



**“It matters how this
ends”**

And it matters how we talk about it.



No one got to skip this.

We were all right here for it.





**The learning loss concept is an
excuse for reductive testing**

The enrichment concept is a rationale for engagement.

Whose learning is described in what ways?

Gifted, enrichment, creative, innovative, artistic,
accelerated, advanced, expeditionary.

Worried About Students Losing Skills? This Adaptive Blended Learning Program Can Help

With options for PreK-5 and grades 6-12!

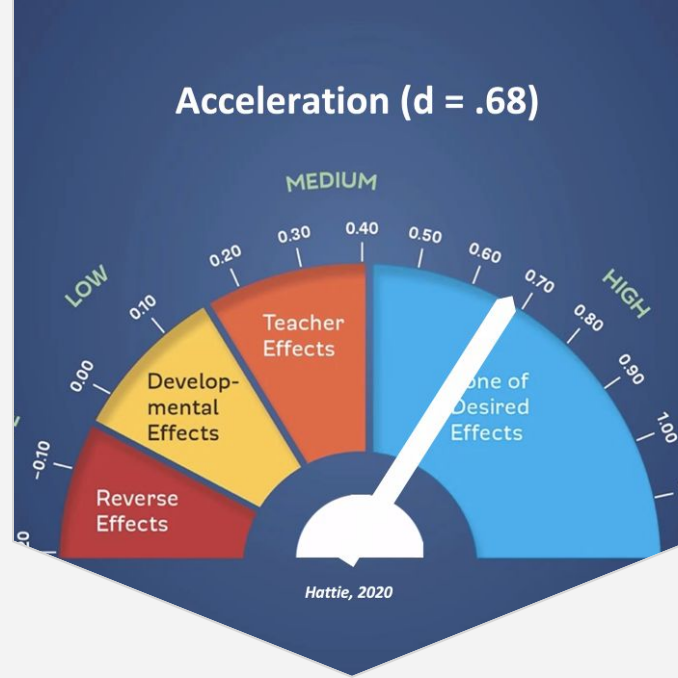
There is profit in crisis talk.





How do we push back

While saying what we know?



Use the language of power

statistics

Practice = progress?

Table 3

Variation in Amount of Independent Reading

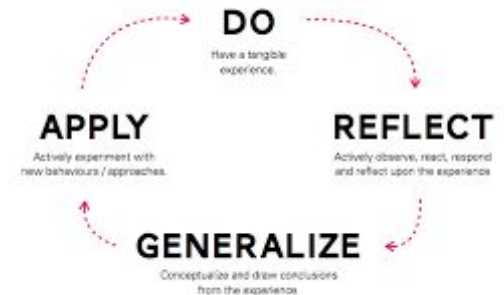
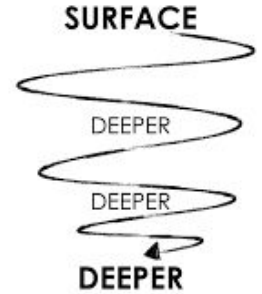
%	Independent Reading Minutes Per Day	Words Read Per Year
98	65.0	4,358,000
90	21.1	1,823,000
80	14.2	1,146,000
70	9.6	622,000
60	6.5	432,000
50	4.6	282,000
40	3.2	200,000
30	1.3	106,000
20	0.7	21,000
10	0.1	8,000
2	0.0	0

Adapted from Anderson, Wilson, and Fielding (1988).

This is out of school reading,
including homework.

Learning isn't linear

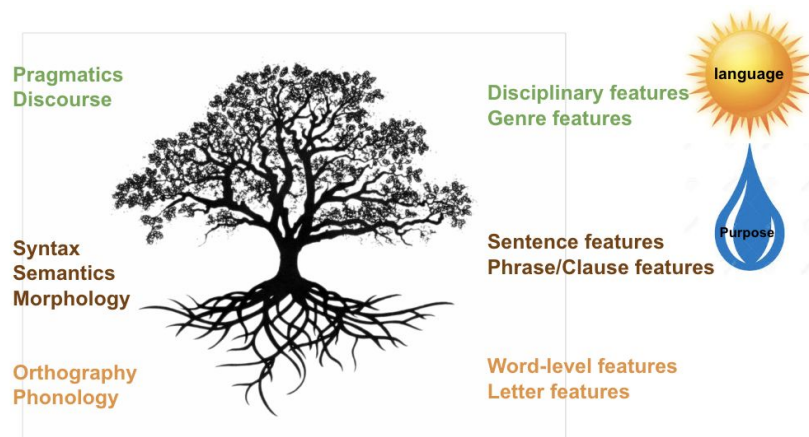
- Much of it is cyclical
- Item knowledge is easily taught, easily learned.
- Integration is the challenge.



Growth is not linear.

UK-WHO Child Growth Standards GIRLS			
AGE	LENGTH	WEIGHT	HEAD CIRCUMFERENCE
1 month	21.1 inches	9.4 pounds	14.4 inches
2 months	22.4 inches	11.3 pounds	15 inches
4 months	24.4 inches	14 pounds	15.9 inches
6 months	25.8 inches	16.1 pounds	16.5 inches
9 months	27.6 inches	18.1 pounds	17.3 inches
12 months	29.1 inches	19.8 pounds	17.7 inches

UK-WHO Child Growth Standards BOYS			
AGE	LENGTH	WEIGHT	HEAD CIRCUMFERENCE
1 month	21.5 inches	9.9 pounds	14.6 inches
2 months	22.9 inches	12.3 pounds	15.4 inches
4 months	25.2 inches	15.4 pounds	16.3 inches
6 months	26.6 inches	17.6 pounds	17 inches
9 months	28.3 inches	19.8 pounds	17.7 inches
12 months	29.8 inches	21.2 pounds	18.1 inches





Use the language of influence

story

Branching Out



Learning Leap



Acceleration



Use the language of change

metaphor



What was school anyway?

Learning, development, dilemmas, processes, opportunity, application,
exposure, community...?

Is Learning “Lost” When Kids Are Out of School?

By Alfie Kohn

Anguish and even anger are entirely appropriate reactions to the fact that Covid-19 infection rates are still too high in most areas to permit the safe reopening of schools. Not only do many of our kids miss their friends and the chance to make new ones, but school attendance is a prerequisite for millions of parents to go to work. Also, schools provide healthy meals, which matters in a country with appalling levels of poverty and hunger.

The lockdown is bad enough. Must we also deal with the fear that children who aren't going to school are destined to fall behind academically?

Not necessarily. The research that fuels dire warnings, which largely extrapolates from claims about “summer learning loss” (SLL), is much less persuasive than most people realize. For example, Paul T. von Hippel at the University of Texas at Austin **looked carefully** last year at a foundational study on SLL in low-income students and discovered he was unable to replicate its findings, partly because of problems with its methodology, such as a failure to adjust for the difficulty level of the questions.



Anna Godec

EDUCATION EQUITY

Too Much Focus on ‘Learning Loss’ Will Be a Historic Mistake

Learning loss is real and needs to be addressed, but how we go about it should be commensurate with the size of the moment.



Popular

Latest

The Atlantic

Sign In

IDEAS

Our Kids Are Not Broken

I am concerned about how this growing narrative of loss will affect our students, emotionally and academically.

MARCH 20, 2021

Ron Berger

Senior advisor at EL Education
