Professional Learning Offerings for

Addressing Academic Recovery

What professional learning topics can help teachers in addressing academic recovery?

Engagement	Students must be motivated to learn; quiet-quitting among students is on the rise. Engagement is "minds-on" learning in which students are hooked by the content and empowerment. Key to success is having students own their learning, including understanding learning loss and academic recovery and taking responsibility for their learning to access and participate in academic recovery opportunities. ● Addressing content through compelling, real-world problems and challenges, no matter what the age level, to build a "felt need" to learn content ● Empowering students with choice over learning activities, allowing for high levels of differentiation — as students are more engaged when they are working on activities appropriate to their level, accessibility, and learning modality ● Empowering students to self-assess, set goals, and monitor and report on personal progress, taking greater responsibility for their own learning ● Leveraging student engagement to increase student attendance, decrease disciplinary referrals, and decrease chronic absenteeism
Executive Function	The pandemic, in many cases, had a negative impact on students' executive function and related social and emotional learning skills due to stress and lack of structured interactions to build executive function. Executive function is the missing link to student achievement. It supports students' ability to understand learning loss and academic recovery, increase help-seeking skills, be resilient and resourceful, and cognitively access content. It is the foundation for social and emotional learning. ● Assessing 40 key executive function skills linked to academic success (teacher assessment, parent/caregiver assessment of student, and student self-assessment) ● Building executive function through activities ● Building executive function through structures ● Building executive function through facilitation strategies
Cognitive Load	When the brain is in learning mode, it is important to ensure that the learning activities are tailored to keep it learning and avoid cognitive overload, which has a significant negative effect on learning.

	● Designing learning interactions that simplify intrinsic cognitive load ● Designing learning interactions that maximize germane cognitive load ● Designing learning interactions that minimize extraneous cognitive load ● Employing strategies for microlearning (bite-sized learning)
The Opportunity-Access Connection	While any student attending school has an opportunity to learn, not all have access. Students with learning disabilities may not be able to understand the content as presented. Students need to feel welcome and affirmed in order for their brains to be open to learning; culturally responsive learning environments are a must. English Language Learners may not have adequate language skills to understand the content as presented. It is important to ensure that every student has access to the learning opportunity and support to meet their diverse needs. ● Designing welcoming and affirming environments that are culturally responsive ● Building a combination of scaffolding (teacher push-in) and resources (student pull-in) to increase access and build student self-advocacy ● Prioritizing emotional wellness to ensure student readiness for learning
Differentiation	Learning can be accelerated when learning experiences are presented as progressively complex activities. This requires differentiation, which is enhanced by student choice in learning. MTSS requires varied levels of support for students; Universal Design for Learning provides students with multiple means of engagement, representation, and action and expression. ● Applying the UDL framework to design instructional experiences that differentiate for each learner ● Planning for various cognitive levels and learning modalities (the 9-Box Grid) ● Using 5 types of videos to advance learning and how to differentiate within them ● Using 5 types of instructional activities designed with access for each learner in mind ● Developing targeted, effective small-group mini-lessons
Facilitation	Given differences among students, the role of teacher as disseminator of information has to give way to that of teacher as facilitator of learning in an equitable and personalized learning environment. ● Facilitating both learning process and content ● Using access questions to ensure each student has access to the content being presented ● Using 5 levels of facilitation questions to push student thinking

	● Using a facilitation roadmap to ascertain a student's emotional state regarding learning and provide support based on that
Formative Assessment	Given the high level of differentiation needed to address learning loss (and accelerate learning for all), teachers must rely on continual individualized assessment to monitor student progress and adjust instructional activities as needed. ● Using a content facilitation grid to gather formative assessment data in the moment, analyze it, and make instructional decisions from it ● Using 4 types of formative assessments to glean diverse insights into the needs of each learner
Classroom Management	In order to free up the teacher to be a personalized learning facilitator, addressing the diverse needs of students, students must take greater responsibility for the learning environment and themselves through effective classroom management structures and strategies. ● Employing structures to build student responsibility for learning and resourcefulness ● Employing structures to allow students to self-monitor behavior and work habits ● Employing structures to allow students to self-advocate for help when needed through help-seeking behaviors ● Leveraging Great Student Rubrics to provide students with expectations for behavior and develop social-emotional learning competencies

How IDE Corp. Can Help . . .

● School-wide access for all teachers and administrators to our online, on-demand Professional Learning Experience resource *Strategies for Maximizing Student Achievement*: learn.edquiddity.com

● Virtual Learning Communities (online, flexible-time, 5-week workshops facilitated by a consultant) that can be custom-designed for various-sized groups around your needs; or you can enroll educators in our currently running options: edquiddity.com/VLC

● Virtual live coaching sessions and workshops

● In-person coaching and workshops

Contact Nicole "Nik" Koch at 973-615-3842 or nkoch@idecorp.com

---