



# Learning Beyond COVID-19

Education systems must take a more holistic approach to addressing learning loss by meeting students where they are academically, behaviorally and emotionally. We must ensure that schools and students receive the supports and resources they need to thrive now and in the future. We cannot provide those supports if we subject our students to punitive assessments, forgo enrichment and extracurricular opportunities or deny the root causes of the growing achievement gaps endured by our neediest populations.

## **Addressing learning beyond COVID must embrace these five priorities:**

**Diagnose student well-being and academic success** by supporting alternatives to high-stakes standardized tests, maximizing the testing flexibilities afforded by the US DOE and broadening our array of diagnostic assessments to include mental health screenings.

**Meet the needs of our most underserved students** by funding early childhood education and embracing play-based learning; providing additional, targeted funding for students with disabilities and our English learners; ensuring that our highest need and most vulnerable students have access to interactive, intensified one-on-one instruction by recruiting and retaining substantially more specialized instructional support personnel; and ensuring every student has access to healthy and nutritious meals.

**Provide learning, enrichment and reconnection for this summer and beyond.** Any extended learning settings must focus on social emotional learning and address trauma to ensure students are permitted time to recover and address learning gaps without overloading their schedules with exhaustive tutoring beyond the school day. It is also critical that we ensure teachers are adequately compensated for additional school year/summer school/tutoring responsibilities, and increase staffing to make use of small group learning to increase personalized instruction and relationship building.

**Professional Excellence for Learning and Growth.** Establish professional learning opportunities that are relevant, collaborative and meaningful for student and educator needs by committing funds to support job-embedded professional learning, including instructional coaches, curriculum specialists and teacher mentors; ensuring teacher appraisal systems are rooted in opportunities for professional growth and not rankings based on standardized tests; and committing funds to support compensation systems that recognize advanced education, training and teacher leader roles such as peer observers, mentors and coaches.

**An Education System That Centers Equity and Excellence.** A public education system that is attuned to all students' academic and nonacademic needs, offers enrichment through extended learning opportunities developed by educators, and invests in the expertise and well-being of school staff would explore, advance and incentivize ways into the profession; implement community schools and wrap-around services districtwide; and engage family members and communities.

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