

STUDENT LEARNING, UNFINISHED, NOT LOST

With more students returning to in-person instruction, school systems can begin to shift their focus from pandemic response to student learning. Learning acceleration means accelerating students back to grade level—not by rushing through the curriculum, but by using proven strategies that help students engage with the most critical work of their grade as quickly as possible. [The California County Superintendents Educational Services Association](#) has partnered with [The New Teacher Project](#) to provide educational leaders, educators, and staff opportunities to accelerate student learning through practice in a community of practice model (CoP).

Our Communities of Practice are rooted in practice and real-life application. Each session will begin with new learning and ultimately drive towards a deliverable, which will be ready to use and share in your specific educational context. The price is \$500 per person, per CoP.

PROGRESS MONITORING STUDENT LEARNING AND ACCELERATION EFFORTS

When? August 9, 16, 23, 30 – 9:00-10:30 AM PT

Why? Examine and evaluate the learning acceleration approaches in your individual educational contexts. Develop a Key Actions and Steps Tool for Managing and Improving Learning Acceleration.

Who? County, District, School site leaders; K-12 Educators

INTEGRATING AND ENHANCING A MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

When? August 10, 17, 24, 31 – 9:00-10:30 AM PT

Why?: Define MTSS program vision and goals and develop an evaluation toolkit of MTSS implementation within your educational setting.

Who? County, District, School site leaders; K-12 Educators; Expanded Learning providers

DEVELOPING AND ENHANCING PROFESSIONAL LEARNING COMMUNITIES (PLCS)

When? Sept. 7, 14, 21, 28– 9:00-10:30 AM PT

Why? Examine and evaluate PLC(s) that you participate in or facilitate with the goals of developing a rubric to assess your PLC's effectiveness aligned to the vision and expectations of the group.

Who? County, District, School site leaders; K-12 Educators facilitating professional learning communities; Expanded Learning Leads (County Office staff)

STRENGTHENING CLASSROOM OBSERVATIONS AND TOOLS

When? Sept. 8, 15, 22, 29– 9:00-10:30 AM PT

Why? Examine and create observation tools and protocols that can be used in your educational context to support effective feedback to teachers so that they can improve and grow their instructional practices.

Who? County, District, School site leaders; K-12 Educators; Expanded Learning providers

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Questions that will be explored through the lens of learning acceleration in your individual educational context:

PROGRESS MONITORING STUDENT LEARNING AND ACCELERATION EFFORTS

- How do we know what's working well in our acceleration approach and what needs to be adjusted?
- How do we examine system-level actions to collect, analyze and respond to data in support of goals?
- How do we ensure our focus on equity in setting goals?

INTEGRATING AND ENHANCING A MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

- What is the current state of our MTSS programming? Is it working, how do we know?
- What does data-driven and inclusive MTSS look like, sound like, feel like across a system?
- Are our MTSS programs being implemented in ways that promote and/or increase equity for all students?

DEVELOPING AND ENHANCING PROFESSIONAL LEARNING COMMUNITIES (PLCS)

- What data are we using to inform our PLC and teacher learning time?
- What do PLCs look like now, and why?
- How can PLCs move toward action that results in changes in teaching?

STRENGTHENING CLASSROOM OBSERVATIONS AND TOOLS

- What are the necessary conditions and structures that support effective feedback to teachers so that they can improve and grow their instructional practice?
- How can the Core Action Rubric and other nationally-normed observation tools support effective feedback?