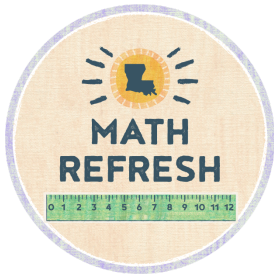




Teacher Best Practices for Accelerating Math Learning



The evidence supporting acceleration in math through individualized, just-in-time support connected to grade-level content is applicable across all settings including core instruction, tutoring, any extra math time, and summer learning. Students with unfinished learning, including those impacted by interruptions to teaching and learning for any reason, are still able to access most grade-level standards without prior review. Teachers plan for acceleration by building in scaffolds and supports as needed for success in grade-level content.

What should teachers do?	What does that mean?	What does that NOT mean?
Ensure all students have access to high-quality, grade-level mathematics instruction each day, and hold that same high standard of quality for all other math instructional time.	Utilize high-quality instructional materials as intended for daily core instruction. Resources used during all other instructional time (e.g., tutoring, RTI, “W.I.N.” time) must meet the same standard of quality. Resources should be designed for acceleration and alignment with the high-quality curriculum. This means independent extra practice as well as direct instruction in tutoring or pull out programs must be directly connected to the knowledge and skills students are building in the current unit or module of study.	Instruction, even during extended learning time, does not focus on concepts or skills that are disconnected from the grade-level mathematics students are currently engaging with in class. Lower-quality materials such as isolated worksheets for spiraling or computer games serving to keep students busy in disconnected content do not serve to accelerate learning.
Prioritize all students’ presence in daily grade-level mathematics instruction alongside peers , including students with disabilities and English Learners.	Every student is present in math class, engaging in rigorous grade-level instruction rather than work suited for earlier grades. This includes students who persistently struggle and diverse learners. Removing students from learning alongside peers removes them from rich learning experiences and eliminates their opportunity to make valuable contributions to the classroom learning community.	Students who persistently struggle should not be removed from the learning environment. Rather, teachers and supporting staff must collaborate to ensure programs and approaches provide all students with access to the tutoring, extra learning time, and small group support that they need while holding core ELA, math, science, and social studies instructional time sacred.



What should teachers do?	What does that mean?	What does that NOT mean?
<p>Plan to build students’ readiness for grade-level content.</p>	<p>Plan and deliver appropriate scaffolds or small group supports that are designed to build the connected prerequisite knowledge and skills students need for successful engagement in current and upcoming grade-level learning. This means utilizing the acceleration cycle to continuously respond to student needs in a flexible and proactive manner.</p>	<p>Teachers addressing unfinished learning should focus on the specific skills that will prepare students for upcoming core instruction. This means that teachers avoid the practice of focusing remediation on disconnected skill practice and computer programs.</p>
<p>Drive daily instructional decisions around the acceleration supports that students need, prioritize timely, small-scale diagnostics that target current and upcoming grade-level lessons rather than large-scale assessments such as benchmarks, interims, or summative assessments.</p>	<p>Small-scale diagnostics embedded within or designed to align with the high-quality curriculum help to pinpoint which students need proactive support to ensure their successful engagement with current instruction. This targeted approach is also critical for determining which specific prerequisite knowledge and skills need to be addressed within the context of the grade-level mathematics students are learning in class at that time.</p>	<p>Relying solely on large-scale assessments (e.g. LEAP/LEAP 360, interims, benchmarks) to make decisions about acceleration prevents teachers from identifying students' most immediate and relevant needs to catch up and move forward with grade-level learning. Last year’s LEAP scores or data from a benchmark given in August provide little, if any, insight into the specific needs of a student in October. Assessments broad in scope (covering many or all grade level standards), are neither timely nor targeted, and unless embedded within high-quality curriculum, are disconnected from the context of current grade-level work.</p>
<p>Employ flexible grouping strategies driven by timely, formative data so that all students receive the support they need, when needed.</p>	<p>Assignment to small-group instruction for acceleration should change as the data from small-scale diagnostics indicates students’ need for supports to build toward readiness for core instruction.</p>	<p>Labeling students through stagnant groups or identifying “bubble students” does not serve teachers to adjust day-to-day instruction and flexibly respond to students’ individualized, evolving needs.</p>