

Accelerate to Educate:

Overcoming Learning Loss Workshop

Day 1 Agenda

“How we think about the *impact* of what we do is more important than *what* we do.”

—Hattie & Zierer, *10 Mindframes for Visible Learning* (2018), p. ix

7:00–8:00 a.m.	Registration
8:00–11:30 a.m.	First Things First: Schooling Loss Is Real. Now What? <i>Sharon V. Kramer</i>
	Mindset 1: Learning Is Required! Creating a Community of Learners <i>Sharon V. Kramer</i>
	Break
	Mindset 2: Implementing Grade- or Course-Level Standards on the First Day of School <i>Paula Maeker</i>
11:30 a.m.–1:00 p.m.	Lunch
1:00–3:30 p.m.	Mindset 3: Moving From Assessments and Tests to “Show What You Know” Opportunities <i>Anisa Baker-Busby & Paula Maeker</i>
	Break
	Reflection: Shifting to an Acceleration Plan <i>Participants reflect on the day’s discussion and topics.</i>

Day 2 Agenda

“My role as a teacher is to evaluate the effect I have on my students. It is to ‘know thy impact,’ it is to understand this impact, and it is to act on this knowing and understanding. This requires that teachers gather defensible and dependable evidence from many sources and hold collaborative discussions with colleagues and students. . . .”

—Hattie, *Visible Learning for Teachers* (2012), p. 19

8:00–11:30 a.m.	Welcome and Day 1 Reflections <i>Sharon V. Kramer</i>
	Mindset 4: Building a Support System to Accelerate Learning in the First Week of School <i>Paula Maeker & Sharon V. Kramer</i>
	Break
	Mindset 5: Implementing Instructional Strategies That Accelerate Learning <i>Paula Maeker</i>
11:30 a.m.–1:00 p.m.	Lunch
1:00–3:00 a.m.	Mindset 6: Leading the Charge—Making It Happen With Your Learning Team <i>Sharon V. Kramer & Paula Maeker</i>
	Break
	Closing: Planning the Plan—Building Rationale and Meeting Challenges <i>Presenters work with participants to share priorities for next steps and action plans.</i>

Day 1—Session Descriptions

First Things First: Schooling Loss Is Real. Now What?

Sharon V. Kramer

Wow! What a challenge this past school year has been! Students in every grade have experienced schooling loss. As a result, they will bring learning gaps to every classroom in the upcoming year.

Teachers typically help students catch up by remediating learning or going backward to go forward. This tactic fills some gaps, but most struggling students won't match their peers in grade-level knowledge and skill proficiency. Students get further behind as the school year passes, creating a hard-to-escape cycle of remediation.

Acceleration is the path less traveled in most schools and classrooms, especially when students read and write far below grade level. Sharon V. Kramer explains the *why* of this new process, encouraging necessary mindshifts from remediation to acceleration.

Mindset 1: Learning Is Required! Creating a Community of Learners

Sharon V. Kramer

A school is a learning organization, and *learning is required!* It doesn't happen by accident. Therefore, an entire school must focus on structures supporting this mantra.

Schools lay a foundation for students *to* learn while setting high expectations about *what* they learn. By creating learning communities, schools set the groundwork to achieve equity and learning for all.

High expectations are built on stretch goals, and charting a learning path begins with SMART goals. In this session, participants learn to set and monitor stretch goals throughout the year. This process produces boldly attainable targets, as teachers instill hope by focusing on students through a strength-based lens rather than deficit thinking.

Everyone has a role in a learning community—staff, students, parents, and the broader public. Here is an opportunity for everyone to see what happens when learning is *truly* required!

Sharon shows how to establish a learning community in schools and classrooms, sharing strategies to engage parents and other stakeholders.

Mindset 2: Implementing Grade- or Course-Level Standards on the First Day of School

Paula Maeker

Teachers often reteach standards from the previous grade to introduce standards for the current year. However, this practice often puts students further behind.

As teachers go backward to go forward, they lose valuable time for grade-level instruction. Instead, teachers should start with grade-level standards and build prerequisite skills into existing units of study—teaching them at the point of need, *not* at the beginning of the school year.

Paula shows how to use proficiency maps to narrow essential targets to the most essential, based on conceptual understanding of key skills and knowledge. As teachers map the year, they can plan by unit and by day more easily. Teams use learning progressions to guide their lessons. Students track their progress and goal setting. Paula outlines how to achieve these aims in any classroom.

Mindset 3: Moving From Assessments and Tests to “Show What You Know” Opportunities

Anisa Baker-Busby & Paula Maeker

Assessment is the key to accelerated learning. Without this information, how can teachers reengage students and support their learning?

Not all assessment practices are equal in promoting learning. A balanced assessment system is necessary, but teachers must focus on formative assessments that inform understanding and move it forward.

Anisa and Paula outline a data collection system, including preassessments, daily check-ins, common formative assessments, and unit assessments. This “show what you know” structure has more predictive value than summative measures. It is embedded in an ongoing cycle of learning, unit by unit.

Participants learn to use assessments and data to build student self-efficacy. As a result, each student should exude confidence that declares, “I’ve got this!”

Day 2—Session Descriptions

Mindset 4: Building a Support System to Accelerate Learning in the First Week of School

Paula Maeker & Sharon V. Kramer

Schools need a functional, three-tiered intervention approach to eradicate the achievement gap—one in which all tiers *truly* align to support student learning.

Acceleration requires a multitiered system of support. The student population that requires prerequisite skill building usually exceeds the 5 to 8 percent that intervention pyramids typically accommodate. In some cases, the number of students needing Tier 3 prerequisite support has risen to 90 percent. When this occurs, schools need more resources, time, and funding to support students.

Accelerated learning can close the achievement gap if all students who need help receive it. Paula and Sharon describe a three-tiered support system that aids all students.

Mindset 5: Implementing Instructional Strategies That Accelerate Learning

Paula Maeker

To close the achievement gap for *all* students, instructional strategies must meet the needs of *each* student. The best way to ensure learning for all is to check for understanding in the moment. Then teachers can proceed confidently with new learning.

Paula shares how to check in with students during instruction and respond in small groups. Academic diversity in every classroom can make check-ins challenging to manage. What strategies work best? How can we respond when some students struggle to learn while extending the learning for others? Participants explore differentiation strategies they can easily implement.

Learning is a social endeavor. No one learns in isolation. The most effective strategies incorporate student collaborative learning teams and give students a voice and choice. Participants examine ways to partner with students in owning their learning.

Mindset 6: Leading the Charge—Making It Happen With Your Learning Team

Sharon V. Kramer & Paula Maeker

No matter how knowledgeable or charismatic a principal is, a single individual can never lead a school. Instead, a team of people must direct the charge—a leadership/learning team that guides by example and supports collaborative teams. Sharon and Paula discuss who should populate this team and the nature of their work.

During each workshop session, participants will have assembled and reviewed the six pieces of the acceleration system. Now that we're at the end, what will this work look like when we do it well? Sharon and Paula help participants create a cycle of learning that drives the work unit by unit. The system embeds acceleration mindsets in each step.

Presenters use tools from Solution Tree resources: *School Improvement for All: A How-to Guide for Doing the Right Work* (2017), *Charting the Course for Leaders: Lessons From Priority Schools in a PLC at Work* (2021), and *Charting a Course for Collaborative Teams: Lessons From Priority Schools in a PLC at Work* (2021).