

Evidence of learning acceleration			
Enhancing learning experiences to reach important academic milestones			
<b>Instruction</b>	<input type="checkbox"/>	What can you see that shows teachers may be providing <b>varied instruction</b> and tasks to meet the needs of different students? (adjusting how fast or complex the teaching is)	Teachers spend their time 'internalizing' lessons instead of designing them to be able to prioritize planning for differentiation (practicing <i>how</i> to teach, not deciding what to teach) (NJ)
<i>What does teaching and learning in the classroom look like?</i>	<input type="checkbox"/>	What can you see that shows the teacher may use <b>small group instruction</b> or <b>peer tutoring</b> ?	TAs work with small groups of students and at small table (NJ) (SF) Data collection (SF) (CE) SIPPS (CE) Co-Teaching (NJ) (SD)
	<input type="checkbox"/>	What can you see that shows the teacher is using some kind of <b>quick assessment</b> to gauge student understanding and adjust instruction?	Thumbs up, circling around classroom and conferring--including Turn and Talk (NJ) (SF) Lesson internalization includes anticipating the end product--what is expected as a learning outcome Data doc is school-wide and monitored by data coach (SF) (SD) Assessments completed in 2-3 days of student enrolling to design most appropriate support (SD)
<b>School Structure</b>	<input type="checkbox"/>	What can you see that shows the school is providing <b>extended learning opportunities</b> ? (beyond school hours, or additional supports)	Intentional transitions for kids between classes, between places, and between periods of the day (NJ) Breakfast before school with activities (NJ) (SF) Enrichment clusters (CE)
<i>How does the way the school day is structured help prioritize learning?</i>	<input type="checkbox"/>	What can you see that shows the school <b>schedules</b> instructional blocks to promote <b>learning acceleration</b> ?	Standardization of ELA/Math blocks school-wide (NJ) Bell schedule structured for morning basic needs AND rigorous instruction (SD) Extended time for literacy (NJ) (SF) Prioritizing teacher coaching (SD) (SF) Departmentalization (3-5th) (SF) (SD)
	<input type="checkbox"/>	What can you see that shows the school is allocating time in the schedule for <b>individualized learning</b> (for catch up or acceleration)?	Breakfast for every student during morning whole-school meeting and individualized work folder (NJ) Data presented to teachers allowed for more individualized learning (CE) (SF) Flexible groups based on reading level (SD) (SF)
<b>Relationships and Support</b>	<input type="checkbox"/>	What can you see that demonstrates a <b>positive classroom climate</b> ? (positive behavior, mutual respect, sense of belonging)	Explicit attention given to identity in the building (NJ) Murals reflecting neighborhood (SF) Calm corner in every classroom (SF) Strong brand identity as a school or in each class (NJ) (SD) (SF) Culture of relentless care (SD)

<p><i>How do the connections between people help students learn?</i></p>	<input type="checkbox"/> <p>What can you see that demonstrates healthy <b>peer collaboration</b>?</p>	<p>Teachers asking students to rely on peer supports (NJ)  Students sharing materials (SF)  Structured grade-level PLC time for teachers facilitated by coach (SD)  (CE) (SF)</p>
	<input type="checkbox"/> <p>What can you see that shows students are encouraged to <b>explore topics in-depth</b>, apply <b>critical thinking</b> skills and/or <b>work collaboratively</b>?</p>	<p>Enrollment clusters and student driven projects (CE)</p>