy

# Acceleration Model



# Acceleration



- Scaffolding
- Provides learners with:
  - advance organizers
  - activate prior knowledge
  - vocabulary
- Acceleration & Remediation

# Advance Organizers



- Graphic Advance Organizers
- Expository Advance Organizers
- Narrative Advance Organizers
- Skimming Advance Organizers

# ***How Do Schools Implement Acceleration?***



**The idea of acceleration is for the teacher to stay 1-2 days ahead of the regular classroom instruction.**

# **70% Acceleration & Previewing**

## **30% Remediation**



- Basic Model
  - Previewing vocab, discuss organizer, linking to prior knowledge
  - Check for understanding, HW, re-teaching
- Middle & High School - AIS
- Summer School Model

# ***How to Implement Acceleration in the Classroom***



STEP 1:

Develop a Content Map

STEP 2:

Focus on Vocabulary

STEP 3:

Advance Organizer(s), Link Prior Knowledge

STEP 4:

Include Multiple Activating/Focusing Strategies

# ***Why Is The Content Map So Important?***



- Excellent communication device
- Provides for a higher level of unit planning
- Enables more consistent curriculum pacing and planning across teachers
- Teachers use it to select and present vocabulary
- Enables students to build knowledge across time and keep track of their learning

# Importance Of Vocabulary



- The singular importance of vocabulary has become a powerful insight to raising achievement
- The words we know & use indicate the way we organize the world around us and how we organize our learning.
- The creation of labels (words) is our tool for fostering new perceptions and increasing learning.
- Vocab instruction should be a focal point of learning, especially for students impacted by poverty
- Vocab instruction excellent as an advance organizer for acceleration. Must also be taught in context.

# Language Development & Potential Impact At Kindergarten

- A child from a family **at or below the poverty** line hears **600-700** words per hour at 12-18 months old (Result at K=5000 words)
- A child from a family of **middle income** hears **1200-1300** words per hour at 12-18 months old (Result at K=9000 words)
- A child from a family of **upper income** hears **2900-3100** words per hour at 12-18 months old (Result at K=15000+ words)

National Institute of Health, 1999

# Teaching Vocabulary Raises Achievement!



- Student A gets 10-12 new vocab words per week
- Student B none
- End of the year test:  
B @ 50th Percentile  
A @ 62nd Percentile
- Student A gets 10-12 new vocab words per week *"linked to new content"*
- Student B none
- End of the year test:  
B @ 50th Percentile  
A @ 83rd Percentile

# ***Vocabulary Strategies***



- Word Maps & Charts
- Frayer Model
- Concept Maps
- Semantic Mapping
- Semantic Feature Analysis (Matrix)
- Multi-Sensory Vocab Strategy
- Word Sorts
- Pre-Reading Predictions
- Which Word Doesn't Belong
- Vocab Overview Guide
- Concentration
- Give One! Get One!
- Building Vocabulary Through Suffixes
- Building Vocabulary Through Prefixes