

## Learning Loss Recovery

Dear colleagues,

Learning loss is nothing new to American education. With 10-month school calendars, the new school year always brings conversations about the “summer slide.” However, post-pandemic learning loss is categorically different as students sustained learning loss over multiple, sequential school years. Inequities in technology, internet access, and home support compounded the issue. As a result, schools are gearing up to address unprecedented levels of learning loss and socialemotional stress in the fall ([2020](#)). In a couple months, we return to school and face a mosaic of children with undeterminable readiness and content knowledge, all in the same classrooms.

To recover, schools need research-based, system-wide, sustainable strategies. Many publications are propounding “accelerating learning”, “intensifying tutoring”, and “targeting supports” as antedotes ([2020](#)). As an educator, researcher, and administrator for over thirty years, I have mixed feelings. Those words sound helpful *and* terrifying. What is the emotional toll on children if intensified, accelerated learning is done wrong? I am equally concerned about my teachers. Are they prepared to accomplish this daunting task? How can I support their well-being and retention during these times?

You can probably feel it. The pressure is on.

Can we really accelerate learning and support emotional well-being? Is it possible to intensify what is already jammed into our 10-month school year? If we do, how can we stretch student brain capacity to understand and retain more? How do we support teachers across all subject areas to implement strategies that target learning loss?

### **The answer to learning loss recovery across the curriculum is in your art room.**

Research in neuroscience and brain-targeted teaching shows that embedding the arts results in higher levels of student mastery ([2019](#)) can improve student mental health ([2020](#)). Studies show that drawing boosts memory and cognition, nearly doubling recall in students as they process information and translate it into semantic learning ([2018](#)).

Simply put, there is no other subject that can rejuvenate learning more than the visual arts. Art empowers students and enhances social-emotional learning skills. It prepares students to think critically. It provides the foundation for students to think creatively across disciplines.

Not all teaching results in student learning. As we prepare to address learning loss recovery, it is more important than ever to understand how effective teaching and high-quality curriculum support student achievement and well-being.

The Art of Education University provides professional development and art curriculum that go hand-in-hand. As researchers and practitioners in the field, we know the best way to increase student mastery is by providing high-quality curricular materials and the professional development that provides strategies to implement it successfully ([2019](#)). Our curriculum and professional development address timely issues that teachers will face in the fall: assessment to determine student readiness levels and progress over time, instructional strategies to engage all learners, differentiation strategies to target all populations, and supporting student emotional well-being.

Below, I have outlined a handful of offerings from PRO Learning and FLEX Curriculum that will help your teachers address learning loss, support emotional well-being, and effectively reach and teach all learners.

## PRO Learning (Instructional Solutions)

[PRO Learning](#) is created to equip art teachers with resources and learning that will engage all students and support diverse learning needs. We know that student growth and achievement starts with high-quality instruction. Learning loss and equity gaps are ongoing issues in education, but were exacerbated through the pandemic.

Our Packs are designed to support teachers with not just the "how-to," but also the *"how-to use this technique or strategies right in your own classroom."* Here are just a few examples of Packs that address the current needs of students in response to the pandemic:

### Differentiating instruction to reach all types of learners and needs

- Differentiation in the Art Room
- Strategies for English Language Learners
- Setting up an Autism Friendly Classroom
- Understanding and Implementing IEPs

### **Using assessment to identify learning gaps**

- Designing Effective Assessment Practices
- Implementing Formative Assessment Strategies
- Identifying Essential Content and Objectives

### **Working with other areas to reinforce learning across content**

- Intermediate STEAM Projects for the Art Room
- Writing in the Secondary Art Room
- Cross Curricular Connections at the Elementary Level

### **Equipping teachers with strategies to manage symptoms of dysregulation in the art room**

- De-escalation Strategies for Challenging Behaviors
- Supporting Students Experiencing Trauma

### **Engaging reluctant learners**

- Connecting with Students at the Secondary Level
- Motivating Reluctant Learners
- Elevating Learning through Effective Questioning Strategies

### **Bringing back foundational learning**

- Building Foundational Skills
- Readyng Students for College and Careers

## **FLEX Curriculum (Curricular Solutions)**

[FLEX Curriculum](#) provides art teachers access to a library of lesson plans, assessments, and resources. There are formative and summative assessments, anchor charts, scope and sequences, worksheets, vocabulary supports, how-to guides, artist biographies, graphic organizers, and more. Art teachers can select from the library to address learning recovery, acceleration, or remediation.

Allow teachers to make curricular decisions depending on what each student needs, how long they were absent, and what type of support they require to recover the learning loss.

- 81 Resources specifically designed to support social-emotional learning
- 33 Lesson Plans on Social-Emotional Learning
- 22 Assessments on Social-emotional learning

- 3 videos on SEL
- 141 Resources on Literacy
- 35 Lesson Plans Literacy
- 223 Resources Engineering, Math, Science, STEAM, and Technology
- 118 Lesson Plans Engineering, Math, Science, STEAM, and Technology
- 361 Resources Connected to Social Studies
- 58 Lesson Plans on Social Studies

PRO Learning and FLEX Curriculum are aligned and work in tandem so your teachers can effectively implement high-quality curriculum.

### **Graduate Coursework**

For teachers who need a deep dive into curricular and instructional methods, graduate courses provide high-touch online learning for teacher development. The following course offerings help teachers address learning loss, support emotional well-being, and effectively reach and teach all learners.

#### [The Rejuvenated Teacher](#) (1 Credit)

Quality teachers are the essential ingredient to fostering a rich educational experience. This course leads teachers as they learn to prioritize wellness and help students create a balanced and abundant life, primed for learning.

#### [Rediscovering Your Artistic Identity](#) (1 Credit)

A majority of art educators put their artistic practice on hold when they are immersed in the K–12 classroom. This course allows practicing art teachers to reconnect with their passion for the artistic process, ideation strategies, and creative thinking and use this learning to inform teaching in the K–12 classroom.

#### [Technology in the 21st Century Classroom](#) (3 Credits)

Technology has never played a bigger role in building and maintaining relationships at work, in school, and in our communities. This course inspires teachers to develop a future-ready mindset by designing interactive learning experiences with emerging technologies, cutting-edge edtech tools, and master blended learning in the classroom.

#### [Social-Emotional Learning in the Visual Arts](#) (3 Credits)

This course provides frameworks and competencies to increase students' self-esteem and sense of community. Through qualitative inquiry, teachers will

design lesson plans, community resources, project ideas, and organizational strategies to support the implementation of SEL frameworks in the art room.

We are all concerned about post-pandemic learning loss in our children. Equally concerning are rushed proposals to push children down accelerated learning paths in each content area without considering how that impacts students' and teachers' emotional wellbeing. We want children to have the capacity to learn, thrive, and succeed. We want them to create, think critically, and engage in their learning. We believe learning loss recovery can start in the art room and connect across the hallways to every other subject because research shows that it has.

We don't need guesswork. We need artwork.

Sincerely yours,

Dr. Cheryl Hayek



*Chief Academic Officer, Art of Education University*