If you want to	Protocol or Tool	
Chapter 1: The Case for Acceleration		
Explore current reality related to acceleration	Figure 1.1: Learning is required discussion tool (page 11)	
	Figure 1.2: Assessment discussion tool (page 13)	
	Figure 1.3: Intervention discussion tool (page 14)	
Chapter 2: Culture That Accelerates Learning		
Create classroom agreements for learning	Figure 2.1: Sample learning contract (page 20)	
Clarify the work of teams	Figure 2.2: Work of teams in recurring learning cycles (page 21)	
Reflect and plan actions to be an instructional leader	Figure 2.3: Administrator learning-focus planning tool (page 23)	
Analyze the school's visual story	Figure 2.4: Symbol and artifact walk recording sheet (page 26)	
Create audaciously attainable goals	Figure 2.5: Safe SMART goal example (page 28)	
	Figure 2.6: Audaciously attainable SMART goal example (page 29)	
	Figure 2.7: Audaciously attainable goals for diverse populations (page 30)	
	Figure 2.8: SMART goal data board (page 31)	
Chapter 3: Priority Standards and Learning Cycles That Accelerate Learning		
Clarify a guaranteed and viable curriculum that focuses on priority standards for acceleration	Figure 3.1: Standards acceleration diagram (page 36)	
	Figure 3.2: Critical knowledge and skills for acceleration (page 37)	
	Figure 3.3: Priority standards and time frames (page 39)	
	Figure 3.6: Proficiency map—Grade 5 mathematics (page 46)	
	Figure 3.7: Proficiency map—Grade 3 ELA (page 48)	
Unpack standards to create acceleration learning progressions	Figure 3.4: Example of an unpacked standard in reading (page 41)	
	Figure 3.5: Example of unpacked standard in mathematics (page 42)	
Clarify a unit learning cycle	Figure 3.8: Learning cycle (page 50)	
	Figure 3.9: Example of unit plan and calendar (page 52)	
	Figure 3.10: Ten-day cycle planning template (page 56)	

Table E.1: Tools and Protocols for Next Steps

If you want to	Protocol or Tool	
Chapter 4: An Assessment System That Accelerates Learning		
Examine assessments	Figure 4.1: Assessment audit template (page 65)	
	Figure 4.2: Balanced assessment system (page 67)	
Create team common assessments	Figure 4.3: Creating common assessments checklist (page 69)	
	Figure 4.4: Common assessment rubric (page 70)	
	Figure 4.5: Common assessment and daily formative assessment connection in each unit (page 71)	
	Figure 4.11: Kindergarten rolling assessment for letter recognition (page 80)	
Create student-reflection and tracker tools	Figure 4.6: During-the-unit student-reflection tool (page 74)	
	Figure 4.7: End-of-unit student-reflection tool (page 75)	
	Figure 4.8: Student-reflection tool for standards over time (page 76)	
	Figure 4.12: Student learning passport example (page 83)	
Create a pretest to assess entry learning	Figure 4.9: Grade 3 pretest—addition and subtraction (obtrusive) (page 77)	
	Figure 4.10: Grade 3 pretest—addition and subtraction (unobtrusive) (page 78)	
Chapter 5: Daily Grade-Level Instruction That Accelerates Learning		
Create a quality lesson to accelerate learning	Figure 5.1: Questions to guide lesson design (page 93)	
	Figure 5.2: Example of spaced and massed practice to balance grade-level and prior- knowledge standards (page 94)	
	Figure 5.3: Example of clarifying concepts students are learning (page 98)	
Create classroom posters or anchor charts to build student perseverance	Figure 5.4: Examples of posters for students to reference when they get stuck (page 99)	
Chapter 6: Intervention System That Accelerates Learning		
Clarify intervention tiers and a plan for learning in each	Figure 6.1: RTI pyramid of interventions (page 108)	
	Figure 6.2: Example of ten-day learning cycle showing Tier 1, Tier 2, and Tier 3 interventions (page 113)	
Collect and analyze data as a team to make targeted intervention plans	Figure 6.3: Team priority-standards tracker (page 116)	
	Figure 6.4: Common formative assessment data analysis for a learning target or standard (page 117)	
	Figure 6.5: Progress-monitoring data protocol for priority standards (page 118)	
	Figure 6.6: Intervention and extension team plan (page 121)	
Utilize student peer tutors	Figure 6.7: Mathematics peer tutor rubric example (page 124)	

R E P R O D U C I B L E

If you want to	Protocol or Tool	
Chapter 7: Leadership Practices That Accelerate Learning		
Clarify the work of the guiding coalition and collaborative teams	Figure 7.1: Leading the right work (page 133)	
Utilize instructional coaches	Figure 7.2: Instructional coaching flier example (page 136)	
	Figure 7.3: Sample plan for three-week instructional coaching cycles (page 138)	
	Figure 7.4: Example of organizer for coach-teacher work during the three-week coaching cycle (page 139)	
Clarify instructional expectations for feedback	Figure 7.5: Elementary school example of core instructional practices (page 143)	
Chapter 8: Continuous Improvement That Accelerates Learning		
Clarify collaborative team products and how to organize them	Figure 8.1: The work of collaborative teams to archive (page 154) Figure 8.2: Elementary grade-level digital folder organization example (page 155) Figure 8.3: Secondary department digital folder organization example (page 155)	
Plan for learning at the end of the year and beginning of next year	Figure 8.4: End-of-year plan (page 157) Figure 8.5: Step-up transition planning document (page 159) Figure 8.6: Vertical step-up transition meeting document (page 161)	
Plan for celebrations	Figure 8.7: Celebration plan template (page 163)	
Epilogue: Dare to Dream and Then Dare to Do		
Create a plan for acceleration	Figure E.1: Action plan for accelerating learning graphic organizer (page 166)	