RESTART & RECOVERY: CONSIDERATIONS FOR TEACHING AND LEARNING: ACADEMICS

This resource is one part of a project designed to support states and school systems in addressing the critical set of challenges they will face as they plan for—and restart—teaching and learning in the 2020-2021 school year (SY21) amid the COVID-19 pandemic and in light of the moral imperative to actively redress racial and other inequities. It consists of customizable guidance and vetted resources designed to:

- Support school systems as they thoughtfully plan for a strong launch and school year in a rapidly shifting environment and prioritize equity for all learners—especially the most vulnerable; and
- Help states jump-start the process of providing teaching and learning guidance to their school systems.

Considerations for Teaching & Learning includes three interrelated components: 1) wellbeing and connection (e.g., staff wellbeing, student social-emotional learning and universal Tier 1 supports, and tailored Tier 2/3 supports); 2) academics (e.g., curriculum and instruction, assessment, professional learning) and 3) system conditions (e.g., engagement, technology, staffing, scheduling, and managing and improving). In addition, the State Policies and Actions resource describes the actions states might consider as they work to support their districts.

The sections are part of a coherent and holistic teaching and learning system designed to meet students' academic and social-emotional learning needs.

This series of supports has been assembled in consultation with state leaders, school system leaders, and other educators and experts. It is free and may be repurposed to meet various needs. It is thus being disseminated as a series of Google documents that are easy to copy or download, customize, and reshare.

The full Considerations for Teaching & Learning, along with the many other school restart and recovery supports developed by CCSSO, can be accessed at www.ccsso.org. Please email communications@ccsso.org with any questions.

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Instructional Principles and Overview of Focus Areas

Consider Kaseem, a fourth grader who just spent the last six months at home. Throughout spring 2020, Kaseem was on videoconference a few times a week with teachers and peers and completed the majority of his homework. He is returning to fifth grade with classmates who had a variety of learning, social, and emotional experiences during the last months of fourth grade. Throughout the 2020-2021 school year, he is likely to be in school some days and learning remotely others. To manage shifting teaching and learning scenarios, his teachers are organized into a fifth-grade team, so Kaseem may get support from different teachers in different settings. His parents can assist 1-2 hours of his learning a day, but they work so they can't supervise him. Kaseem needs a cohesive learning experience. He needs teachers coordinated around shared materials. He needs help navigating the challenges of the environment.

Kaseem also needs to progress through the critical learning expected of fifth graders, no matter the setting or disruption. And planning for reduced instructional hours this school year—whether due to disruption or to new health and safety protocols cutting into instructional time—is to be expected. Thus, his teachers will need to focus on the priority grade-level content that matters most, align their curricula to that content, and support his engagement and growth as an independent learner, especially in hybrid and remote scenarios.

For Kaseem and the millions of students like him returning to schools this fall, this guidance prioritizes the most critical actions for school systems to take to set up students for success. This guidance is founded on six key principles:

- **Prioritize the social-emotional wellbeing of students and educators as a foundation for learning.** The COVID-19 pandemic is profoundly affecting students and adults alike. We need to attend to their wellbeing and, when needed, provide more intensive support to address trauma and mental health needs.
- **Meet the needs of all students, starting with those most vulnerable.** Focusing on the most vulnerable students, including students with disabilities and English learners (ELs), provides a strong foundation for instruction for all students and will help to address the opportunity and achievement gaps that have widened during the pandemic.
- **Provide all students grade-level learning, regardless of their starting points.** All students are capable of progressing to the next grade level this fall and mastering that content. Avoid over-remediation by focusing on below-grade-level work only when it is necessary for a student to complete grade-level work.
- **Implement high-quality curricula to ensure all students have a coherent academic experience.** High-quality curriculum was invaluable this past spring, offering consistent and coherent support for teachers, students, and families/caregivers who all needed to work in concert in various settings and in various combinations. This will continue to be critical in the coming school year.
- **Use assessments that are sensitive to subject and grade band, and provide teachers with the information to help students access priority grade-level work.** Teachers need assessments that are closely connected to their curriculum and provide information for moving all students on to grade-level work. While this principle holds true, the approaches to assessment vary by content and grade band (e.g., math versus K-2 reading versus English language arts [ELA]).
- **Organize teacher and principal professional learning, time, and resources to support their new needs.** Professional learning is essential to support teachers' social-emotional health and sense of efficacy in this ever-changing time. It will prepare them to teach in new ways, in a dynamic environment with students with varied needs and in close partnership with families and caregivers.

As challenging as the coming school year may be, students deserve a full year of new learning. Researchers have found the lifelong consequences of a year of lost or disrupted learning are stark, as studies of the children who faced this reality after Hurricane Katrina demonstrate. Ten years after Hurricane Katrina, "A 17-year-old who was 7 at the time of the event is more likely than his same-age peers in all but two other cities to be unemployed and not in school."[1] Preventing this from happening nationwide as a consequence of the COVID-19 pandemic is paramount for educators.

This guidance includes the key actions and detailed steps school systems can consider as they build strong academic plans for this coming school year. The key focus areas in this plan are described briefly below.

Priority Instructional Content: What should each student know?

The goal of all instruction—even in this time of disruption—is to ensure each student learns grade-level content and is ready to progress to the next grade. Given that many students will start the school year further behind than typical and that disruptions are likely, focusing students on the most important content will be essential.

Achieving this goal requires each teacher to understand what is the essential knowledge from the current and prior grades. The prior grade's essential knowledge is what students need to possess to engage in grade-level learning. Focusing on essential knowledge for each grade asks teachers to resist the temptation to think students need to learn everything from the prior grade before taking on the next grade's learning. That is not necessary for success. Freeing teachers from this inclination will let them focus tightly on the highest-leverage learning.

The 2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics, issued by Student Achievement Partners, answers the question of what's essential knowledge for each grade in ELA and math. Using the Prioritized Instructional Content, school systems—where possible, in partnership with curriculum providers—can plan the scope and sequence of learning and adjust units of instruction for each content area at each grade level.

This year, systems will adjust how students learn grade-level content given the use of in-person, remote, and hybrid instruction. What must remain in all settings is the expectation for grade-level learning for all students, including those with disabilities and ELs, as they are first and foremost general education students.

For a detailed overview of Priority Instructional Content, ELs, see Appendix A.

Curriculum and Instruction: How will each student learn this content, whether in-person or remote?

Priority Instructional Content will help school systems determine what students most need to learn this school year. From there, determining how students will learn this content in the different instructional delivery models—in-person, remote, and hybrid—is critical. There are lessons from this spring's school closures and from the current disease context in local communities that can guide systems' planning:

- Student learning environments are likely to change, shifting between in-person and remote settings, at

[1]Wade, L. (2015, September 01). The Devastating Effect Hurricane Katrina Had on Education. Retrieved June 11, 2020, from https://psmag.com/environment/the-devastating-effect-hurricane-katrina-had-on-education.

different points in the year. In addition, different teachers may support the same students in the same subject.

- Coherent learning experiences in which content builds logically and learning experiences are structured consistently are more important than ever, as the upcoming school year is likely to be dynamic and disrupted. Learning experiences that build on students' assets—their identity, cultural and language background, interests, and aspirations—will make the learning relevant and engaging.
- High-quality instructional materials support coherence and offer consistency as students move between remote and in-person learning scenarios and have multiple teachers and/or family members support them. High-quality curriculum and instructional materials also support student voice and social-emotional health that is critical to student engagement and wellness. The predictable structure of a coherent curriculum and set of instructional materials will offer important grounding to teachers and students alike. It is time consuming to prepare instruction for remote learning. Schools running hybrid schedules will need to optimize their use of in-person days, ensuring remote days prepare students for their time in person. Schools running fully remote schedules will need to adjust lessons to ensure students still master daily objectives.

For a detailed overview of curriculum and instruction, review Appendix C.

Assessment: How prepared and how well is each student learning this content?

This year, with some students, particularly the most vulnerable, entering school further behind than previous years, assessments can help educators support students on their path to grade-level learning. This guide provides specific steps to help school systems build meaningful instructional assessment plans rooted in the following beliefs:

- Assessments should be used to provide insights into students' learning that help teachers support every student to move to grade-level content as quickly as possible. Assessments should not be used to withhold grade-level learning from any student.
- Assessments can best support instruction and learning when they are connected to high-quality curricula, tailored to the unique considerations of each content area, and provide opportunities for students to show what they do know and are able to do.
- Large-scale assessments may have systemwide value, but they are less able to provide teachers with the instructional information they need to support students.

As systems build instructional assessment plans for this year, the key actions and steps should:

- Ensure the use of assessments that focus on how to help students access grade-level priority content as deeply as possible. The most useful assessments will focus on priority content, considering the prior grade level only when needed and uniquely considering each content area.
- Address the potential for over-remediation. Assessment results will likely show some students are further behind than previous years, but educators must resist the temptation to remediate all unfinished learning.

For a detailed overview of assessment, review Appendix G.

Professional Learning: How will teachers be prepared to teach this content effectively, whether in-person or remotely, and meet the needs of each student?

Professional learning for teachers, support staff, and school leaders this school year should be aligned to three critical things teachers need to know and be able to do in this unique environment:

- Assess and nurture students' social-emotional health, identify students who need additional support, and understand the role that student agency plays in learning.
- Teach students grade-level content using 2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics from the previous grade to scaffold learning and assessments of students' learning to inform instruction. This includes understanding the connections within and across subject areas that make learning coherent for students and ensuring continuity of learning and services for ELs and for students with disabilities in accordance with their Individualized Education Program (IEP).
- Navigate their system's chosen learning management system to create a welcoming and productive learning environment for students, and move quickly and smoothly between in-person, remote, and hybrid teaching.

Given the enormity and importance of each of these things, all PL—traditional system-driven professional learning sessions, school-based collaborative planning time and observation, feedback, and coaching— should be aligned to these priorities and tightly integrated in a yearlong professional learning scope and sequence. The way these resources are focused and how teachers are organized to participate in them must be determined by the content the teachers are teaching; the students teachers are teaching; and the way the teacher is teaching (i.e., in-person, remote, hybrid).

As the architects of school-based professional learning plans, principals should focus on building their own understanding of the above in order to effectively observe, give feedback, coach, and build the school structures and systems required to support teachers.

For a detailed overview of PL, review Appendix H.

How this Document Works

IMPORTANT: Before academic planning begins, school system teams need the following items. These items are outputs from the Planning Phase, as detailed in the System Conditions Guidance:

- The core curriculum being used for each subject and grade level (See "Curriculum Selection")
- The technology assumptions around which planning should occur (See "Technology")
- How teachers will be organized (e.g., grade-level teams, course/content teams, co-teachers) (See "Staffing")
- The school day schedule by grade and scenario (i.e., in-person, remote, and hybrid) (See "Scheduling")

Key Actions Overview: The focus areas and their associated key actions, which are detailed below, are organized by implementation phase: (1) planning phase (summer 2020), (2) launching phase (2-4 weeks before the beginning of school through the first few weeks of school), and (3) sustaining phase (the remainder of the school year).

1: Curriculum and Instruction: How will each student learn this content, whether in-person or remote?
- 1.A: Update scope and sequences
- 1.B: Prepare and use curriculum
- 1.C: Prepare and use a new curriculum, if relevant
- 1.D: Support students and families in all settings
- 1.E: Run improvement cycles
- 1.F: Communicate

2: Assessment: How prepared and how well is each student learning this content?
- 2.A: Develop and implement an instructional assessment plan
- 2.B: Identify, administer, and use screeners
- 2.C: Identify, administer, and use embedded instructional assessments
- 2.D: Plan and administer large-scale assessments, if required
- 2.E: Run improvement cycles
- 2.F: Communicate

3: Professional Learning: How will teachers be prepared to teach this content effectively, whether in-person or remote, and meet the needs of each student?
- 3.A: Complete a needs assessment and professional learning plan
- 3.B: Plan and implement traditional professional learning sessions
- 3.C: Plan and implement collaborative learning
- 3.D: Plan and implement observation, feedback, and coaching
- 3.E: Run improvement cycles
- 3.F: Communicate

Detailed Steps and Resources by Phase: Still organized by implementation phase, each key action is broken down into detailed steps. Included in each are the following:
- Unique considerations for each of the three primary scenarios schools are likely to experience
- Embedded curated resources and exemplars
- Integration with other systems-level considerations for teacher and student wellbeing and connection

Appendices: Detailed appendices that show greater content-specific detail, considerations for students with disabilities and ELs, curated resources, and exemplars are included throughout.

Key Actions Overview

These Key Actions detail the most critical decisions school systems will make at each phase of implementation. For detailed steps and curated resources related to each Key Action, click the embedded links.

The Key Actions are organized by phase:

- **Planning**: This includes the preparatory work and decision-making that must happen across the system. This generally takes place during the prior spring and summer.
- **Launching**: This includes the work that must be done to get schools and staff ready for back-to-school. This generally takes place 2-3 weeks prior to reopening and throughout the first weeks of the new school year.
- **Sustaining**: This includes the work of monitoring progress and adjusting practices that occurs in an ongoing way across the remainder of the school year. What are the impacts of the changes? What assumptions have been challenged? What needs further iteration?

Planning Phase Key Actions

Area	Key Actions
1: Curriculum and Instruction: How will each student learn this content, whether in-person or remote?	**NOTE:** The first step with curriculum and instruction is confirming which quality curriculum will be used this year for all core subjects and appropriately aligning staffing models to those. For details on that focus area, see **Curriculum Selection** in the **System Conditions Guidance**. **1.A.p: Update scope and sequences**: Use 2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics to build streamlined scope and sequences, grounded in local curriculum (using publisher guidance where available). **1.B.p: Prepare and use your curriculum:** Prepare the overarching structure and first unit of each curriculum for various scenarios. Prepare the first unit of each curriculum to build community, individual relationships, attend to the voice and identity of your students (in-person and remote). **1.C.p: Prepare and use new curriculum:** If a curriculum is new to the system, in addition to doing the steps for Key Action 1.B.p., prepare for unique steps to set up the curriculum. **1.D.p: Adjust academic policies:** Plan policies to support all students and their families including material distribution, grading, crediting, and attendance. **1.E.p: Run an improvement cycle focused on access:** Collect the relevant data to monitor curriculum access, analyze gaps, and address issues to reach goals. **1.F.p: Communicate:** Confirm the school system's communication plan includes setting the instructional vision, expectations around school system curricula, and what family access and language supports are available.
2: Assessment: How prepared and how well is each	**2.A.p: Develop an instructional assessment plan**: Develop a streamlined instructional assessment plan accounting for the unique needs of students and the current setting including a comprehensive calendar and use for all data. **2.B.p: Identify screeners:** Identify critical screeners and plan for their use in all scenarios in order to

student learning this content?	monitor appropriate identification of special services. **2.C.p: Identify embedded instructional assessments:** Identify embedded instructional assessments for the first unit of instruction that are specific to grade level, content, and curriculum, leveraging 2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics. Prepare educators to use the information to help all students access unit one of grade-level instruction. **2.D.p: Plan large scale assessments, if required:** If a school system or state requires a large-scale back-to-school assessment for all students to make policy and resource allocation decisions, prepare for their administration in all scenarios. Plan for content appropriate data distribution and use. **2.E.p: Run an improvement cycle focused on access:** Collect the relevant data to monitor assessment access, analyze gaps, and address issues to reach goals. **2.F.p: Communicate:** Confirm the school system's communication plan includes steps to establish expectations for assessment administration and data distribution and use with teachers, families, and students.
3: Professional Learning: How will teachers be prepared to teach this content effectively, whether in-person or remote, and meet the needs of each student?	**3.A.p: Complete a needs assessment and professional learning plan:** Understand educators' learning needs and the resources (e.g., time, people, and money) available to be used to respond to these needs. Use this information to develop a yearlong plan for professional learning. **3.B.p: Plan traditional professional learning sessions:** Develop system- and school-based professional learning sessions aligned to system professional learning priorities and available in remote or in-person settings. **3.C.p: Plan collaborative learning:** Create a system of teacher collaboration focused on the system's professional learning priorities and guided by strong rationale and clear expectations that can function in remote or in-person settings. **3.D.p: Plan observation, feedback, and coaching:** Develop a system of observation, feedback, and coaching anchored by clear expectations. Align it to broader system priorities and a coaching methodology that can function in remote or in-person settings. **3.E.p: Run an improvement cycle focused on access:** Collect the relevant data to monitor professional learning access, analyze gaps, and address issues to reach goals. **3.F.p: Communicate:** Establish a system of two-way communication that ensures all key stakeholders are informed about professional priorities, expectations, and practices, and ensures user feedback to drive improvement.

Launching Phase Key Actions

Area	Key Actions
1: Curriculum and Instruction: How will each	**1.B.l: Prepare and use your curriculum and 1.C.l: Prepare and use new curriculum:** Support schools and teachers to implement the first unit of their curricula, using guidance from the curriculum publisher (if available). Prepare the second unit of each curriculum for all potential scenarios. Be sure to attend to building community, to forming individual relationships, and to the voices and identities of all

student learn this content, whether in-person or remote?	students. **1.D.I: Adjust academic policies:** Implement policies to support all students and their families including material distribution, grading, crediting, and attendance. **1.E.I: Run an improvement cycle focused on implementation:** Collect the relevant data to monitor curriculum access (where remaining) and implementation, analyze gaps, and address issues to reach goals.
2: Assessment: How prepared and how well is each student learning this content?	**2.A.I: implement and adjust an instructional assessment plan**: Adjust the comprehensive calendar based on initial administration and data distribution. **2.B.I: Administer and use screeners:** Monitor screener implementation in remote settings and data use, checking for overidentification and over-remediation. **2.C.I: Administer and use embedded instructional assessments:** Monitor implementation of unit one instructional assessments. Prepare teachers to use the information to make informed decisions, embedded in the curriculum, to help all students access unit one. **2.D.I: Use large scale assessments, if required:** If a school system requires a large-scale back-to-school assessment for all students to make policy and resource allocation decisions and monitor equity, use the data appropriately (i.e., it is for resource allocation; it is not designed to inform instruction; and it has no stakes or accountability implications). **2.E.I: Run an improvement cycle focused on implementation:** Collect the relevant data to monitor assessment access (where remaining) and implementation, analyze gaps, and address issues to reach goals. **2.F.I: Communicate:** Communicate vision and rationale for decisions made based on assessment results. Ensure information about assessments is shared with families in a manner that is accessible to them and provides avenues for caregivers to ask questions and receive support.
3: Professional Learning: How will teachers be prepared to teach this content effectively, whether in-person or remote, and meet the needs of each student?	**3.B.I: Implement traditional professional learning sessions:** Implement system- and school-based professional learning sessions aligned to system professional learning priorities and available in remote or in-person settings. **3.C.I: Implement collaborative learning:** Implement a system of teacher collaboration focused on the system's professional learning priorities and guided by strong rationale and clear expectations that can function in remote or in-person settings. **3.E.I: Run an improvement cycle focused on implementation:** Collect the relevant data to monitor professional learning access (where remaining) and implementation, analyze gaps, and address issues to reach goals. **3.F.I: Communicate:** Establish a system of two-way communication that ensures all key stakeholders are informed about professional learning priorities, expectations, and practices, and ensures user feedback to drive improvement.

Sustaining Phase Key Actions

Area	Key Actions
1: Curriculum and Instruction: How will each student learn this content, whether in-person or remote?	**1.B.s: Prepare and use your curriculum and 1.C.s: Prepare and use new curriculum:** Support schools and teachers to implement unit two of their curricula, using guidance from the curriculum publisher (if available). Prepare ongoing units of each curriculum for various settings. Prepare ongoing units of each curriculum to build community and individual relationships, and to attend to the voice and identity of students. **1.D.s: Adjust academic policies:** Implement policies to support all students and their families, including material distribution, grading, crediting, and attendance. **1.E.s: Run an improvement cycle focused on quality:** Collect the relevant data to monitor curriculum implementation (where remaining) and quality, analyze gaps, and address issues to reach goals.
2: Assessment: How prepared and how well is each student learning this content?	**2.B.s: Administer and use screeners:** Monitor ongoing screener implementation in remote settings and data use, checking for overidentification and over-remediation. **2.C.s: Administer and use embedded instructional assessments:** Monitor implementation of ongoing unit instructional assessments. Prepare teachers to use the information to make informed decisions, embedded in the curriculum, to help all students access ongoing units. **2.D.s: Use large scale assessments, if required:** If a school system requires ongoing large-scale assessments for all students to make policy and resource allocation decisions and monitor equity, use the data appropriately (i.e., it is for resource allocation; it is not designed to inform instruction; and it has no stakes or accountability implications). **2.E.s: Run an improvement cycle focused on quality:** Collect the relevant data to monitor assessment implementation (where remaining) and quality, analyze gaps, and address issues to reach goals. **2.F.s: Communicate:** Communicate as a part of the school system's communication plan a vision and rationale for decisions made with and support for the results. Ensure information about assessments is shared with families in a manner that is accessible to them and provides avenues for caregivers to ask questions and receive support.
3: Professional Learning: How will teachers be prepared to teach this content effectively, whether in-person or	**3.B.s: Implement traditional professional learning sessions:** Implement system- and school-based professional learning sessions aligned to system professional learning priorities and available in remote or in-person settings. **3.C.s: Implement collaborative learning:** Implement a system of teacher collaboration focused on the system's professional learning priorities and guided by strong rationale and clear expectations that can function in remote or in-person settings. **3.D.s: Implement observation, feedback, and coaching:** Implement a system of observation, feedback, and coaching anchored by clear expectations. Align it to broader system priorities and a coaching methodology that can function in remote or in-person settings.

remote, and meet the needs of each student?	**3.E.s: Run an improvement cycle focused on quality:** Collect the relevant data to monitor implementation (where remaining) and quality, analyze gaps, and address issues to reach goals. **3.F.s: Communicate:** Establish a system of two-way communication that ensures all key stakeholders are informed about professional learning priorities, expectations, and practices, and ensures user feedback to drive improvement.

Key Actions and Detailed Steps

Planning Phase Key Actions and Detailed Steps

1: Curriculum and Instruction. Key Actions and Detailed Steps (Planning Phase)

REMINDER: Before curriculum and instruction planning begins, teams need the following items, all of which are outputs from the Planning Phase, as detailed in the System Conditions guidance:

- The core curriculum being used for each subject and grade level (See "Curriculum Selection")
- The technology assumptions around which planning should occur (See "Technology")
- How teachers will be organized (e.g., grade-level teams, course/content teams, co-teachers, etc.) (See "Staffing")
- The school-day schedule and school calendar for each grade and scenario (in-person, remote, and hybrid) (See "Scheduling")

1.A.p: Update scope and sequences:

Use 2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics to build streamlined scope and sequences grounded in local curriculum (using publisher guidance where available).

Step	In-Person	Remote	Hybrid	Resources
1.A.p.1	Reach out to the publisher to identify updates they have made based on 2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics, or review Curriculum Publisher Information to Support Learning during COVID			To support school systems as they plan for academic instruction, the Collaborative for Student Success is collecting Curriculum Publisher Information to Support Learning during COVID from some of the nation's publishers of highly rated curriculum materials about the adaptations, programs, and resources being developed to meet the COVID-19 context. Appendix I: Questions for Curriculum and Professional Learning Providers
1.A.p.2	If the publisher is not updating the scope and sequence of the curriculum, use 2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics to make adjustments to the scope and sequence.			2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics Navigator developed Recommended Support for 2020-2021 Math Instruction to identify needed supports for students who may not have been able to fully access units and standards that usually occur in the last third of the school year. ANet shared Important Prerequisite Math

		Standards to Support 2020-21 Planning to highlight important prerequisites to standards in first grade through Algebra I. When planning for grade-level instruction, teachers can use this list to anticipate areas where students might need extra support to access grade-level instruction. The goal is to support educators by highlighting areas where students may need additional support in the coming school year, as well as demonstrating that for most standards students will likely be able to access grade-level work without extensive remediation. Sample Pacing Guide for Tier 1 Instruction from Instruction Partners

Return to the Key Actions Overview.

1.B.p: Prepare and use your curriculum:

Prepare the overarching structure and first unit of each curriculum for various scenarios. Prepare the first unit of each curriculum to build community, individual relationships, and attend to the voice and identity of your students (in-person and remote).

Step	In-Person	Remote	Hybrid	Resources
1.B.p.1	Check Curriculum Publisher Information to Support Learning during COVID or with the publisher directly (use Appendix I) to confirm which steps the curriculum provider has already taken below. For those they have not taken, adjust unit one appropriately.			To support school systems as they plan for academic instruction, the Collaborative for Student Success is collecting Curriculum Publisher Information to Support Learning during COVID from some of the nation's publishers of highly rated curriculum materials about the adaptations, programs, and resources being developed to meet the COVID-19 context. Appendix I: Questions for Curriculum and Professional Learning

				Providers Louisiana is creating the Strong Start Instructional Materials Guidance that shares with school systems the ways publishers and vendors of high-quality instructional materials are adapting to remote learning when needed, diagnosing and addressing unfinished learning, and adapting professional development.
Step	**In-Person**	**Remote**	**Hybrid**	**Resources**
1.B.p.2	Plan for the first unit of instruction. Look at the scenario students will be in when they come back to school, and plan for that. In addition, develop the plan for remote learning and how you will transition to that, if needed and with little notice. Specific planning considerations for each scenario (in-person, remote, and hybrid) follow.			
	As you plan your in-person lesson, remember (if applicable) you may have students who have been kept at home by their families but are considered part of your homeroom. These students are still considered part of your class and will engage in the same learning as their peers. Identify how you will manage this (e.g., setting up videoconferencing, assigning an aide to monitor chat and support small groups, etc.). Also identify which lessons these students should join synchronously (via videoconference) and which they should complete asynchronously.	Identify which lessons are not capable of being taught remotely. Create plans to adjust those lessons for remote learning while maintaining mastery of the content.	Identify which lessons should be taught when students are in person and which can be taught remotely. Ensure the lessons are coherent and build on one another. Identify a lesson schedule for each group of students, ensuring they all receive the same coherent lessons unique to their in-person and remote days.	Appendix F: Steps to Adjust Curriculum for Remote and Hybrid Learning Appendix D: Remote Learning Instructional Considerations Appendix E: Content Specific Learning Routines for In-person and Remote Learning Teaching Lab developed this Lesson Planning Guide for Distance and Hybrid Learning. Teaching Lab shared an example of adapting components of high-quality instructional units for

				remote learning.
Step	**In-Person**	**Remote**	**Hybrid**	**Resources**
1.B.p.3	Consider how to integrate into units and lessons authentic opportunities to help students make meaning of and process this moment in time (i.e., pandemic, protest movement against systemic racism). For example, consider assigning journaling as a daily activity; analyze COVID-19 data sets in mathematics; read COVID-19-related articles in science; read criminal justice-related articles in social studies.			Teaching Tolerance developed Teaching About Race, Racism, and Police Violence, a set of resources to spur discussion around implicit bias and systemic racism and to empower students to enact changes to create a more just society. EdWeek compiled 15 Classroom Resources for Discussing Racism, Policing, and Protest. Teaching Tolerance developed a bank of resources to support student well-being and learning called Supporting Students Through Coronavirus. neaToday published How Teachers Are Integrating COVID-19 Crisis Into Their Lessons. NCTM shared COVID-19, Coronavirus, and Pandemics – Math Resources: Teaching and Using Mathematics to Understand our World, a developing set of resources for teachers and the community to teach through the mathematics associated with the COVID-19 pandemic and learn math. For Democracy & Me, Dr. David Childs wrote The

				Coronavirus in Light of Other Pandemics in History: Also Lesson Plans and Resources for Further Research. The article discusses other pandemics throughout history in order to place the novel coronavirus within a historical context.
Step	**In-Person**	**Remote**	**Hybrid**	**Resources**
1.B.p.4	Review unit one and lesson content to determine how to use with ELs by determining the academic content that requires explicit language instruction and scaffolded support; by identifying any adjustments necessary to create access to the unit assessments; and by adjusting speaking, listening, reading, and writing tasks aligned to disciplinary practices and concepts of the unit so as to increase students' English language proficiency.	Adjust strategies appropriately that cannot work in a remote setting. Regardless of the chosen online format used, establish minimum expectations to ensure ELs have access to live synchronous instruction to maintain language development.		Appendix B: Detailed Content Considerations by Topic (see English Learners:Curriculum)
Step	**In-Person**	**Remote**	**Hybrid**	**Resources**
1.B.p.5	Prepare guidance, expectations, and supports for teachers to share with students and families, including: ● How the curriculum will function in all teaching and learning scenarios that may occur ● Student calendar expectations for remote and hybrid learning scenarios ● Communication structures for ongoing ease ● Define the role of the family/caregiver to include helping students to access supports and asking questions of their teachers (both technical supports and curriculum/material)			Talking Points app, which allows teachers to write a text message in English and the message is translated into one of 100 languages for families according to their native language
Step	**In-Person**	**Remote**	**Hybrid**	**Resources**
1.B.p.6		If needed, prepare the curriculum to function in an online system (e.g, learning management system) so families and students can access materials easily in a remote setting. This should include:		

		• Single sign-ons where possible • As few systems for families and students to navigate as possible • Ability for teachers and students to interact on work products through the system		
Step	**In-Person**	**Remote**	**Hybrid**	**Resources**
1.B.p.7	Review unit one and lesson content to determine how to individualize instruction for each student with a disability and provide the appropriate accommodations, supports, and services outlined in the student's IEP so the student accesses the curriculum.	Determine how to provide appropriate accommodations, modifications, and supports so students with disabilities have an equitable opportunity to learn the disciplinary practices and content of the unit remotely (e.g., closed captioning, immersive readers, etc.) and adjust strategies as appropriate. If using a high-quality curriculum, the vendor should provide this guidance.		Appendix B: Detailed Content Considerations by Topic, Unique Considerations for Students with Disabilities, Curriculum section
Step	**In-Person**	**Remote**	**Hybrid**	**Resources**
1.B.p.8		Help teachers collaborate across subject areas and across general and special education to prepare integrated expectations and weekly homework content for ease of family and student management. Specifically consider: • Reducing the number of systems and logins for students/families to as few as possible • Sending one form of communication to families on a consistent schedule, integrating requirements and notes from all teachers • Providing regular feedback to students and families in a common system • Creating a Frequently Asked Questions (FAQ) document or establishing a help desk to answer real-time questions for students and families so learning time is not lost • Developing shared conventions for the use of settings, formatting, and tech features to facilitate use of a learning management system		
Step	**In-Person**	**Remote**	**Hybrid**	**Resources**
1.B.p.9		Provide direct training to families and other		FASTalk is an evidence-based tool

		caregivers in how to support remote student learning, such as through curriculum academies and/or information provided in home language that focus on: ● How the curriculum works ● What kind of lessons will and will not come home ● How families/caregivers can communicate with teachers to share concerns and questions, and collaborate with teachers to support learning ● The role of the teacher	that sparks dialogue among teachers, families and students about daily classroom learning. Any caregiver with access to a cell phone can engage. Families receive weekly curriculum-aligned activities sent via text message in their home language. Ongoing family-teacher communication about student learning is seamless with two-way, automatic translation in 100+ languages.

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1.C.p: Prepare and use new curriculum, if relevant:

If a curriculum is new to a system, in addition to doing the steps for Key Action 1.B.p., prepare for unique steps to set up the curriculum.

Step	In-Person	Remote	Hybrid	Resources
1.C.p.1	Follow the steps in Key Action 1.B.p for all new curricula.			
1.C.p.2	Determine a professional learning plan that includes summer and early fall training for all teachers to understand and prepare to use their new curricula in all settings.			Professional Learning Partner Guide from Rivet Education (available by the end of August) Appendix H: Professional learning detailed overview

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1.D.p: Adjust academic policies:

Plan policies to support all students and their families, including material distribution, grading, crediting, and attendance.

Step	In-Person	Remote	Hybrid	Resources
1.D.p.1	Grading: Establish grading policies for the entire school year that take into account all possible scenarios students will experience during the school year. Consider:			In Fair Grading Practices, Stand For Children argues it is

	• Completion requirements
	• Attendance weights for remote and in-person for grades
	• Grading work across multiple teachers (depending on the schedule) and feedback to students
	• Testing weights based on any assessment changes
	• Unique considerations by scenario
	  ○ Hybrid/remote: Different teachers may teach the same subject but will need to grade collectively
	  ○ Hybrid/remote: Attendance and completion will look different
	
	NOTE: Learning mastery should remain a critical component of grading this school year. Grades should not be determined this school year by completion alone. For students with unique needs, focus on grading policies that reflect what students know.
				critical for school systems to put in place equitable grading policies that maximize students' engagement and motivation, and minimize the potential negative impact of remote learning and of students confronting significant learning and life challenges.

Step	**In-Person**	**Remote**	**Hybrid**	**Resources**
1.D.p.2	Update data systems for grading where necessary.			
Step	**In-Person**	**Remote**	**Hybrid**	**Resources**
1.D.p.3	Attendance: Establish attendance policies for the entire school year that take into account all possible scenarios students will experience during the school year. How will students remaining remote be considered for attendance? • Do students need to check in every day with an adult? • Do students need to join each section of live required classes? • Do students need to stay engaged the entire day based on their unique schedules?	For remote and hybrid scenarios consider attendance policy specifics: • Does your curriculum include live or asynchronous learning? If live, how will attendance be captured for all lessons? If asynchronous, how will you know if students attended class? • Does completion of work count for attendance? • What daily experiences or checkpoints will exist each day for all students?		Opportunity Culture: An Initiative of Public Impact released Recommendations for District Policies for At-Home Teaching and Learning. It includes student attendance. Developed by FutureEd and Attendance Works, the Attendance Playbook: Smart Strategies for Reducing Chronic Absenteeism in the COVID Era offers evidence-based methods for monitoring attendance in remote learning and tiered interventions aimed at addressing absenteeism before it affects achievement.
Step	**In-Person**	**Remote**	**Hybrid**	**Resources**
1.D.p.4	Update data systems for attendance where necessary. Specifically consider: • How will teachers capture daily attendance for all in-person and remote students? • Where will they input those data?			

	● How will those data roll up to the school system level each day or week? .			
Step	**In-Person**	**Remote**	**Hybrid**	**Resources**
1.D.p.5	Determine how the school systems and schools will review weekly attendance data to ensure high attendance rates. Specifically: ● Determine who will review the data each week ● How trends in low data will be analyzed and gaps considered (i.e., Are similar students across schools showing low attendance? Are certain schools showing low attendance? Why?) ● Work with schools to improve attendance rates based on reasons for gaps ● Train teachers on the remote learning practices that boost attendance including: ○ Required daily check-ins ○ Daily feedback on homework ○ Immediate family calls for missed attendance ○ Tech office hours and problem solving support			Developed by FutureEd and Attendance Works, the Attendance Playbook: Smart Strategies for Reducing Chronic Absenteeism in the COVID Era offers evidence-based methods for monitoring attendance in distance learning and tiered interventions aimed at addressing absenteeism before it affects achievement. EdSurge translates online learning research into practical ways for teachers to boost student engagement in How Can Educators Tap Into Research to Increase Engagement During Remote Learning?
Step	**In-Person**	**Remote**	**Hybrid**	**Resources**
1.D.p.6	Communicate all policies and processes with key constituents. Specifically: ● Schools and teachers: Share updated policies, and train staff on using any new data systems. ● Students: Ensure students, especially high school students, are clear on attendance and grading requirements. Specifically call out where guidance differs from last spring. ● Parents: Ensure parents are clear on attendance and grading requirements as well as any aligned consequences for poor grades and attendance. Specifically call out where guidance differs from last spring. Use language and format accessible to families/caregivers.			

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1.E.p: Run an improvement cycle focused on access:

Collect the relevant data to monitor curriculum access, analyze gaps, and address issues to reach your goal.

Step	In-Person	Remote	Hybrid	Resources
1.E.p.1	For detailed steps and aligned resources on running an improvement cycle focused on curriculum access, see the Managing and Improving section. For support with goal setting, see the Curriculum & Instruction and Assessment table.			

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1.F.p: Communicate:

Confirm the school system's communication plan includes setting the instructional vision, expectations around the school system curricula, and what family access and language supports are available.

Step	In-Person	Remote	Hybrid	Resources
1.F.p.1	Communicate effectively to school staff to set clear expectations for the year. Ensure the following are effectively communicated: ● Academic vision and goals for the school year ● Values as a system in achieving those goals ● Remote learning expectations: Highlight the changes across the system from remote learning last spring. Specifically call out where expectations are more rigorous and where schools/teachers have local discretion. ● The curriculum each teacher will use: Each teacher should know the exact curricula she will use and the aligned technology and materials needed. ● The assessments each teacher will administer: Each teacher should know the assessments they will administer, the technology needed for those, the schedule, and how they will and will not use the data. ● Grading and attendance policies: Each teacher and school should know the grading and attendance policies for all three scenarios, be trained on data systems, and be clear on their unique role in upholding those policies. ● The schedule and staffing role of each teacher: Each teacher should know their exact role in each schedule consideration for in-person, remote, and hybrid scenarios. ● Professional learning: Each teacher and principal should know their development priorities, their professional development plan for the year, and the calendar of learning.			
Step	**In-Person**	**Remote**	**Hybrid**	**Resources**
1.F.p.2	Communicate effectively with students to set clear expectations for the year. Consider how to ensure the following are effectively communicated to students (e.g., student contracts, required lessons in week 1-2 for all students, emails/handouts): ● Academic vision and goals for the school year ● Values as a system in achieving those goals ● Remote learning expectations: Highlight the changes in expectations from the learning last spring. Describe expectations for the classroom environment, learning that will occur, how attendance is connected to remote learning schedules, and integrated communications with teachers. ● The specific schedule each student will begin the year on (including their teachers) and what their schedule may look like if changes are required ● The grading and attendance policies for all scenarios and the consequences			

	of poor grades and attendance			
Step	**In-Person**	**Remote**	**Hybrid**	**Resources**
1.F.p.3	Communicate the vision and plan for the school year to all families through a variety of communication methods. Share messages in clear, culturally relevant ways, and to the extent possible, in each family's home language. Include such academic information as: ● Academic vision and goals for the school year ● Values as a system in achieving those goals ● Remote learning expectations: Highlight the changes in expectations from the learning last spring. Describe expectations for the classroom environment, learning that will occur, how attendance is connected to remote learning schedules, and integrated communications with teachers ● The grading and attendance policies for all scenarios and the consequences of poor grades and attendance Include such back-to-school information as: ● Specific daily and weekly schedule information, focusing on the specific schedule each student will begin the year on (including their teachers) and what their schedule may look like if changes are required ● Bus schedule and other transportation resources (e.g., public transportation passes) ● Technology pick-up and family training opportunities ● At-home curricular resource pick-up and family training opportunities ● Additional support resources including childcare options for remote school days Consider also using community leaders and organizations to share key messages with their constituents. See also System Conditions, Engagement, Step 1.B.l: Communicate critical start-of-school decisions to families and caregivers			
Step	**In-Person**	**Remote**	**Hybrid**	**Resources**
1.F.p.4	Ensure staff members are clear on their roles for regular communication to students and families. Consider: ● Who will do regular outreach to each family ● The expectations of teacher communication and engagement with each student and family ● Which language and format of the communication is most effective			

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2: Assessment. Key Actions and Detailed Steps (Planning Phase)

2.A.p: Develop an instructional assessment plan:

Develop a streamlined instructional assessment plan accounting for the unique needs of students and the current setting including a comprehensive calendar and planned use for all data.

Step	In-Person	Remote	Hybrid	Resources
2.A.p.1	Identify all major assessments (see steps below) across your system by grade and subject (instructional and systemwide), and determine a calendar for semester one. Specifically include: ● Dates for integrated wellbeing and trauma assessments (prioritize these assessments first in your calendar) ● Dates of all systemwide administration ● Dates for screeners and referral recommendations ● Pacing expectations for curriculum-embedded assessments ● Data distribution dates and expectations for use See Wellbeing and Connection Guide: ● Key Action 2.A.p: Create a plan for universal, Tier 1 strategies focused on creating safe, supportive, equitable environments (see especially step 2.A.p.2); and ● Key Action 3.A.p: Create a plan for tailored and intensive (Tiers 2 and 3) strategies so students who need more supports have the opportunity to thrive, regardless of background or circumstance (see especially step 3.A.p.2).			Appendix G: Assessment Detailed Overview Learning as We Go: Principles for Effective Assessment During the COVID-19 Pandemic Restart & Recovery: Assessment Considerations for Fall 2020 This Blue Print for Testing report and timeline from FutureEd details considerations for back to school assessment planning. ANet's 3 Principles for Assessments During Instructional Recovery and Beyond offers three guiding principles for a strong assessment system with evidence-based rationale, illustrates how each principle might be applied in practice, and includes basic tools for using data that comes from assessments to make decisions at various levels within a school.
Step	**In-Person**	**Remote**	**Hybrid**	**Resources**
2.A.p.2	Plan for equitable access to assessment administration in all scenarios.	If students are remote during assessment windows, plan for: ● Student access to technology and logins ● Staff monitoring schedules ● Training for students and families to access assessments ● Training for teachers to administer screeners remotely ● Tech hotlines and other support services to help students during testing windows ● Student and family expectations about administration security, where appropriate Most importantly, assessment should only be administered remotely if leaders are confident the data generated will be worth the time away from instruction.		

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2.B.p: Identify screeners:

Identify critical screeners and plan for their use in all scenarios in order to monitor appropriate identification of special services.

Step	In-Person	Remote	Hybrid	Resources
2.B.p.1	Confirm systemwide screeners for identifying and monitoring progress of ELs. Use identification screeners for new students whose home language survey indicates they might be ELs. If the state language assessment was suspended due to COVID-19, check for the most recent English Language Development (ELD) performance level and confirm level using formative assessments, so instruction is appropriately scaffolded. For ELs who are scoring at Proficient/Advanced levels on their last ELD state assessment, look for other school system/state indicators that may show a student could be redesignated. For students who are remote, create a plan for virtual administration of the screeners including: • Identifying the technology needs • Training teachers on remote administration • Establishing a virtual schedule • Communicating screener timing to families	If all students are remote, create a plan to administer screeners for each student in a remote setting if validated for remote administration, including: • Identifying the technology needs • Training teachers for remote administration • Establishing a virtual schedule • Providing family communication on screener timing and instructions for the assessment in home language, for ELs entitled to accommodations • Establishing systemwide schedules, leveraging additional staff as needed	If students are in a hybrid scenario early in the 2020-2021 school year, determine if screeners will be administered during in-person days or remote days. Plan to: • Distribute materials • Train teachers • Create a school-based screening schedule that ensures each student necessary receives their screener	Appendix B: Detailed Content Considerations by Topic (Mathematics, K-2 Reading Foundations, K-12 Reading Comprehension, Science, Students with Disabilities, English Learners) Council of Great City Schools developed these sample questionnaires across grade bands that are designed to provisionally identify ELs during the COVID-19-related school facility closures, which impede the administration of face-to-face screening protocols.
Step	**In-Person**	**Remote**	**Hybrid**	**Resources**
2.B.p.2	Confirm the systemwide universal and target screeners for identifying and monitoring progress of students in need of more targeted, intensified support after Tier 1 interventions have been proven unsuccessful. Prepare teachers to make meaningful referrals based on results. Training should focus on: • Effective administration of the assessments in all scenarios • How results guide referrals to a comprehensive multi-tiered systems of			The Center on Positive Behavioral Interventions & Supports developed Returning to School During and After Crisis: A Guide to

	support (MTSS) process, including Individualized Education Program (IEP) updates or creation where appropriate ● Monitoring for overidentification in this time, noting learning loss is not an appropriate rationale for referral See the above planning considerations for each learning scenario.			Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework during the 2020-2021 School Year, a guide that includes considerations for the screening of students who may need more intensive support prior to, upon, and after the return to school through use of a MTSS framework.
Step	**In-Person**	**Remote**	**Hybrid**	**Resources**
2.B.p.3	Confirm collection of screening results and referral recommendations. ● Build or confirm data collection systems. ● Check quality of screener administration to confirm accuracy of results, especially if in remote administration. ● Analyze screener data and referral data in order to confirm accuracy of referral recommendations. ● Review each referral in detail with school staff where there are abnormal referral recommendations.			
Step	**In-Person**	**Remote**	**Hybrid**	**Resources**
2.B.p.4	Integrate all screeners, resource distribution, and teacher training into the overall school system calendar and plan from 2.A.p.			

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2.C.p: Identify embedded instructional assessments:

Identify embedded instructional assessments for the first unit of instruction tied to grade-level content and connected to a specific curriculum, leveraging 2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics. Prepare educators to use the information to help all students access unit one of grade-level instruction.

Step	In-Person	Remote	Hybrid	Resources
2.C.p.1	Determine the instructional needs of the grade band and content area, and determine what information is needed through assessment to begin grade-level instruction with all students. See Appendix B and Appendix E to review those instructional considerations and assessment approaches. Determine necessary entry points and accommodations for students with disabilities and ELs.			Appendix B: Detailed Content Considerations by Topic (Mathematics,

2.C.p.2	Identify the specific assessments to meet these needs for each grade band and subject area. Where possible, leverage curriculum embedded/aligned assessments.This will aid in teacher use. Create approximate curriculum assessment dates for teachers so students remain on the same learning trajectory, where appropriate.			K-2 Reading Foundations, K-12 Reading Comprehension, Science, Students with Disabilities, English Learners) Appendix C: Curriculum and Instruction Detailed Overview Appendix E: Content-Specific Learning Routines for In-person and Remote Learning Restart & Recovery: Assessment Considerations for Fall 2020 Formative Assessment for English Learners (ELs) in Remote Learning Environments
Step	**In-Person**	**Remote**	**Hybrid**	**Resources**
2.C.p.3	Plan for administration of instructional assessments. Consider the pacing based on integration with the curriculum. Work with the curriculum vendor to adjust schedules for each scenario, as needed.	For all students who are remote, create a plan for administering instructional assessments and modifying the assessment to best fit the remote environment. ● Identify technology needs ● Train teachers on remote administration ● Establish a virtual schedule ● Communicate to families assessment timing in a language and format that's accessible ● Create a unique plan for K-2 reading foundation	If students are in a hybrid scenario, determine if instructional assessments will be administered during in-person days or remote days. ● Distribute materials ● Train teachers ● Determine a plan to monitor student completion	Appendix I: Questions for Curriculum and Professional Learning Providers To support school systems as they plan for academic instruction, the Collaborative for Student Success is collecting

		assessments, which will need particular care for remote administration		Curriculum Publisher Information to Support Learning during COVID from some of the nation's publishers of highly rated curriculum materials about the adaptations, programs, and resources being developed to meet the COVID-19 context.
Step	**In-Person**	**Remote**	**Hybrid**	**Resources**
2.C.p.4	Support teachers to use their instructional assessment results to adjust their instruction appropriately to help all students access unit one. Leverage curriculum-specific guidance from the vendor, if available, to make sure the coherence of the curriculum is not broken. Watch for an overidentification of content to be remediated when it may not be necessary. This is likely to happen this school year. Training and monitoring will be essential to ensure students immediately progress in unit one.			

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2.D.p: Plan large-scale assessments, if required:

If the school system or state requires a large-scale back-to-school assessment for all students to make policy and resource allocation decisions and monitor equity, prepare for its administration in each scenario. Plan for content-appropriate data distribution and use.

Step	**In-Person**	**Remote**	**Hybrid**	**Resources**
2.D.p.1	Identify the needs of the system to make resource distribution and equity monitoring decisions. If the assessments above cannot support these needs, identify the large-scale back-to-school assessments to be administered by content area and grade level. NOTE: It is possible a system will not use large-scale back-to-school assessments. That is OK. The assessments described in Key Action 2.C.p are the most critical for supporting instructional decision-making.			Restart & Recovery: Assessment Considerations for Fall 2020
Step	**In-Person**	**Remote**	**Hybrid**	**Resources**

2.D.p.2	Determine the uses of the assessment results and communicate the purpose, the timelines, and data distribution appropriately. Data uses may include: • Systems: Determine resource allocation, training needs, and student supports in areas where major gaps or concerns are identified. • Schools and teachers: Use these data in a limited capacity. It may be useful for initial identification of students in need of additional screening (see 2.B.p), but these assessments are unlikely to provide meaningful instructional guidance. • Public and families: These data may be published to transparently share equity access and concerns across a system with families and the public.			Appendix B: Detailed Content Considerations by Topic (Mathematics, K-2 Reading Foundations, K-12 Reading Comprehension, Science, Students with Disabilities, English Learners)
Step	**In-Person**	**Remote**	**Hybrid**	**Resources**
2.D.p.3	Plan for administration of systemwide assessments.	For students who are remote, create a plan to administer system wide assessments, including: • Identifying the technology needs • Identifying necessary accommodations and modifications articulated in the IEPs of students with disabilities • Training teachers on remote administration • Establishing a virtual schedule • Family communication on assessment timing • Systemwide schedules, leveraging additional staff as needed	If students are in a hybrid scenario, determine if system wide assessments will be administered during in-person days or remote days. • Distribute materials • Train teachers	
Step	**In-Person**	**Remote**	**Hybrid**	**Resources**
2.D.p.4	Collect all results and analyze system wide trends. Focus on student group performance (e.g., students from major racial/ethnic groups, economically disadvantaged students, students with disabilities, and ELs). Distribute resources based on need across the system.			
Step	**In-Person**	**Remote**	**Hybrid**	**Resources**
2.D.p.5	Determine ongoing need for and schedules for mid-year systemwide assessments. Use the steps above to plan, learning from what worked and did not.			

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2.E.p: Run an improvement cycle focused on access:

Collect the relevant data to monitor assessment access, analyze gaps, and address issues to reach goals.

Step	In-Person	Remote	Hybrid	Resources
2.E.p.1	For detailed steps and aligned resources on running an improvement cycle focused on assessment access, see the Managing and Improving section. For support with goal-setting, see the Curriculum & Instruction and Assessment table.			

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2.F.p: Communicate:

Confirm the communication plan includes steps to establish expectations for assessment administration, data distribution, and data use with teachers, families, and students.

Step	In-Person	Remote	Hybrid	Resources
2.F.p.1	Review and take the comprehensive steps in 1.F.p.1-4 above.			
2.F.p.2	Communicate assessment-specific information including: ● A detailed assessment plan and calendar (by grade level and subject) ● Administration dates (for systemwide assessments) and expectations on pacing dates for curriculum-embedded assessments ● Clarity for schools about how information will be communicated with families and their role in doing so ● Communicate the purpose of, and uses for, this assessment; caution against misinterpretations and/or overinterpretations (e.g., it is for resource allocation; it is not designed to inform instruction; it has no stakes or accountability implications);and develop a data reporting plan that is consistent with the purposes identified (e.g., no student-level score reports should be generated or distributed for assessments used for systems-level decisions)			
2.F.p.3	Communicate expectations for remote administration. Ensure all teachers are trained on remote administration of all assessments. Ensure each student has the technology and logins needed for administration.			
2.F.p.4	Communicate the status of students with disabilities and ELs to those students and their families, as appropriate. ● Collect screener data and status recommendations and referrals from all schools ● Audit those recommendations to ensure equity, and monitor for over-identification ● Communicate to families of ELs about their student's identification or placement status so they can support forward movement in language development in the coming year. Use language and format that is accessible to families/caregivers.			Talking Points app, which allows teachers to write a text message in English and the message is translated into one of 100 languages for families according to their native language

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3. Professional Learning. Key Actions and Detailed Steps (Planning Phase)

3.A.p: Complete a needs assessment and professional learning plan:

Understand educators' learning needs and the resources (e.g., time, people, and money) available to be used to respond to these needs. Use this information to develop a yearlong plan for professional learning.

Steps		Resources
3.A.p.1	Conduct teacher and school leader self assessment (survey) about their expertise relative to critical knowledge and skills required for effective practice in the 2020-2021 school year. Survey students and families about their experience of remote schooling and the support they most need from teachers to support hybrid and/or remote learning. Have principals and coaches hold focus groups and/or one-on-one conversations with students and families to get greater representation in data. See also Systems Conditions, Engagement, Key Action 1.A.p: Gather input from families and students through broad and targeted communications.	See Appendix J for an outline of the critical knowledge and skills teachers and school leaders will need to possess in the 2020-2021 school year. See Appendix K for a teacher/principal self assessment organized on the critical knowledge and skills. School systems can administer this survey to gather data to inform their professional learning planning for the coming year.
3.A.p.2	Synthesize all data gathered in 3.A.p1 to develop system professional learning priorities for teachers and school leaders. Please note: With support from system IT staff, the data from the self assessment can be broken down by school to inform school-based professional learning planning. School leaders can then use the school template to develop their school professional learning priorities.	See Appendix L for directions and templates systems can use to translate the results of teachers/principals self assessment into a set of professional learning priorities for the 2020-2021 school year for each population. There are also directions and a template principals can use to identify the professional learning priorities for their teachers.
3.A.p.3	Establish cross-functional team(s) that will drive: 1) teacher and instructional support staff professional learning and 2) principal professional learning. Align team membership to departments responsible for professional learning priority content. Ensure teacher, instructional support, and principal voice on the cross-functional teams.	
3.A.p.4	Build professional learning scope and sequence that: ● Differentiates professional learning priorities by teacher role (e.g., remote, in-person, hybrid), as needed	See Appendix L for professional learning scope and sequence examples

	● Addresses school leader PL ● Reflects best thinking about which professional learning (and what aspects within a specific topic) are best served by traditional professional learning sessions (system/school driven), collaborative planning time, and coaching. ● Explicitly addresses strategies for ELs, students with disabilities, universal design for learning, and instructional practices that promote advanced literacy for all students. See also Wellbeing and Connection, Key Action 1.B.p: Plan professional learning to build educator and staff capacity to support student wellbeing and connection focused on building relationships, equity, and healing.	built from professional learning priorities. There are system-level examples for teachers and school leaders. There are also templates for completing systems-level professional learning scopes and sequences for teachers and for school leaders to develop their school-based professional learning scope and sequence for teachers. Understanding Language developed PD Essentials for Educating ELs to support the design of well-balanced professional development for educators of multilingual learners. Introduction to Universal Design for Learning (UDL) a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. NCLD and Understood developed a school leader's guide to creating inclusive schools that addresses building leadership knowledge and capacity around UDL, culturally responsive teaching, evidence-based literacy instruction, etc. for students with disabilities and ELs. The Council for Exceptional Children and CEEDAR Center shared twenty-two High-Leverage Practices in Special Education: A Professional Development Guide for School Leaders. High-leverage practices are frequently occurring, essential educational practices that all K-12 special educators should know how to do. These

		practices are evidence based, meaning that they reflect effective methods that when successfully implemented can improve results for struggling learners.
3.A.p.5	Develop system professional learning syllabus and calendar of offerings.	
3.A.p.6	Share system professional learning scope and sequence with principals. Clarify system-driven and school-driven professional learning time and school leaders' responsibilities relative to the school-based professional learning..	
3.A.p.7	Set up mechanisms (e.g., professional learning, coaching, thought partner) to support school principals/leadership teams to develop their school-based professional learning plans, using the scope and sequence template.	
3.A.p.8	Provide guidance to principal supervisors on critical "look fors" in professional learning plans aligned to the professional learning priorities and differentiated needs of teachers teaching remotely, in-person, and in hybrid models.	

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3.B.p: Plan traditional professional learning sessions:

Develop system- and school-based professional learning sessions aligned to system professional learning priorities and available in remote or in-person settings.

Steps		Resources
3.B.p.1	Share professional learning priorities with internal and external professional learning providers. Provide clear direction to internal and external professional learning providers to differentiate professional learning to explicitly address the needs of teachers teaching remote, in-person, and hybrid. Identify teachers (and school leaders) who excel in professional learning priority areas AND have been successful with remote teaching, particularly with the most vulnerable students, who can design and/or teach sessions/offer examples of promising practice to serve as internal professional learning providers.	
3.B.p.2	Ask providers to submit professional learning session objectives, agenda and PPT for review, and feedback in advance of the session.	
3.B.p.3	Expect internal professional learning providers (including school leaders/coaches, teacher leaders) to use learning management system in use for student instruction for adult professional learning. Train internal professional learning providers (including school leaders/coaches, teacher leaders) to use the system's learning management system in use for student instruction for adult professional learning.	
3.B.p.4	Provide internal professional learning providers guidance on effective virtual professional learning.	

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3.C.p: Plan collaborative learning:

Create a system of teacher collaboration focused on the system's professional learning priorities and guided by strong rational and clear expectations that can function in remote or in-person settings.

Steps		Resources
3.C.p.1	Work with principals and principal supervisors to develop guidance regarding teacher/principal collaborative planning time (CPT) to include: ● Priorities for focus of CPT aligned to the professional learning scope and sequence and system-provided PL ● Use of system's learning management system for virtual CPT ● Expectations for minutes/week (recommend 90) of CPT for teachers	
3.C.p.2	Align the organization of teacher collaborative planning time with the schedule each school is using.	
3.C.p.3	Curate/develop resources to support CPT to include: ● Effective remote adult learning and team collaboration tips ● Rubric for effective CPT ● Protocols and templates focused on planning instruction and reviewing student work ● Strategies for integrating data to ground discussion of instruction for ELs and students with disabilities	Education Resource Strategies' curated tools and research to help schools implement CPT.
3.C.p.4	Identify schools (at all three grade spans, if possible) that had strong remote collaborative planning structures and practices this past spring to share their work with colleagues.	
3.C.p.5	Develop and provide CPT training for school leaders that: ● Highlights priorities for collaborative planning time aligned to system and school professional learning plans ● Highlights strong remote collaboration strategies and tools ● Introduces rubric/resources to support high-quality collaborative planning time ● Provides time for school leaders to collaborate on planning their virtual CPT strategy ● Builds instructional leadership capacity to address the needs of students with disabilities, ELs and other students with priority needs	Understanding Language developed PD Essentials for Educating ELs to assist schools, school districts, state or county offices of education, and professional development providers as they design well-balanced professional development plans for educators of multilingual learners. Introduction to Universal Design for Learning (UDL) a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. NCLD and Understood developed a school leader's guide to

		creating inclusive schools that addresses building leadership knowledge and capacity around UDL, culturally responsive teaching, evidence-based literacy instruction, etc. for students with disabilities and ELs.

Return to the Key Actions Overview.

3.D.p: Plan observation, feedback, and coaching:

Develop a system of observation, feedback, and coaching that is anchored by clear expectations. Align it to system priorities and a coaching methodology that can function in remote or in-person settings.

(**NOTE**: This is planning only. Actual observation, feedback, and coaching are unlikely to begin until late fall, given everything else on coaches' and teachers' plates).

Steps		Resources
3.D.p.1	Develop the system's point of view regarding teacher, instructional support staff, and principal observation, feedback, and evaluation. Emphasize frequent observations, feedback, and coaching to support continuous improvement over traditional evaluation.	
3.D.p.2	Define expectations of school leaders, instructional coaches and teacher leaders for observation, feedback, and coaching (e.g., frequency of observations, debriefs, action steps, follow-up, documentation). Define how this will work for those teaching in remote versus in-person settings, in Integrated ELD and ICT settings.	
3.D.p.3	Determine tool to be used to guide observations (e.g., elements of existing rubric/observation tools aligned to the system's professional learning priorities and pedagogy of remote, in-person, and hybrid teaching). For principal observation: Prioritize the skills most important to leading in remote and hybrid settings.	
3.D.p.4	Define the focus areas for instructional coaching support, aligned to system professional learning priorities and feedback given to individual teachers.	See Tactical Ideas for Virtually Coaching Your Newly Virtual Teachers for guidance on the use of videos as part of coaching teachers.
3.D.p.5	Identify a cadre of instructional coaches (formally or informally) with expertise in the following areas: ● Using technology platforms for instructional delivery ● Supporting students' social-emotional health ● Planning grade-level instruction and scaffolding with 2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics ● Addressing unconscious bias, deficit thinking about students, and	

	culturally responsive teaching ● Effective instruction and strategies for students with disabilities and ELs ● Providing additional targeted intervention time to students with disabilities on specific areas of academic, behavioral, and social-emotional needs System identifies central office staff. Each principal identifies administrators, coaches, and teachers within their own building.	
3.D.p.6	Design and provide professional learnings for school leaders and principal supervisors that address 3.D.p 1-4 above.	

Return to the Key Actions Overview.

3.E.p: Run an improvement cycle focused on access:

Collect the relevant data to monitor professional learning access, analyze gaps, and address issues to reach goals.

Steps		Resources
3.E.p.1	For detailed steps and aligned resources on running an improvement cycle focused on professional learning access, see the Managing and Improving section. For support with goal-setting, see the Professional Learning table.	

Return to the Key Actions Overview.

3.F.p: Communicate:

Establish a system of two-way communication that ensures all key stakeholders are informed about professional learning priorities, expectations, and practices, and ensures user feedback to drive improvement.

Steps		Resources
3.F.p.1	Review and take the comprehensive steps in 1.F.p.1-4 above.	
3.F.p.2	In addition to the comprehensive communication plan detailed above, consider the following PL-specific communications to schools: ● Communicate the why, what, and how of the needs assessment data collection to teachers, students, families, and principals. ● Share findings from needs assessment back to those surveyed. ● Communicate findings of professional learning elements review (see 3.E.) to key stakeholders (e.g., teachers, principals, professional learning providers). ● Communicate decisions about school-based professional learning to principals/school teams to include: ○ Professional learning time the school system/schools will direct ○ Purpose, focus, structure, and expectations for CPT ○ Guidance on observation, feedback, and coaching	
3.F.p.3	Communicate with professional learning providers (confirmed and potential) about expectations and opportunities. Communicate regularly with the union and collaboratively problem solve as needed.	
3.F.p.4	Create a web-based mechanism (e.g., Google Drive shared folder) for	

	collaboration among principals where they can share school schedules, PD calendars, etc.	

Return to the Key Actions Overview.

Launching Phase Key Actions and Detailed Steps

1: Curriculum and Instruction. Key Actions and Detailed Steps (Launching Phase)

1.B.l: Prepare and use your curriculum and 1.C.l: Prepare and use new curriculum:

Support schools and teachers to implement the first unit of their curricula, using guidance from the curriculum publisher (if available). Prepare the second unit of each curriculum for all potential scenarios. Be sure to attend to building community, to forming individual relationships, and to the voices and identities of all students.

Step	In-Person	Remote	Hybrid	Resources
1.B.l.1	Monitor the implementation of unit one, consistent with the decisions made in Key Action 3.D.p: Plan observation, feedback, and coaching. In particular, look for whether: ● All students have access to grade-level learning ● Remote students are pacing and learning appropriately with their in-person peers ● Technology and materials are available Identify challenges through observations and conversations/surveys with teachers, students, and families.	Monitor the implementation of unit one, consistent with the decisions made in Key Action 3.D.p: Plan observation, feedback, and coaching. In particular, look for: ● Remote student engagement ● Teacher ease with technology ● Lesson adaptation to remote settings	Monitor the implementation of unit one, consistent with the decisions made in Key Action 3.D.p: Plan observation, feedback, and coaching.In particular, look for teacher collaboration where multiple teachers are teaching the same students and subject. Consider: ● Are lessons coherent? ● Are students completing work? ● Are grades and feedback unified?	Appendix D: Remote Learning Instructional Considerations Appendix E: Content-Specific Learning Routines for In-person and Remote Learning
1.B.l.2	Check Curriculum Publisher Information to Support Learning during COVID or with your publisher (use Appendix I) to confirm which steps your curriculum provider has already taken below. For those they have not taken, adjust unit two appropriately.			To support school systems as they plan for academic instruction, the Collaborative for Student Success is collecting Curriculum Publisher Information to Support Learning during COVID from some of the nation's publishers of highly rated curriculum materials about the adaptations, programs, and resources being developed to meet

		the COVID-19 context. Appendix I: Questions for Curriculum and Professional Learning Providers
1.B.I.3	Prepare unit two, improving areas of growth from 1.B.I.1 reflections for all grade levels and subjects. See the detailed steps in 1.B.p for guidance on preparing each unit.	

Return to the Key Actions Overview.

1.D.I: Adjust academic policies:

Implement policies to support all students and their families including material distribution, grading, crediting, and attendance.

Step	In-Person	Remote	Hybrid	Resources
1.D.I.1	Monitor attendance. Confirm that students (by group and schools) are meeting attendance goals. Where they are not, provide direct support to schools in key areas: ● Teacher strength and quality of remote learning: ○ Required daily check-ins ○ Daily feedback on homework ○ Immediate family calls for missed attendance ○ Tech office hours and problem solving support ● Student groups with: ○ Language barriers ○ Transportation barriers ○ Childcare barriers (for remote participation gaps) ○ Technology access and barriers ● Schools struggling with: ○ Data collection and upload ○ Teacher attendance ○ Substitute rates ○ Family communication			
1.D.I.2	Communicate all data and updated policies and processes with key constituents. Specifically: ● Schools and teachers: Share system wide data, best practices on solving attendance challenges, and updated policies. Train staff on using any new data systems. ● Students: Engage in individual student communication with those experiencing low attendance rates to understand their needs and provide support. Ensure students, especially high school students, are clear on attendance and grading requirements. Specifically call out where guidance differs from last spring. ● Families: Engage in individual family communication with families whose students are experiencing low attendance rates to understand their needs and provide support. Ensure families are clear on attendance and grading			

	requirements, any aligned consequences for poor grades and attendance, and avenues for students to recover. Specifically call out where guidance differs from last spring.	

Return to the Key Actions Overview.

1.E.I: Run an improvement cycle focused on implementation:

Collect the relevant data to monitor curriculum access (where remaining) and implementation, analyze gaps, and address issues to reach goals.

Step	In-Person	Remote	Hybrid	Resources
1.E.I.1	For detailed steps and aligned resources on running an improvement cycle focused on curriculum access and implementation, see the Managing and Improving section. For support with goal-setting, see the Curriculum & Instruction and Assessment table.			

Return to the Key Actions Overview.

2: Assessment. Key Actions and Detailed Steps (Launching Phase)

2.A.I: implement and adjust an instructional assessment plan:

Adjust the comprehensive calendar based on initial administration and data review.

Step	In-Person	Remote	Hybrid	Resources
2.A.I.1	Identify all major assessments (see steps below) across the system by grade and subject (instructional and systemwide), and determine a calendar for the first semester. Specifically include: ● Dates for integrated wellbeing and trauma assessments (prioritize these assessments first in your calendar) ● Dates for all system wide assessment administration ● Dates for screeners and referral recommendations ● Pacing expectations for curriculum-embedded assessments ● Data distribution dates, time for collaborative review, and expectations for use ● Guidance on testing accommodations for ELs and students with disabilities including those provided through remote setting			Restart & Recovery: Assessment Considerations for Fall 2020
2.A.I.2	Monitor equitable access to assessment administration in all scenarios. Pay close attention to: ● Student groups not completing assessments ● Schools with low completion rates Problem solve with school systems to ensure equal completion across the system.	Monitor completion of students in remote settings during assessment windows. If there are challenges, identify which of the following were issues: ● Student access to technology and logins ● Staff monitoring schedules ● Training for students and parents to access exames ● Training for teachers to administer screeners remotely ● Tech hotlines and other support services to help students during testing windows		

		• Student and family expectations about administration security, where appropriate Create a plan for second administration with improvements based on gaps and solutions.	

Return to the Key Actions Overview.

2.B.I: Administer and use screeners:

Monitor screener implementation in remote settings and data use, checking for overidentification and over-remediation.

Step	In-Person	Remote	Hybrid	Resources
2.B.I.1	Administer EL screener and ensure students identified as ELs are receiving ELD services at the appropriate level. If the state language assessment was suspended due to COVID-19, check for the most recent ELD performance level, and confirm level using formative assessments, so that instruction is appropriately scaffolded. For EL students who are scoring at Proficient/Advanced levels on their last ELD state assessment, look for other school system/state indicators which may show that a student could be redesignated. For students who are remote, ensure accurate administration of screeners by: • Spot checking assessment implementation • Monitoring results and checking on reasons in places results are atypical			Appendix B: Detailed Content Considerations by Topic (see English Learners: Assessments)
2.B.I.2	Administer systemwide universal and target screeners for identifying and monitoring progress of students in need of more targeted, intensified support due to a lack of response to instruction. For students who are remote, ensure accurate administration of screeners by: • Spot checking assessment implementation • Monitoring results and checking on reasons in places results are atypical • Determining if screeners need to be provided in home language for ELs			The Center on Positive Behavioral Interventions & Supports developed Returning to School During and After Crisis: A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework during the 2020-2021 School Year, a guide that includes considerations for the screening of students who may need more intensive support prior to, upon, and after the return to school through use of a MTSS framework.
2.B.I.3	Collect results, and monitor referral recommendations.			

	• Confirm data systems are working and uploads are consistent • Spot check quality of screener administration to confirm accuracy of results, especially if in remote administration • Analyze screener data and referral data in order to confirm accuracy of referral recommendations • Where there are abnormal referral recommendations, review each referral in detail with school staff	
2.B.I.4	Communicate results and follow next steps clearly with all students and families as appropriate. Where needed, set up remote video calls with families and school-based staff to form plans and next steps.	

Return to the Key Actions Overview.

2.C.I: Administer and use embedded instructional assessments:

Monitor implementation of unit one instructional assessments. Prepare teachers to use the information to make informed decisions, embedded in the curriculum, to help all students access unit one.

Step	In-Person	Remote	Hybrid	Resources
2.C.I.1	Monitor implementation of instructional assessments. • Ensure schools are pacing through curriculum appropriately • Monitor for over-remediation in response to assessment results	For all students who are remote, consider modifying the assessment as necessary. Monitor remote administration of instructional assessments for each student. • Identify the technology needs. • Train teachers are remote administration. • Establish a virtual schedule. • Communicate assessment timing to families. • K-2 reading foundation assessments will need particular care for remote administration. Create a unique plan for these assessments. • Provide native language translations of assessments or language support in English for ELs.		Appendix I: Questions for Curriculum and Professional Learning Providers To support school systems as they plan for academic instruction, the Collaborative for Student Success is collecting Curriculum Publisher Information to Support Learning during COVID from some of the nation's publishers of highly rated curriculum materials about the adaptations, programs, and resources being developed to meet the COVID-19 context.
2.C.I.2	Support teachers in using their instructional assessment results to adjust their curriculum appropriately to help all students access unit one. Leverage curriculum-specific guidance from the vendor to make sure the coherence of the curriculum is not broken.			Understanding Language created Formative Assessment for ELs in Remote Learning Environments, two

	If needed, work with your publishers to adjust lesson scope and sequence appropriately to help all students access grade-level learning. Watch for an overidentification of content to be remediated when it may not be necessary. This is likely to happen this school year. Training and management will be essential to ensure students progress appropriately in unit one.	one-hour virtual sessions focused on strengthening Formative Assessment practices in remote and non-remote (classroom learning environments applicable across grades and content).

Return to the Key Actions Overview.

2.D.I: Use large-scale assessments, if required:

If your school system requires a large-scale back-to-school assessment for all students to make policy and resource allocation decisions and monitor equity, use the data appropriately (e.g., it is for resource allocation; it is not designed to inform instruction; it has no stakes or accountability implications, etc.).

Step	In-Person	Remote	Hybrid	Resources
2.D.I.1	Plan for administration of systemwide assessments and testing accommodations for ELs and students with disabilities.	For all students who are remote, create a plan to administer system wide assessments in a remote setting. ● Identify technology needs. ● Identify necessary accommodations and modifications articulated in the IEPs of students with disabilities. ● Train teachers on remote administration. ● Establish a schedule for remote assessments, and leverage additional support staff, as necessary. ● Communicate with families on assessment timing and purpose in a language and format accessible to them. ● Confirm test security needs, as necessary. ● Address testing accommodations for students with disabilities and ELs in remote settings. ● Provide native language translations of assessments or language support in English for ELs.	If students are in a hybrid scenario at back-to-school, determine if system wide assessments will be administered during in-person days or remote days, and follow the appropriate steps.	
2.D.I.2	Collect results and analyze system wide trends. Focus on student group performance (e.g., students from major racial/ethnic groups, economically disadvantaged students, children with disabilities, and ELs). Distribute resources based on need across the system.			

2.D.I.3	Determine ongoing need for and aligned schedules for mid-year, systemwide assessments only if necessary. Use the steps above to plan, learning from what worked and did not at back-to-school.	

Return to the Key Actions Overview.

2.E.I: Run an improvement cycle focused on implementation:

Collect the relevant data to monitor assessment access (where remaining) and implementation, analyze gaps, and address issues to reach goals.

Step	In-Person	Remote	Hybrid	Resources
2.E.I.1	For detailed steps and aligned resources on running an improvement cycle focused on assessment access and implementation, see the Managing and Improving section. For support with goal-setting, see the Curriculum & Instruction and Assessment table.			

Return to the Key Actions Overview

2.F.I: Communicate:

Communicate the vision and rationale for decisions made based on assessment results. Ensure information about assessments is shared with families in a manner that is accessible to them and provides avenues for caregivers to ask questions and receive support.

Step	In-Person	Remote	Hybrid	Resources
2.F.I.1	Communicate assessment-specific information to teachers including: ● Updates, if appropriate, to the detailed assessment plan and calendar (by grade level and subject) ● Updates, if appropriate, to administration dates (for systemwide assessments) and expectations on pacing dates for curriculum-embedded assessments and procedures for ongoing administration ● Communicate the purpose of, and uses for, this assessment, and caution against misinterpretations and/or overinterpretations (e.g., it is for resource allocation' it is not designed to inform instruction; it has no stakes or accountability implications, etc.)			
2.F.I.2	If not previously completed, communicate EL and special education status to each student and their family, as appropriate. ● Collect screener data and status recommendations and referrals from all schools. ● Audit those recommendations to ensure equity and monitor for overidentification. ● Communicate to families of ELs should be informed of their students' identification or placement status so they can support forward movement in language development in the coming year.			

Return to the Key Actions Overview.

3: Professional Learning. Key Actions and Detailed Steps (Launching Phase)

3.B.I: Traditional professional learning sessions:

Develop a set of system-based and school-based professional learning sessions aligned to system professional learning priorities.

Steps		Resources
3.B.I.1	Conduct start-of-school professional learning focused on strategies (differentiated for remote, in-person, and hybrid scenarios). As the platform for PL, use the same learning management system and tools that remote students will be using, to ensure staff build their comfort with these tools. Focus on these topics: ● Building relationships and community ● Building relationships with families and identifying assets. Understand the experience of the family during the pandemic, especially related to unemployment, housing or food insecurity, health concerns, access to Internet connectivity and digital literacy ● Establishing consistent communication routines with families, using varied modes such as email, text, parent portal, phone, or translation software ● Identifying students assets and talents ● Establishing class norms, routines and schedules ● Building students ability to work independently in remote and hybrid scenarios ● Creating a consistent (across teachers) and welcome classroom environment through user-friendly organization of classroom on learning management system ● Identifying students who need additional social and emotional supports ● Integrating social, emotional, and academic development by, for example, studying the pandemic and protest movement against systemic racism and students' experiences of both ● Assessing students to inform instruction ● Giving students feedback on their work—including in remote learning scenarios—to support engagement, efficacy and improvement ● Adjusting high-quality curriculum units and lessons if the vendor has not done so, scaffolding with Priority Instructional Content ● Remote instruction strategies that provide supports to ensure ELs and students with disabilities access grade-level learning remotely (e.g., maximizing opportunities for speaking, checking for understanding, differentiating instruction) ● Universal Design for Learning strategies that provide students with disabilities and ELs multiple ways of engaging with and accessing grade-level learning and representing their learning ● Providing additional targeted intervention, whether through small group or one-to-one instruction, for students with disabilities on specific areas of academic, behavioral, and social-emotional needs in accordance with their IEPs. Include instructional coaches and school leaders in teacher professional learning or differentiate it to provide them the knowledge and skills they need to observe, provide feedback, and coach teachers. (See also Wellbeing and Connection guidance; and System Conditions, Engagement.)	

Return to the Key Actions Overview.

3.C.I. Implement Collaborative Learning:

Implement a system of teacher collaboration focused on the system's professional learning priorities and guided by strong rationale and clear expectations that can function in remote or in-person settings.

Steps		Resources
3.C.I.1	Establish teams (teacher and principal) for CPT based on the chosen model from the Scheduling and Staffing recommendations in the System Conditions Guidance.	
3.C.I.2	• Set up team meeting schedule • Create the expectation that virtual collaboration will be done using the same learning management system and tools that remote students will be using. • Clarify how principals/coaches/principal supervisors will have access to observe meetings	
3.C.I.3	Develop and share guidance for prior to the first weeks of CPT meetings that prioritizes issues for starting school -amid a pandemic, including: • Social-emotional support and relationship building among teachers (See Wellbeing and Connection, Key Action 1.A.p: Plan opportunities for staff and educators to reconnect, heal, and feel safe and supported.) • Class community building that honors students' experiences in the pandemic and the protest movement against systemic racism • Assessing student social emotional status and needs (See Wellbeing and Connection, Key Action 2.A.p: Create a plan for universal (Tier 1) strategies focused on creating safe, supportive, equitable environments.) • Re-entry assessments to inform instruction • Planning initial units of instruction, scaffolding with Priority Instructional Content and effective instructional strategies for students with disabilities and ELs, including explicit and evidence-based instruction, and ELD strategies. Planning should focus on how to do each of these things remotely, in-person, and in a hybrid model.	Understanding Language developed PD Essentials for Educating ELs to assist schools, school districts, state or county offices of education, and professional development providers as they design well-balanced professional development plans for educators of multilingual learners. The Center on Positive Behavioral Interventions & Supports developed Returning to School During and After Crisis: A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework during the 2020-2021 School Year, a guide that includes considerations for

		the screening of students who may need more intensive support prior to, upon, and after the return to school through use of a MTSS framework. NCLD and Understood developed a school leader's guide to creating inclusive schools that addresses building leadership knowledge and capacity around UDL, culturally responsive teaching, evidence-based literacy instruction, etc. for students with disabilities and ELs.
3.C.I.4	Develop and share a simple digital template (Google form) for teams to capture highlights of their meetings, next steps, and questions for coach/principal.	See Appendix M for a template to record work of the team in collaborative planning time.
3.C.I.5	Teachers begin CPT meetings using tools and resources provided. Take a pulse at the end of the first month to discuss strengths and areas for improvement, and plan for improvement. School leaders observe all CPTs in the first month of school to provide support and accountability to teams.	

Return to the Key Actions Overview.

3.D.I: Implement Observation, Feedback, and Coaching:

Develop a system of observation, feedback, and coaching anchored by clear expectations, look fors aligned to system priorities, and a coaching methodology.

Steps		Resources
3.D.I.1	School leaders do informal assessment of teachers' immediate needs to start the year strong, focusing particularly on new teachers, teachers teaching remotely, and teachers across general, special, and bilingual education to ensure quality delivery of instructional services for ELs and students with disabilities. They then	

	deploy coaching resources identified in the Planning Phase to respond to needs.	
3.D.I.2	School leaders collect teaching schedules and virtual meeting access information for teachers teaching virtually or in hybrid models in preparation for observing teachers virtually.	
3.D.I.3	Each teacher is observed by the school leader/instructional coach (by the end of the first six weeks of school) to provide support, develop a baseline understanding of instruction, and identify initial priority for coaching and feedback.	

Return to the Key Actions Overview.

3.E.I: Run an improvement cycle focused on implementation:

Collect the relevant data to monitor professional learning access (where remaining) and implementation, analyze gaps, and address issues to reach goals.

Steps		Resources
3.E.I.1	System/school leaders synthesize professional learning participation and evaluation data from summer and start-of-school-year PL, and determine implications for upcoming professional learning content and pedagogy.	
3.E.I.2	School leaders or instructional coaches observe all CPT teams once in the first month of school and provide feedback regarding strengths and one thing to work on to improve the team's work. (3.C.I5)	
3.E.I.3	School leaders or instructional coaches observe each teacher (by the end of the first month of school) to provide support, develop a baseline understanding of teaching, and identify initial priority for coaching and feedback. (3.D.I.3)	
3.E.I.4	For detailed steps and aligned resources on running an improvement cycle focused on professional learning access and implementation, see the Managing and Improving section. For support with goal-setting, see the Professional Learning table.	

Return to the Key Actions Overview.

3.F.I: Communicate:

Establish a system of two-way communication that ensures all key stakeholders are informed about professional learning priorities, expectations, and practices, and ensures user feedback to drive improvement.

Steps		Resources
3.F.I.1	Communicate the purpose of CPT, expectations, guidance, and resources to support effective CPT.	
3.F.I.2	Communicate to principals and teachers the system's plan for teacher observation,	

	feedback, coaching, evaluation (if it will be done in the 2020-2021 school year), and the rationale for it.	
3.F.I.3	Principals: Conduct a brief survey (provided by the school system, if helpful) and hold one-on-one conversations with teachers at the end of the first month of school to identify successes, challenges, and priorities for attention in coming weeks. Systems: Provide a mechanism for principals to share findings from pulse checks with system leadership to guide planning and provision of support. Systems: Conduct a brief survey and hold one-on-one conversations with school leaders at the end of the first month of school to guide planning and provision of support.	
3.F.I.4	Systems: Provide system fall professional learning calendar. Schools: Provide school-based professional learning calendar.	

Return to the Key Actions Overview.

Sustaining Phase Key Actions and Detailed Steps

1: Curriculum and Instruction. Key Actions and Detailed Steps (Sustaining Phase)

1.B.s: Prepare and use your curriculum and 1.C.s: Prepare and use new curriculum:

Support schools and teachers to implement unit two of their curricula, using guidance from the curriculum publisher (if available). Prepare ongoing units of each curriculum for various settings. Prepare ongoing units of each curriculum to build community and individual relationships,and attend to the voice and identity of students.

Step	In-Person	Remote	Hybrid	Resources
1.B.s.1	Ensure strong implementation of unit two and beyond. Continue the steps outlined in 1.B.l.1.			
1.B.s.2	Prepare unit three and beyond, improving areas of growth from 1.B.s.1 reflections for all grade levels and subjects. See the detailed steps in 1.B.p for guidance on preparing each unit.			

Return to the Key Actions Overview.

1.D.s: Adjust academic policies:

Implement policies to support all students and their families, including material distribution, grading, crediting, and attendance.

Step	In-Person	Remote	Hybrid	Resources
1.D.s.1	Monitor grading. Review uploaded grades from the first grading period. Identify areas of concern, and collaborate with schools to solve problems, using disaggregate data for ELs, students with disabilities, and other priority groups of students when patterns emerge that indicate disparity and inequity. Solicit input from schools and teachers on grading policies and data systems. Update grading policies, based on reflections from grading period one where appropriate, for the entire school year that take into account all possible scenarios students will experience during the school year. Consider: ● Completion requirements ● Attendance weights for remote and in-person for grades ● Grading work across multiple teachers (depending on the schedule) and feedback to students ● Testing weights based on any assessment changes ● Unique considerations by scenario ○ Hybrid/remote: Different teachers may teach the same subject but will need to grade collectively ○ Hybrid/remote: Attendance and completion will look different (NOTE: Learning mastery should remain a critical component of grading this school			

	year. Grades should not be determined this school year by completion alone.)			
Step	**In-Person**	**Remote**	**Hybrid**	**Resources**
1.D.s.2	Monitor attendance. Confirm students (by student group and schools) are meeting attendance goals. Where they are not, provide direct support to schools in key areas: ● Teacher strength and quality of remote learning: ○ Required daily check-ins ○ Daily feedback on homework ○ Immediate family calls for missed attendance ○ Tech office hours and problem solving support ● Groups with: ○ Language barriers ○ Transportation barriers ○ Childcare barriers (for remote participation gaps) ● Schools struggling due to: ○ Data collection and upload ○ Teacher attendance ○ Substitute rates ○ Family communication			
Step	**In-Person**	**Remote**	**Hybrid**	**Resources**
1.D.s.3	Communicate all data and updated policies and processes with key constituents. Specifically: ● Schools and teachers: Share systemwide data, best practices on solving attendance challenges, and updated policies. Train staff on using any new data systems. ● Students: Engage in individual student communication with those experiencing low attendance rates to understand their needs and provide support. Ensure students, especially high school students, are clear on attendance and grading requirements. Specifically call out where guidance differs from last spring. ● Families: Engage in individual family communication with those whose students are experiencing low attendance rates to understand their needs and provide support. Ensure families are clear on attendance and grading requirements and any aligned consequences for poor grades and attendance. Specifically call out where guidance differs from last spring. Provide support as needed to increase attendance. ● Start working with students and families who need a plan for recovery.			

Return to the Key Actions Overview.

1.E.s: Run an improvement cycle focused on quality:

Collect the relevant data to monitor curriculum implementation (where remaining) and quality, analyze gaps, and address issues to reach goals.

Step	**In-Person**	**Remote**	**Hybrid**	**Resources**
1.E.s.1	For detailed steps and aligned resources on running an improvement cycle focused on curriculum access, implementation, and quality see the Managing and Improving			

	section. For support with goal-setting, see the Curriculum & Instruction and Assessment table.	

Return to the Key Actions Overview.

2: Assessment. Key Actions and Detailed Steps (Sustaining Phase)

2.B.s: Administer and use screeners:

Monitor ongoing screener implementation in remote settings and data use, checking for overidentification and over-remediation.

Step	In-Person	Remote	Hybrid	Resources
2.B.s.1	Continue the steps detailed in 2.B.I ongoing throughout the year.			

Return to the Key Actions Overview.

2.C.s: Administer and use embedded instructional assessments:

Monitor implementation of ongoing unit instructional assessments. Prepare teachers to use the information to make informed decisions, embedded in the curriculum, to help all students access ongoing units.

Step	In-Person	Remote	Hybrid	Resources
2.C.s.1	Continue the steps detailed in 2.C.I ongoing throughout the year.			

Return to the Key Actions Overview.

2.D.s: Use large scale assessments, if required:

If your school system requires ongoing large-scale assessments for all students to make policy and resource allocation decisions and monitor equity, use the data appropriately (e.g., it is for resource allocation; it is not designed to inform instruction; it has no stakes or accountability implications, etc.).

Step	In-Person	Remote	Hybrid	Resources
2.D.s.1	Continue the steps detailed in 2.D.I whenever systemwide assessments are administered.			

Return to the Key Actions Overview.

2.E.s: Run an improvement cycle focused on quality:

Collect the relevant data to monitor assessment implementation (where remaining) and quality, analyze gaps, and address issues to reach goals.

Step	In-Person	Remote	Hybrid	Resources

2.E.s.1	For detailed steps and aligned resources on running an improvement cycle focused on assessment access, implementation, and quality see the Managing and Improving section. For support with goal-setting, see the Curriculum & Instruction and Assessment table.

Return to the Key Actions Overview.

2.F.s: Communicate:

Communicate as a part of the school system's communication plan the vision and rationale for decisions made with and support for the results. Ensure information about assessments is shared with families in a manner that is accessible to them and provides avenues for caregivers to ask questions and receive support.

Step	In-Person	Remote	Hybrid	Resources
2.F.s.1	Continue to communicate assessment-specific information including: ● Updates, if appropriate, to the detailed assessment plan and calendar (by grade level and subject) ● Updates, if appropriate, to administration dates (for systemwide assessments) and expectations on pacing dates for curriculum-embedded assessments and procedures for ongoing administration ● Communicate the purpose of, and uses for, this assessment, and caution against misinterpretations and/or over-interpretations (e.g., it is for resource allocation; it is not designed to inform instruction; it has no stakes or accountability implications, etc.)			
2.F.s.2	Continue to communicate EL and special education status to each student and their family, as appropriate in a language and format accessible to them. ● Collect screener data and status recommendations and referrals from all schools. ● Audit those recommendations to ensure equity and monitor for over-identification ● Communicate to families of ELs, who should be informed of students' identification or placement status so they can support forward movement in language development in the coming year. ● Create a robust system of family engagement practices that ensures regular and effective two-way communication between school and caregivers. Families should be an integral part of this sustaining phase. This includes family/caregiver social networks, opportunities for school engagement, participation in school committees, and disseminating real-time information in home language as changes take place. If community partners are supporting remote learners, they too should be included in communications.			

Return to the Key Actions Overview.

3. Professional Learning. Key Actions and Detailed Steps (Sustaining Phase)

3.B.s: Traditional professional learning sessions:

Implement system- and school-based professional learning sessions aligned to system professional learning priorities and available in remote or in-person settings.

Steps		Resources
3.B.s.1	Provide feedback to professional learning providers to inform professional learning design and delivery. Feedback to include data from end-of-month-one pulse check with teachers and principals. Request revisions to upcoming professional learning in response to findings.	
3.B.s.2	Provide system- and school-based virtual PL, aligned to professional learning plan and building on the topics introduced in the summer and the start of the school year. Provide just-in-time professional learning to address any pandemic-driven changes in instructional delivery.	
3.B.s.3	Analyze professional learning evaluation data and gather feedback from school leaders and instructional coaches on application of learning in instruction.	

Return to the Key Actions Overview.

3.C.s: Implement collaborative learning:

Implement a system of teacher collaboration focused on the system's professional learning priorities and guided by strong, rational, and clear expectations that can function in remote or in-person settings.

Steps		Resources
3.C.s.1	Focus weekly collaborative planning time on the following: ● Planning weekly instruction: Consistent with the steps in 1.B.l, develop lesson plans for the upcoming week based on the curriculum, scaffolded to support all learners in accessing grade-level content, including students with disabilities and ELs, and differentiated for delivery remotely, in-person, and hybrid ● Ensuring quality of the tasks students are being asked to engage in ● Reviewing student work to identify individual or group needs ● Using formative assessments to inform instruction	
3.C.s.2	Ensure teachers have regular opportunities (through CPT or school-based PL) to meet with other teachers (especially ELD and special education co-teachers) who share the same students to: ● Do integrated planning ● Discuss students' progress and any academic needs ● Discuss students social-emotional needs	
3.C.s.3	Teachers self-assess periodically (e.g., monthly) the work of their CPT team, sharing responsibility for coordination and identifying strengths and areas for improvement. Teachers take action steps to address areas for improvement.	

Return to the Key Actions Overview.

3.D.s: Implement observation, feedback, and coaching:

Implement a system of observation, feedback, and coaching anchored by clear expectations. Align it to broader system priorities and a coaching methodology that can function in remote or in-person settings.

Steps		Resources
3.D.s.1	System shares purpose, expectations and observation tool/"look fors" with school leaders. School leaders share with teachers: ● Purpose, expectations, and observation tool/"look fors" to be used ● Specifics for how observation, feedback, and coaching will be managed in remote, in-person, and hybrid teaching ● Coaching support available across teaching models and role of school leaders (including teacher leaders) in coaching	
3.D.s.2	School leaders conduct regular (e.g., monthly) observation, feedback, and coaching of each teacher. More frequent coaching should be conducted as needed. Primary focus areas include: ● Effective teaching in the instructional environment(s) relevant to that teacher ● Strong focus on building student engagement, sense of belonging and identity, and agency ● Effective implementation of curriculum and scaffolding learning to grade-level content for all students, including students with disabilities and ELs	
3.D.s.3	School leaders establish cycles of observation, feedback, and coaching that includes a debrief in which the observer and teacher identify a focus area for improvement with action steps, coaching, and feedback aligned to it.	
3.D.s.4	School leader/teacher leader coordinate peer observation, planning, and resource sharing to support teacher needs identified in observations.	
3.D.s.5	School leaders who provide observation, feedback, and coaching within each school meet monthly as a team to discuss patterns and trends in teachers' coaching needs including new needs based on pandemic-driven shifts in instructional delivery. They use this information to refine school professional learning plans (e.g., traditional sessions, CPT, and coaching).	
3.D.s.6	System designs structure for monthly professional learning for school leaders and for principal supervisors that includes time for sharing artifacts of their work of observation, feedback, coaching and problem solving.	

Return to the Key Actions Overview.

3.E.s: Run an improvement cycle focused on quality:

Collect the relevant data to monitor professional learning implementation (where remaining) and quality, analyze gaps, and address issues to reach goals.

Steps	Resources

3.E.s.1	For detailed steps and aligned resources on running an improvement cycle focused on professional learning access, implementation, and quality, see the Managing and Improving section. For support with goal-setting, see the Professional Learning table.	

Return to the Key Actions Overview.

3.F.s: Communicate:

Establish a system of two-way communication that ensures all key stakeholders are informed about professional learning priorities, expectations, and practices, and ensures user feedback to drive improvement.

Steps		Resources
3.F.s.1	System and school leaders provide monthly updates to school leaders and teachers, respectively, about evolving professional learning needs based on ongoing assessment of needs and pandemic-driven changes in instructional delivery.	
3.F.s.2	Systems and schools provide mechanisms (e.g., webinars, digital resource sharing) for teachers with promising practices to share strategies and resources. See 3.B.s.3	

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Appendices and Research

Appendix A: Priority Instructional Content Detailed Overview

What Must Students Learn?

The goal of all instruction is to ensure each student learns their grade-level content and is ready to progress to the next grade. Even in these unique times, that goal remains both the same and possible. Student Achievement Partners, in 2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics, wrote:

> Our position is that it is entirely possible to hold high expectations for all students, address unfinished learning in the context of grade-level work, and dial into the assets students bring with them in order to unlock the creativity and energy they bring to the joyful work of learning something new. Since time is a scarce commodity in classrooms—made more limited by anticipated closures and distance or hybrid learning models in the fall of 2020—strategic instructional choices about which content to prioritize, and what and how to assess, must be made.

This fall it will be critical to monitor an instinct toward over-remediation. Annenberg Institute for School Reform at Brown University and Results for America's brief School Practices to Address Student Learning Loss notes there is less evidence to support compressing additional content into an instructional timeframe or increasing tiered interventions that may pull students away from core content. Both of these practices would deepen learning gaps that already exist for struggling students. A lot of content in every grade level and subject is accessible for students of that age, even if they missed some prior learning. Thus, the recommendation is to ensure remediation is focused on only what is necessary, and grade-level learning is focused on what is truly a priority to ensure students keep progressing, even in these complex times. This can be done through strong formative assessment practices.

Student Achievement Partners, as outlined in 2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics, honors the belief that every student, even during 2020-2021, is capable of accomplishing grade-level content but also recognizes there may be unique needs given the disruptions of the last six months. This guidance is unique to the 2020-2021 school year only. They wrote about their guidance:

> Based on research and the progression of the disciplines, the 2020–21 Priority Instructional Content names the priorities in mathematics (K–8) and ELA/literacy (K–12) that should be the focus of instruction for educators in the 2020–21 academic year. This document provides guidance for the field about content priorities by leveraging the structure and emphases of college- and career-ready mathematics and ELA/literacy standards. It is intended to help publishers, other designers of instructional materials, and instructional leaders find new efficiencies in the curriculum that are critical for the unique challenges that have resulted from school closures and anticipated disruptions in the year ahead, keeping at the forefront principles of equitable instruction that support all students.

In science, priority instructional content is not defined as specific topics or ideas but rather the approach of integrating three dimensions: disciplinary core ideas, science and engineering practices, and cross-cutting concepts. Rigorous science standards are intended to prepare students to make sense of real-world phenomena and problems in ways that combine both science knowledge and practice and are backed by rigorous research students learn science by doing science.[2]

[2]National Research Council. 2012. A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core

Science should remain a priority in all grade levels, especially elementary. Ensuring educators have time, resources, and support to engage all students in meaningful science experiences is critical for broadening participation in science and building a scientifically literate population.

The Board on Science Education (BOSE) at the National Academies of Sciences, Engineering and Medicine is drawing on its research portfolio to develop additional guidance for schools on maintaining evidence-based approaches to science education in the context of increased use of virtual and distance learning and reduced instructional time. In addition, NextGenScience at WestEd is developing accompanying tools and examples from the field to support leaders with implementing this guidance and the forthcoming BOSE guidance. Both resources will be released in August 2020.

While this guidance in this document is focused on math, English, and science, every effort should be made to include all subjects to some degree when planning for the fall. That said, facilitating complex schedules in every subject in a remote setting is almost impossible for families. Priority should be given to core content, and other subjects should be attended to as is feasible in this unique setting. When possible, teachers can develop interdisciplinary connections in curriculum to accelerate learning.

2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics is embedded throughout the instructional planning document with key actions noted. Some publishers are using this guidance to update curriculum, assessments, and professional learning. That said, school systems still should attend to the unique needs of each subject and grade band in order to make sound curriculum, assessment, and professional learning decisions.

The headlines associated with different content areas and special populations are below. For even more details about the unique considerations by content area in curriculum, assessment, and training, see Appendix B. For grade-by-grade considerations, see 2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics.

Priority Content Consideration Headlines

Focus	Headline Considerations
Students with disabilities	• Every student with a disability is, first and foremost, a general education student and must be provided equitable access to grade-level standards. • All students with IEPs who are receiving special education and/or related services under the Individuals with Disabilities Education Act (IDEA) must receive reasonable and appropriate accommodations, modifications, specialized instruction, and other related services and supports in accordance with their IEP to provide access to the general education curriculum. • Teachers should ensure that students with disabilities access grade-level learning with their peers within the Least Restrictive Environment (LRE) possible, in accordance with their current offer of Free and Appropriate Public Education (FAPE). • Students with disabilities should receive Specially Designed Instruction (SDI) where appropriate and this should be addressed in the IEP. • Risking overidentification of students during this time is high, and systems must monitor closely for that possibility while strengthening a MTSS for all students.
ELs	• All students identified as ELs can and must be provided access to grade-level learning with their peers in integrated classrooms, where they develop language skills, conceptual understanding, and analytical practices simultaneously. • The formative assessment process is crucial to gathering information about EL needs and

Ideas. Washington, DC: The National Academies Press. https://doi.org/10.17226/13165.

	progress in relation to priority learning and goals, and should assess the development of language and content simultaneously. ● ELs must have ample opportunities to engage in intentional and meaningful academic discourse and writing across the disciplines, as a means of accelerating content learning and language development. ● Ensure continuous language progression, from identification to successful reclassification, so EL students are not scheduled to repeat learning from previous ELD lessons/units or programmed for support based on past outdated ELD performance levels. ● All ELs have prior funds of knowledge from their culture, educational history, and home language they bring as assets to engage in grade-level content.
Mathematics	● Students can progress and succeed in essential grade-level learning as only some grade-level content is dependent on student mastery of precursor content that was taught in the prior year. ● Remediation of such critical precursor content should be embedded with the grade-level content, no more extensive than necessary, and taught in conjunction with aligned grade-level content rather than front-loaded. ● Given the above, for instructional purposes, back-to-school instructional assessments should focus just on the essential pre-learning necessary for the priority content of unit one, not the entire previous grade level.
K-2 Reading Foundations	● It is critical students learn reading foundations coherently and completely. Missed content from the spring must be taught this fall along with or prior to new skills. ● This will require teachers to identify where students must begin in their learning progression, using short but meaningful and targeted assessments. ● High-quality reading foundations curricula will provide support from publishers to make the content available in various settings to students. This will be critical as planning for remote K-2 reading foundations instruction is complex.
K-2 Reading Comprehension	● All students should progress to their next grade level in reading comprehension and begin the first unit with their peers. ● Reading comprehension does not require a standards-based assessment at re-entry; rather, teachers should identify what vocabulary and background knowledge students will need for success in unit one.
3-12 Reading Comprehension	● All students should progress to their next grade level in reading comprehension and begin the first unit with their peers. ● Reading comprehension does not require a standards-based assessment at re-entry; rather, teachers should identify what vocabulary and background knowledge students will need for success in unit one.
Science	● Science learning and assessments should be at grade-level and focus on the integration of knowledge and practice to make sense of phenomena or problems. ● This way of teaching may require adapting existing high-quality materials for remote settings, but it is critical for engaging all learners. ● All students, including elementary students, should experience high-quality science instruction regularly.

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Appendix B: Detailed Content Considerations by Topic

Mathematics

For detailed overview and grade-level guidance, review 2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics.

Area	Considerations	Resources
Curriculum and Instruction	**Update your scope and sequence** and curriculum to align to the priority standards for each grade level identified in the Priority Instructional Content. Mathematics standards require a focus on depth over breadth. Students should spend time on the most critical standards within their grade level both because access to grade-level content is a marker of equity, but also because the priority standards within any grade level provide an essential foundation for future learning.These are identified as the foundation for learning in grades to come. **Avoid over-remediation**. It is not true all of mathematics is linear. Many students enter a grade level missing mathematics content from previous grades. That is OK. In some cases, grade-level content can be taught without previous standards; in other cases a very small amount of remediation embedded is sufficient to help students access learning. These decisions are based on the unique standard. High-quality curricula providers will have identified these so teachers can spend time remediating instruction just in time. **Avoid reteaching full units from the previous year** at the beginning of this year. Similar to the point above, this approach to remediation is unnecessary. It will hold students further behind and waste time on content that may not be required for grade-level success. **Ensure students are placed in heterogeneous classes where expectations for learning are high.** Given that access to learning in the spring of 2019 may have been inequitable, there may be a push to then further sort students based on perceived readiness for grade-level content. The practice of tracking students by perceived ability has substantially widened the achievement gap, and further tracking students will only exacerbate the disparities already wrought by COVID-19. **Identify the content that is best delivered in person, and adjust lessons appropriately.** Some lessons are best taught in person and will be more challenging in a remote setting. For more detail, review Math Guidelines for Distance Learning Models from Instruction Partners. ● Work to sequence deeper and collaborative math tasks for in person days. If a remote setting is required, leverage technology for meaningful collaboration in small groups. ● Maintain lesson coherence. The order lessons flow within a unit matters. If you are on a hybrid schedule, pay attention to lesson order. ● Manipulatives may be more challenging in a remote setting. Look ahead, and make sure students can bring manipulatives home or create manipulatives at home, or make sure there is an identical	National Council of Teachers of Mathematics (NCTM) and National Council of Supervisors of Mathematics (NCSM) released a joint statement with recommendations for adjusted mathematics teaching and learning: Moving Forward: Mathematics Learning in the Era of COVID-19. 2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics Instruction Partners' Guidance for Accelerating Student Learning Instruction Partners' Math Guidelines for Distance Learning Models To support school systems as they plan for academic instruction, the Collaborative for Student Success is collecting Curriculum Publisher Information to Support Learning during COVID from some of the nation's publishers

	virtual manipulative available to students. **Maintain the same highly effective teaching practices regardless of learning environment.** These research-based recommendations from NCTM's *Principles to Actions*[3] hold true across contexts and will continue to be the main drivers of deep mathematical understanding. ● Establish mathematical goals to focus learning. ● Implement tasks that promote reasoning and problem solving. ● Use and connect mathematical representations. ● Facilitate meaningful mathematical discourse. ● Pose purposeful questions. ● Build procedural fluency from conceptual understanding. ● Support productive struggle in learning mathematics. ● Elicit and use evidence of student thinking.	of highly rated curriculum materials about the adaptations, programs, and resources being developed to meet the COVID-19 context. EdReports empowers school systems with free reviews of K-12 instructional materials. Their reports offer evidence-rich, comprehensive information about a program's alignment to the standards and other indicators of quality. Council of the Great City Schools released Addressing Unfinished Learning in the 2020–21 School Year to present school system curriculum leaders and staff with an instructional framework for addressing unfinished learning and learning losses, as well as a review of essential skills and content in ELA and mathematics to support access to grade-level content in key grade transitions for all students. The guide also provides additional resources for school systems to consult as they design and implement their curricular materials for the coming school year, including further information on Universal Design for Learning (UDL) to ensure grade-level content is accessible for all students. The Common Core Standards Writing Team

[3]National Council of Teachers of Mathematics (2014). *Principles to Actions: Ensuring Mathematical Success for All.* Reston, Va.

		released Progressions Documents for the Common Core Math Standards as a set of narrative documents describing the progression of a topic across a number of grade levels, informed both by educational research and the structure of mathematics.
Area	**Considerations**	**Resources**
Assessment	**Assessment will be more useful, efficient, and fair when it takes place in the context of high-quality curriculum and instructional planning for specific grade levels and subject areas.** For example, unit-level assessments that publishers provide and/or groups of teachers create to accompany high-quality instructional materials are at the grain-size and curriculum specificity necessary to improve learning and teaching. **Use the information gained from formative assessment as the primary source of data regarding what students know and can do**. Most assessment throughout the school year should occur primarily via targeted checks (e.g., math fluency inventories) and formative practices (e.g., leveraging exit tickets, student work, student discussions to inform instructional choices). In many cases, recommendations for these practices should be informed by high-quality instructional materials. While universal screeners often provide a grade level equivalent and a student profile with areas of strength and growth, these recommendations should not take priority over ensuring students experience grade-level content for the majority of their mathematics instruction. Instead, these recommendations should be taken into consideration for ways to supplement core instruction. **Use assessment to determine flexible groupings for just-in-time interventions to prepare all students for daily, grade-level instruction.** These assessments should reveal what students already understand and what further connections might be necessary for them to fully access grade-level content. These assessments should not lead to the labeling and sorting of children, which often leads to the segregation, marginalization, or privileging that is strongly correlated with race, language, class, and ability status. **Pre-assessment is not needed for every unit in a curriculum.** ● In some cases the prerequisites are few. Indeed some topics are well thought of as making their first appearance in a given grade, and diagnosing about such topics is inappropriate. ● In many cases, the prerequisites for a unit are naturally and	Instruction Partners' Guidance for Accelerating Student Learning

	efficiently prompted by the content of the unit itself, remediating just-in-time, not just-in-case. ● In some cases, students' entry is based on a longer trajectory over multiple years. It is best to leverage curricular guidance to know which units require identifying prerequisite learning and which do not. Some vendors will also identify which prerequisite learning is essential. **School system assessment systems often include assessments to support high-level monitoring and evaluation of educational systems.** Such assessment may include commercial interim assessments and school system-created common assessments (e.g., common writing tasks) that can be useful at a programmatic level but are rarely close enough to day-to-day instruction to provide the information necessary to support the learning of individual students.	
Area	**Considerations**	**Resources**
Professional Learning	**Ensure teachers know and understand** the idea of priority content and how that content is presented and addressed in their curriculum. **Ensure teachers know and understand the coherence of the standards.** By understanding learning standards within and across grade levels, teachers are empowered to present new content as an extension of ideas that already make sense to students. When content is taught in isolation, students spend much more time trying to memorize and make sense of that particular body of knowledge. **Help teachers master approaches that support just-in-time remediation to address previous standards within the context of grade-level learning**. **Help teachers use focused re-entry assessments, if administered, to target only the most essential remediation** for students. Including embedding that within or just leading up to the grade-level lessons.	Professional Learning Partner Guide from Rivet Education (available by the end of August) Instruction Partners' Guidance for Accelerating Student Learning Student Achievement Partners produced a digital Coherence Map to help teachers understand within and across grade level coherence.

K-2 Reading Foundations

For detailed overview and grade-level guidance, review 2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics.

Topic	Considerations	Resources
Curriculum and Instruction	**Teach reading foundations in a coherent order, beginning with missed skills if needed**. The skills of early reading are meant to be taught sequentially. If students missed parts of reading foundations it is appropriate to go back and teach the skills beginning where they left off. **Ensure students receive foundational skills instruction each day.** **Focus time and attention on phonological and phonemic awareness**	2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics Instruction Partners'

	starting in early kindergarten with an increasing emphasis on phonics in early/mid-kindergarten through grade three. Emphasize fluency in grades two and three. **Ensure instructional time includes:** ● explicit teacher modeling of new content. ● opportunities for student practice of targeted skill(s) through speaking, reading, writing, and/or listening. ● reading of decodable text (i.e., sentences or text containing previously taught sound and spelling patterns and high frequency words) that students read and reread for automaticity and accuracy. ● in second grade, some reading of decodable text (i.e., sentences or text containing previously taught sound and spelling patterns and high frequency words) that students read and reread for fluency. ● in third grade, reading mostly grade-level complex text. Support students phonics development through use of decodable text only as needed. **Support students' decoding and fluency development through additional small group or individual support**; through opportunities to amplify or embed practice with needed skills within existing instruction or practice opportunities; and through modified student practice or scaffolds.	Guidance for Accelerating Student Learning Instruction Partners' ELA Guidelines for Distance Learning Models To support school systems as they plan for academic instruction, the Collaborative for Student Success is collecting Curriculum Publisher Information to Support Learning during COVID from some of the nation's publishers of highly rated curriculum materials about the adaptations, programs, and resources being developed to meet the COVID-19 context. EdReports empowers school systems with free reviews of K-12 instructional materials. Their reports offer evidence-rich, comprehensive information about a program's alignment to the standards and other indicators of quality. Council of the Great City Schools released Addressing Unfinished Learning in the 2020–21 School Year to present school system curriculum leaders and staff with an instructional framework for addressing unfinished learning and learning losses, as well as a review of essential skills and content in ELA and mathematics to support access to grade-level content in key grade transitions for all students. The guide also

		provides additional resources for school systems to consult as they design and implement their curricular materials for the coming school year, including further information on UDL to ensure grade-level content is accessible for all students.
Topic	**Considerations**	**Resources**
Assessment	**Administer a brief screener at the beginning of the year** and at periodic checkpoints throughout the school year: ● Prioritize letter inventory, phonological awareness, and grade-level appropriate sound and spelling patterns for each student. **Collect formative data during daily lessons** (e.g., checklists, sampling dictation responses, monitoring of student work), respond to data, and adjust instruction accordingly. Ensure frequent opportunities to formatively assess: ● students' phonological awareness, connecting to phonics as appropriate. ● students' ability to decode and encode new words based on grade-level appropriate phonics instruction.	Instruction Partners' Guidance for Accelerating Student Learning
Topic	**Considerations**	**Resources**
Professional Learning	**Prepare teachers to administer focused screeners and use** that data to adjust their scope and sequence and prepare for individual or small group foundational skills practice. **Prepare teachers to implement their reading foundations curriculum in a coherent order**, not adjusting the order of the lessons but rather adjusting where students start in the lessons, as needed and rooted in the screener.	Professional Learning Partner Guide from Rivet Education (available by the end of August) Instruction Partners' Guidance for Accelerating Student Learning

K-12 Reading Comprehension

For detailed overview and grade-level guidance, review 2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics.

Topic	Considerations	Resources
Curriculum and Instruction	**Avoid updating the scope and sequence for ELA reading comprehension** to adjust the order of grade-level texts and units in a new order. Students can progress into the units as anticipated, even if they missed complete units from last year. Reading	EdReports empowers school systems with free reviews of K-12 instructional materials.

	comprehension rests on background knowledge and vocabulary preparation, which can be embedded in the approach to the new units or aligned across disciplines with science and social studies. **Focus remediation on specific vocabulary and background knowledge, not isolated skills or standards**. All students are capable of exploring and discussing the ideas of grade-level text, no matter their reading level. This portion of their reading instruction must allow all students to do so. Helping students access the texts should focus on prioritized vocabulary and background knowledge work. The curriculum should provide suggestions for this targeted remediation. See lexile level guidance and text feature guidance in 2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics. **Avoid reteaching full units from the previous year** at the beginning of this year. Similar to the point above, this approach to remediation is unnecessary and will hold students back, wasting time on content that may not be required for grade-level success. **Identify and adjust to leverage in-person learning.** Some lessons are best taught in person and will be more challenging in a remote setting. In ELA specifically consider the following: ● Maintain lesson coherence. The order lessons flow within a unit matters. If you are on a hybrid schedule, pay attention to lesson order. ● Pay close attention to ensure students have access to the necessary texts for each lesson. If they are not available virtually, look ahead to send home appropriate texts. ● Work to sequence deeper and collaborative experiences for in person time (e.g., socratic seminars, collaborative group projects on text, second and third reads where eliciting meaning through conversation is critical). For more detail, review Instruction Partners' ELA Guidelines for Distance Learning Models.	Their reports offer evidence-rich, comprehensive information about a program's alignment to the standards and other indicators of quality. Instruction Partners's Guidance for Accelerating Student Learning Instruction Partners' ELA Guidelines for Distance Learning Models Council of the Great City Schools released Addressing Unfinished Learning in the 2020–21 School Year to present school system curriculum leaders and staff with an instructional framework for addressing unfinished learning and learning losses, as well as a review of essential skills and content in ELA and mathematics to support access to grade-level content in key grade transitions for all students. The guide also provides additional resources for school systems to consult as they design and implement their curricular materials for the coming school year, including further information on UDL to ensure grade-level content is accessible for all students.
Topic	**Considerations**	**Resources**
Assessment	**Avoid administering back-to-school assessments focused on isolated standards or to determine students' generalized reading comprehension level.** The goal of any assessment designed to inform instruction throughout 2020-2021 should be to provide information to support all students with access to grade-level work. Instructional assessments, if administered, should be highly streamlined to check on only those necessary elements that might hinder access to grade level work (e.g., students knowledge base, fluency with grade-level text). If students need extra supports, remediation should be short and embedded within grade-level	Instruction Partners' Guidance for Accelerating Student Learning

	ELA/literacy instruction. Instructional assessments should focus only on checking for the necessary background knowledge and vocabulary for the unit about to be taught. High-quality curriculum providers will have identified this content. **Use the information gained from formative assessment as the primary source of data regarding what students know and can do.** Most assessment throughout the school year should occur primarily via targeted checks (e.g., checks for reading fluency) and formative practices (e.g., leveraging exit tickets, student work, student discussions to inform instructional choices). In many cases, recommendations for these practices should be informed by high-quality instructional materials.	
Topic	**Considerations**	**Resources**
Professional Learning	**Prepare teachers to effectively use their curriculum**, understanding what is and is not necessary for remediation and preparation to help all students access grade-level texts. **Prepare teachers to effectively administer reading fluency assessments** at all grade levels.	Professional Learning Partner Guide from Rivet Education (available by the end of August) Instruction Partners' Guidance for Accelerating Student Learning

Science

Topic	Considerations	Resources
Curriculum and Instruction	**Ensure educators have access to materials designed around three-dimensional, phenomena- and problem-driven learning experiences.** Students will need ongoing opportunities to explore core ideas through practices and cross-cutting concepts as they figure out relevant phenomena and solutions to problems in order to achieve the three-dimensional learning goals defined by most states' science standards. High-quality materials for science are critical—especially for students from non-dominant groups, where they have been shown to have a notable impact on student learning. **Prioritize student sensemaking using the three dimensions, not delivery of discrete content.** Focus first on the quality of the learning experience, even if it means fewer topics will be covered. Carefully consider the progressions for all three dimensions—not just core ideas—as well as the organization of high-quality materials before adjusting scope and sequences or materials. Curricular experiences should emphasize opportunities for student sensemaking that engage student preconceptions, allow students to share their thinking with others, and are organized around core science concepts. High-quality units built around larger bundles of standards may allow students to work toward mastery of more standards while maintaining an approach compatible with how students learn science. **Leverage mathematics and ELA connections with science**. Goals of ELA and mathematics can be accomplished through science instruction, allowing more time and deeper learning in all subjects.	EQuIP PRP-Reviewed High-Quality Science Examples NextGen Science Standards (NGSS) Design Badged Units NGSS Bundles Standards Progressions: Disciplinary Core Ideas, Crosscutting Concepts Science and Engineering Practices EdReports Middle School Science Reviews (MS Science) NGSS Lesson Screener EQuIP Rubric for Science NextGen TIME

	Science investigations provide meaningful contexts for students to engage in reading, writing, and mathematics, building core knowledge and content-rich vocabulary. The natural curiosity of young learners provides an opportunity to leverage student motivation and interests related to the natural world, particularly for ELs for whom science learning provides a rich context for language development. **Ensure adequate time for coherent and continuous science learning experiences for all students, including in elementary.** Science learning begins with allocating sufficient time for learning. In particular, elementary science should be a priority because three-dimensional science standards were designed as a coherent progression, from kindergarten through grade 12. Missing years of science instruction in early grades leads to gaps in knowledge and practice that are difficult to narrow in later years. **Make time for collaboration and student-to-student discourse, even during virtual or asynchronous instruction.** Talking is thinking. Students need opportunities to share their ideas and respond to peers and teacher feedback in distance learning environments. Engage family members as learning partners during at-home learning.	
Assessment	**Consider the most important science assessment purposes for this time.** Embedded assessments in high-quality materials can provide evidence of student understanding before, during, and after instruction and can also assist students with monitoring their own learning, fostering autonomy, and responsibility. Formative assessment opportunities can also facilitate, assess, and promote the science learning of ELs. High-stakes and diagnostic assessments may be less useful, considering the time constraints of distance learning and their purpose of providing evidence of achievement at the state and school system level to inform policy or for school, teacher, or student accountability.	
Professional Learning	**Teachers from all grade bands will need support to implement high-quality science instruction, particularly in remote settings**. Even if educators have access to high-quality materials, they may not use them for distance learning if they don't have the support and guidance to do so. Prioritize ongoing professional learning and coaching opportunities, and create structures for educator collaboration around implementing high-quality curricula in new settings. **Leverage the expertise and resources of STEM community partners.** Local informal institutions, businesses, and universities can offer resources to support with the design, facilitation, and evaluation of professional learning and increase opportunities for out-of-school STEM engagement. **Support teachers and provide professional learning opportunities to help engage families in science learning.** Families can play a critical role in supporting at-home science learning. Support and encourage opportunities to engage families in meaningful, equitable ways.	Learning in Places

Unique Considerations for Students with Disabilities

Topic	Considerations	Resources
Curriculum	**Leverage a Universal Design for Learning (UDL) approach in lesson planning and differentiate instruction to reach all learners.** By employing the principles and guidelines of UDL and differentiating instruction, we are more likely to make learning accessible to and support students with disabilities in the general education classroom, where they spend most of their school day, and provide best practice for all learners, including during times of at-home learning. **Consider all accommodations and modifications needed, including those unique to remote learning success.** It will be critical to meet the accommodations and modifications outlined in the current IEP, as well as to consider with a child's full IEP team what additional support should be in place during remote learning. **Consult the appropriate special education provider(s) to ensure accessibility of educational materials.** As the setting and aligned resources shift, ensure appropriate service providers are consulted regarding the method of instruction, its accessibility, and how to approach individual student needs. **Supplement differentiated instruction and accommodations with frequent targeted interventions to support students with disabilities in making progress.** COVID-19 school closures have had an adverse impact on students already struggling to learn such as students with disabilities. It is important for students with disabilities to receive regular academic and behavioral interventions backed by data and using explicit instruction to ensure their appropriate progress in the general education curriculum. **Continue Education for Students with Significant Cognitive Disabilities.**It is essential to maintain consistent routines and high expectations and provide tailored supports for students with significant cognitive disabilities, especially during a time of remote learning.	Understood's Getting Started with Universal Design for Learning is a chart sharing how to enact three UDL principles with students. Understood's Distance Learning: 6 UDL Best Practices for Online Learning From Annenberg Institute for School Reform at Brown University and Results for America, Academic Supports for Students with Disabilities shares evidence-based insights on the question how can schools intervene to reduce learning gaps between students with disabilities and their peers, which have likely widened during school closures? From Michigan Virtual Learning Research Institute, Supporting Students with Disabilities in K-12 Online and Blended Learning offers pedagogical considerations, specific to eligibility categories, for special education services to online course designers and/or service providers who are operating online or in blended environments. Quality Matters developed Accommodating Student Individualized Education Program (IEP) & 504 Plans in K-12 Education to show example accommodations a student might have and suggestions for how you can address them while in a remote emergency instruction situation. Marshall Street Initiatives, a division of Summit Public Schools offers Supporting Teachers with Accommodations & Modifications in Distance Learning Environments, guidance on common accommodations and modifications that can be transferred to the virtual setting.
Assessment	**Monitor progress more frequently to clarify the need for an increase in the frequency or duration of special education services.** Following an unplanned school closure, for remote learning or otherwise, demonstration of student learning in alignment with all IEP goals will be necessary to determine if there has been regression, need for recoupment, and potential aligned adjustments in special education services. Forming a plan for consistent progress monitoring of all goals will help to alleviate increased data gaps in times of change.	Dr. Yue-Ting Siu offered this Accessibility Tip Sheet to make online materials and activities accessible to all learners. Amy Hanreddy, Assistant Professor of Special Education at Cal State Northridge, developed high-leverage guidelines for virtual instruction of students with the most significant support needs and a video primer on their use. Amy also gathered a set of resources on virtual instruction for

	Ensure a comprehensive approach to special education evaluation for distance learning windows. Within periods of closure due to COVID-19, IEP timelines and evaluation/re-evaluation must be taken into consideration. . States should have provided guidance to school systems on how to meet those specific timelines as required by law. Planning ahead is necessary for teams to have up-to-date information on present levels of performance, maintaining eligibility, and determination of relevant academic and behavioral supports.	students with significant needs.. The National Center on Accessible Educational Materials website includes robust guidance, including: 1. Designing for accessibility with POUR 2. Creating accessible documents and slide decks 3. Features for customizing students' reading experience 4. Getting started with EPUB 5. Making math notation more accessible 6. Representing math in an accessible manner 7. Creating high-quality, engaging video 8. Creating accessible video 9. Teaching with accessible video For Signing Math & Science, TERC and Vcom3D used SigningAvatar® assistive technology to develop illustrated, interactive 3-D, standards-based sign language dictionaries that offer students in grades kindergarten through eight and grades nine through 12 who are deaf and hard of hearing increased access to the same learning opportunities that hearing students enjoy. Video versions are available free. This compilation of videos from The Sign Language Channel includes American Sign Language-signed books as well as original stories submitted by children. For students with dyslexia, blindness, cerebral palsy, and other reading barriers, Bookshare is a free online library that provides access to over 800,000 e-books in easy-to-read formats. Students can read books in audio, follow text with karaoke-style highlighting, read in braille or large font, and customize their reading experience to suit their individual learning style. The Described and Captioned Media Program supports families and educators of students with a disability with free remote learning resources, including access to over 8,000 captioned and described educational videos. The Texas Autism Circuit provides tools and techniques for students on the autism spectrum. Each tool includes an explanation of how and when to use it,
Professional Learning	**Collaborate and provide professional learning opportunities in remote settings.** Provide time for general education and special education teachers supporting the same students to collaborate and provide training or guidance to all teachers of students with disabilities on explicit instruction, regular data collection, and using data to drive instruction. General and special education teachers are likely to connect less in remote settings. Their coordination and support for ensuring that students with disabilities make appropriate progress in the general education curriculum is more necessary than ever. **Deepen training on trauma-informed teaching.** The remote learning experience, and transitions between environments, can be stress-inducing for students, particularly for those receiving Educational Related Mental Health Services (ERMHS). Educators across settings should deepen understanding of this for the benefit of students across tiers. **Consider training additional staff on curricula outlined in student IEPs and deploying them for targeted interventions.** If students within your building have goals tied to curricula specific to their disabilities, consider training additional staff to assist in addressing the individualized academic and behavioral needs and supports for students with disabilities on specific goals as written in students' IEPs. Use those staff with the greatest flexibility in the schedule and the training or special education expertise during closure to provide small group and one-on-one instruction with appropriate supervision.	

		printable templates and resources, and links to opportunities to further knowledge on the evidence-base for that strategy. Techniques can be adapted for hybrid and remote contexts to ensure a cohesive learning experience for students. The Louisiana Department of Education shared Continuous Education for Students with Significant Cognitive Disabilities: Supporting Guidance for Special Educators to address additional considerations for instructional and service design and delivery for students with complex needs. The Arkansas Division of Elementary and Secondary Education published specific supports for students with significant cognitive disabilities. In the Collaborative Teaching Virtual Instruction Tips, the Florida Inclusion Network offers suggestions for how various models of co-teaching can be used in distance learning for both general and special education. Consulting state guidelines around assessment, instruction, and resources is helpful where there is a federal gray area. This website provides quick links by states to answer critical questions, such as state-specific guidelines on assessment windows for special education services. The Washington Office of Superintendent of Public Instruction released Supporting Inclusionary Practices During School Facility Closure to offer recommendations, strategies, and resources for providing inclusive continuous learning opportunities for students with disabilities during school facility closures.
Programming and Special Education services	**Ensure the IEP remains at the center.** Services, accommodations and modifications, and timelines outlined with the current IEP should be upheld in accordance with IDEA to the maximum extent possible during remote learning circumstances. **FAPE may need to adjust to reflect remote learning conditions.** As academic environments shift with potential closures, so doesFAPE within a student's IEP. IEP teams must plan for appropriate FAPE under differing circumstances within their response models and families must be seen as a partner in navigating this fluctuating process, proactively and reactively.	The US Department of Education has provided Questions and Answers on providing services during the COVID-19 outbreak, covering service implementation for IEPs and 504s. The Council of the Great City Schools released IDEA Best Practices During the COVID-19 Crisis, the purpose of which is to offer guidance for districts to be mindful of as they continue to provide instruction and services to students with disabilities during and after the crisis. This includes guidance on outreach and communication with

	Adopt a method of remote documentation for IEP processes. During remote learning, IEP meetings and engagement will need to be continuously accessed and documented. Systems will need to adjust to meet legal requirements. IEP goals must be monitored, assessed, and recorded on a regular basis.	parents; conducting virtual IEP, MTSS, PBIP, and remote eligibility meetings; handling parent evaluation requests and progress reporting; prior written notice procedures; the development of distance learning plans; and a range of other related topics. Marshall Street Initiatives, a division of Summit Public Schools, shared Virtual IEP Meeting Guidance, a working document that provides guidance on facilitating IEP meetings virtually. It is critical that all local education agencies consult their Special Education Local Plan Area representatives and attorneys when navigating virtual IEP meetings during school closures. The Center for Parent Information & Resources offered a Sample Virtual IEP Meeting Agenda, a suggested agenda for virtual IEP meeting, including roles, norms, and steps with suggested time allocations. The Louisiana Department of Education shared Continuous Education for Students with Disabilities: Direct Services to help school systems develop and implement plans for continuous learning that address direct services (e.g. specialized instruction, speech and language therapy, counseling/social work, occupational therapy) in students' IEPs. The Colorado Department of Education shares FAQs on Special Education & COVID-19. The Diverse Learners Co-Op shared concrete ideas for translating services in IEPs into a school's distance learning program in their Guide to Delivering High-Quality IEP Services During School Closures. The Inspired Treehouse offers a compilation of Occupational and Physical Therapy Home Program Activities.

Unique Considerations for ELs

Topic	Considerations	Resources
Curriculum	**Prioritize teaching of language skills that are inherently embedded in content standards to accelerate the development of language and**	The Key Principles for ELL Instruction (UL) are meant to guide educators as they work to develop CCSS-aligned

	content simultaneously. Organize and plan curriculum and instruction to develop language and content simultaneously. **Students must have ample opportunities to engage in intentional and meaningful academic discourse** as a means of accelerating content learning and language development. **Review the entire scope and sequence of curriculum to make sure specific speaking, listening, reading, and writing tasks are embedded** regularly, as well as the sequence of explicit language instruction. **Students must have ample opportunities to practice new English language skills** they are learning in both low-stakes and performance-based writing tasks, and use home language in the writing process. **Create positive, multilingual learning environments** by planning instruction that pays careful attention to student discourse, belonging, agency, and identity. **Solicit input from and engage caregivers and community members** working closely with ELs about what the curriculum should include, how it can be organized, and what may need to be an area of focus. Leverage multi-generational settings and assets of community members to extend support to students at home. Adjust curriculum based on feedback from students and families. **Create alignment in thematic scope, skills, and instructional practices used in English and bilingual instruction** in dual-language and multilingual programs.	instruction for ELs and are applicable to any type of instruction regardless of grade, proficiency level, or program type. All principles should be incorporated into the planning and delivery of every lesson or unit of instruction. Distance Learning for ELLs: Planning Instruction, from Colorín Colorado offers a needs assessment to help prioritize planning, as well as tips and strategies for developing online lesson plans for ELs. The article also includes activities that support students' language development. 6 Key Considerations for Supporting English Learners with Distance Learning, from SEAL concretely applies six research foundations for ELs to the distance learning context. Guidance to Plan and Provide Remote Learning for English Learners, from Massachusetts Department of Education offers six strategies for providing ELs services and keeping them engaged while learning remotely. English Learners Success Forum offers Curriculum Guidelines & Specifications for ELs, content-specific guidelines to assess the quality of current instructional materials. English Learners Success Forum shares Analyzing Content and Language Demands for Math to support analysis of the language and content area demands of an upcoming lesson before teaching. English Learners Success Forum shares Analyzing Content and Language Demands for ELA to support analysis of the language and content area demands of an upcoming lesson before teaching. This information from the analysis can be used to inform instruction and formative assessment. Council of the Great City Schools shared Re-envisioning English Language Arts and English Language Development for English Language Learners to clarify and define a renewed vision for high-quality, coherent, and rigorous instruction for ELs—focusing on the areas of ELA and ELD—and to provide guidance in evaluating and selecting appropriate

		ELA/ELD instructional materials. Council of the Great City Schools shared A Framework for Re-envisioning Mathematics Instruction for English Language Learners to articulate how Discipline-specific Academic Language Expansion (DALE) would take place within the context of mathematics, this document was developed to explicitly address the unprecedented role that language and communication play in service of understanding and applying mathematical concepts, under the new standards in mathematics. The papers Language, Literacy, and Learning in the Content Areas, presented at the Understanding Language Conference in January 2012, address language and literacy issues found in the Common Core State Standards and Next Generation Science Standards. The article Classroom Talk: Supporting ELs Oral Language offers guidance for supporting ELs' oral language development. The Big History Project offers multi-disciplinary, closed-captioned videos that can be used to build content knowledge relevant to particular ELA texts for ELs in middle and high school.
Topic	**Considerations**	**Resources**
Assessment	• **Formative assessments should be teacher-led**, focusing on gaining information on student progress and needs in relation to identified priority learnings and related goals. These assessments should measure the development of language and content simultaneously. • **Assessments should provide opportunities for ELs to demonstrate their learning in various modalities**, in modes of expression, and in home language in accordance with students' ELD performance levels. • **Make a plan for when and how to use home language in formative assessments**, based on students' needs. Make a plan for integrating assessments done in home language into the curriculum at key points when gathering information about a student's full linguistic repertoire is needed, such as at the beginning or at the end of a unit.	Understanding Language at Stanford University produced Formative Assessment for ELs in Remote Learning Environments, two one-hour virtual sessions focused on strengthening Formative Assessment practices in remote and non-remote (classroom learning environments applicable across grades and content). The paper Use of Formative Assessment Data for ELs presents an exploratory analysis of teachers' feedback in focus groups about online reports aimed at providing accessible information about ELs' performance on reading assessments designed for formative purposes.

	• **When deciding on assessments, set clear guidelines for how to provide ELs with testing accommodations**, multiple means of representation in the assessment, and multiple means of expression where possible, including using home language to demonstrate learning. • **Focus on the use of performance-based assessments rather than traditional testing** or forms of assessment in order to gather evidence of student learning for language, conceptual understanding, and metacognition.	
Topic	**Considerations**	**Resources**
Professional Learning	• **Ensure teachers are equipped to use discipline-specific formative assessment that measure the development of language and content**, and address what these look like in hybrid and/or distance learning environments in either synchronous or asynchronous models. • **Explicitly dedicate time and space in the school system professional learning plan to building practitioner capacity to serve ELs**, with a focus on the simultaneous development of content and language. • **Develop a shared understanding of the state and school system's language development approach and theoretical framework for language education**. Make sure this is clear to all stakeholders and grounded in sound educational theory. • **Present student data on ELs** to encourage discussion of school-wide practices needed for support.	Understanding Language shared Professional Development Essentials for Educators of Multilingual Learners, six professional development essentials to assist schools, school systems, state or county offices of education, and professional development providers as they design well-balanced professional development plans for educators of multilingual learners. These essentials outline an approach to professional learning that is systematic, differentiated, and collaborative.
Topic	**Considerations**	**Resources**
Programming & ELD Services	For EL identification and reclassification: • **Use EL identification screeners for new students whose home language survey indicates that they might be EL**. If the state language assessment was suspended due to COVID-19, check for the most recent ELD performance level and confirm the level using formative assessments so instruction is appropriately scaffolded. • **For EL students who are scoring at Proficient/Advanced levels on their last ELD state assessment**, look for other school system and state indicators that may show a student should be redesignated. Include other school system and state indicators if the state language assessment was suspended during school facility closures.	Council of the Great City Schools developed Assessing Language Proficiency during Extended School Closures, a document that provides sample questionnaires across grade bands that are designed to provisionally identify students as ELs during the COVID-19-related school facility closures, which impede the administration of face-to-face screening protocols. Provisional screening protocols and interview questions do not replace the formal identification process, which school systems are required to administer as soon as possible once school resumes normal operations for any student who has been given a provisional status. These sample questionnaires must be considered in light of guidance provided

	• **Modify procedures and timelines for EL identification to account for remote communication as needed**. Provide training on those modifications to ensure accurate identification of ELs. When assessing language proficiency for ELs, ensure that information is gathered about students' reading, speaking, listening, and writing skills in English. Ensure home language surveys are conducted accurately if initially conducted remotely. Confirm results on assessments by triangulating information gathered from the family, student, and EL specialist. • **Gather information about students' entire linguistic repertoire through home language literacy assessments**, or collect home language writing samples. Utilize this information to inform placement of children in bilingual programs. • **For students with limited or interrupted formal education identification**, ensure oral interviews with students for educational histories are conducted with interpreters. • **Create streamlined student information systems so information collected through assessments are accessible to relevant stakeholders**. Teachers need to be able to access pertinent information about ELs to inform the design of their supports. ELD Support • **Ensure all students who are identified as ELs have full access to ELD support, even during remote instruction**. Prioritize live online instruction if remote learning is necessary to maintain the progression of language development. • **Ensure ELs are programmed appropriately in integrated ELD courses for ELD services based on language assessment data**, and targeted ELD courses are appropriate to the students' language proficiency level. • **Review EL students who are scoring at Proficient/Advanced levels on the most recent ELD state assessment to monitor for over-remediation in ELD supports**. Ensure students who have redesignated continue to have support and services if needed, but vet students programs to ensure students are not programmed for unneeded language instruction after redesignation.	by the U.S. Department of Education fact sheets and funding information related to COVID-19. The sample questionnaires are designed to assess particular skills to help schools understand how much support students will need in a remote learning environment in which they are not in their usual classroom routines, and thus are not able to fully interact and learn from peers who may be more proficient in English. The National Center for English Language Acquisition developed this English Learner Toolkit, designed to help state and local education agencies in meeting their legal obligations to ELs and in providing all ELs with the support needed to attain English language proficiency while meeting college- and career-readiness standards.

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Appendix C: Curriculum and Instruction Detailed Overview

How will each student learn this content, whether in-person or remote?

Instruction is the heart of schooling. The interactions between a teacher and student, the daily moments of learning leading to the success of a student, are the most essential elements of a school system. These moments are more challenging than ever, requiring more deliberate planning by leaders and teachers. Families, while eager to engage with their children, may be struggling to support their learners at home whether due to work or other caregiving responsibilities. Thus, leveraging a high-quality curriculum will be more important than ever in the coming year, allowing teachers to more easily collaborate, students to experience coherence, and teachers to focus on relationship building.

What does curriculum mean, and why does it matter? In this context, curriculum means instructional materials that cover a full course of study and include a scope and sequence, daily lessons, and all supporting materials. Curriculum does not mean resources generally or a scope and sequence alone. During regular school years, curricula play an important role in providing teachers a backbone set of materials that help them serve students more equitably than when individual teachers have to cobble together instructional materials. While that value of curriculum remains, there are new reasons for school systems to invest in curricula. They include:

- Providing a coherent program for multiple teachers to teach. It's likely that multiple teachers will support the same students across in-person and remote settings. Teachers using the same curriculum will have an easier time team teaching the same students.
- Families supporting learning at home need coherent learning materials. When systems have helped families understand them, curricular materials make it easier to implement routines and preview upcoming learning.
- Some curricula providers will offer additional support for the current setting, making educators' jobs easier. Offers may, for example, include:
    - Integrated in-person and remote lessons for ease of adaptation;
    - Student-facing remote learning options for every lesson;
    - Adjusted scope and sequences based on 2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics; and/or
    - Integrated assessments, with option to have assessment provided in home language.

Baltimore City Public Schools Teacher of the Year Kyair Butts, who teaches sixth grade, credits his curriculum with helping him navigate the global pandemic. He explains[4]:

> If this distance learning shift occurred before our curriculum upgrade, I would be fretting about building out lessons, probably whipping up packets. Really, it's such a relief that I wasn't scrambling to assemble skill packets that drill and kill the skill. Instead, I've been finding tactics to translate rich instruction. I focused where the curriculum focused—knowledge building—because I've learned that if you get that right, other skills present themselves more naturally, from comprehension to writing.
>
> With a relatively low burden of lesson creation, I focused on helping parents with resources. If kids could join me for lessons, great! When parents informed me that tech might be an issue, I coached parents to make a list of interesting topics, and to research, talk, read, write, argue on that topic. All of a sudden, distance

[4] https://curriculummatters.org/2020/05/05/curriculum-matters-even-more-in-a-crisis/?fbclid=IwAR0tv1am5KaGlgYlf-xsZfXSZgaiV56XiiXPeAg8HiELc0DeIb3u1IApxiQ

learning didn't seem so daunting.

Is your curriculum up to this task? There are a number of considerations that will help systems determine the quality and usefulness of their curriculum in this setting. In Four Dimensions of Instructional Materials That Put Students First, ANet helps districts prioritize the best approach and materials for their communities and honor their teams' readiness and capacity for change. One important note, some publishers will be adjusting their curricula to fit the considerations below for the 2020-2021 school year, making easier the steps a school system or school needs to take. For a complete list of the adjustments publishers rated green by EdReports are making, see Curriculum Publisher Information to Support Learning during COVID.

Ensure the curriculum is ready for this school year. Some important considerations for this year include:

Area	Considerations	Resources
Alignment to 2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics	For the 2020-2021 school year, updated scope and sequences with unit-level guidance/materials aligned to 2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics	To support school systems as they plan for academic instruction, the Collaborative for Student Success is collecting Curriculum Publisher Information to Support Learning during COVID from some of the nation's publishers of highly rated curriculum materials about the adaptations, programs, and resources being developed to meet the COVID-19 context.
Integrated and culturally sustaining linguistic and cognitive supports for ELs	Prepare to support ELs. Curricula should include: ● Learning activities that integrate discussion, reading, and writing tasks that are interdependent, grounded in grade-level content and disciplinary practices, and aligned to state ELD standards. ● Instruction that systematically advances language skills, analytical skills, and conceptual understanding in the discipline through intentional and prolonged exposure to language embedded in complex texts and content. ● Guidance for consistent formative assessment and feedback strategies that support students' language development, content understanding, and participation in disciplinary practices. ● Planned and just-in-time scaffolding is informed by formative assessment and is designed to engage students in productive intellectual struggle with new ideas and language goals. ● Guidance for facilitating frequent opportunities for academic discourse that is discipline-specific and engages students in co-construction of meaning about content.	English Learners Success Forum offers Curriculum Guidelines & Specifications for ELs, content-specific guidelines to assess the quality of current instructional materials. EdReports differentiation for instruction indicators within reports: 1. 2i for ELA Foundational Skills 2. 3O-3R for ELA K-2 No Foundational Skills, ELA K-2, ELA 3-8, and ELA HS 3. 3r-3u for K-8 math 4. 3r-3y for HS math 5. 3e-3K for science 6-8 The Key Principles for ELL Instruction (UL) are meant to guide educators as they work to develop CCSS-aligned instruction for ELs and are applicable to any type of instruction regardless of grade, proficiency level, or program type. All principles should be incorporated into the planning and delivery of every lesson or unit of instruction. Council of the Great City Schools shared Re-envisioning English Language Arts

		and English Language Development for English Language Learners to clarify and define a renewed vision for high-quality, coherent, and rigorous instruction for ELs—focusing on the areas of ELA and ELD—and to provide guidance in evaluating and selecting appropriate ELA/ELD instructional materials. Council of the Great City Schools shared A Framework for Re-envisioning Mathematics Instruction for English Language Learners to articulate how Discipline-specific Academic Language Expansion (DALE) would take place within the context of mathematics, this document was developed to explicitly address the unprecedented role that language and communication play in service of understanding and applying mathematical concepts, under the new standards in mathematics. Council of the Great City Schools developed Assessing Language Proficiency during Extended School Closures, a document that provides sample questionnaires across grade bands that are designed to provisionally identify students as ELs during the COVID-19-related school closures, which impede the administration of face-to-face screening protocols. Provisional screening protocols and interview questions do not replace the formal identification process, which school systems are required to administer as soon as possible once school resumes normal operations for any student who has been given a provisional status. These sample questionnaires must be considered in light of guidance provided by the U.S. Department of Education fact sheets and funding information related to COVID-19. The sample questionnaires are designed to assess particular skills to help schools understand how much support students will need in a remote learning environment in which they are not in their usual classroom routines, and thus are not able to fully interact and learn from peers who may be more proficient in English.

Students with disabilities and other students identified for intensive intervention	Prepare to support students with disabilities. Curricula and materials should include an explicit focus on: ● Call-outs for supports aligned to principles of universal design for learning; ● Differentiation strategies and accommodations designed to support the learning of all students, including students with disabilities; and ● Specially designed instruction and targeted and intensive intervention in accordance with students' IEPs.	Understood's Getting Started with Universal Design for Learning is a chart sharing how to enact three UDL principles with students. From Michigan Virtual Learning Research Institute, Supporting Students with Disabilities in K-12 Online and Blended Learning offers pedagogical considerations, specific to eligibility categories, for special education services to online course designers and/or service providers who are operating online or in blended environments. Quality Matters developed Accommodating Student Individualized Education Program (IEP) & 504 Plans in K-12 Education to show example accommodations a student might have and suggestions for how you can address them while in a remote emergency instruction situation. From Annenberg Institute for School Reform at Brown University and Results for America, Academic Supports for Students with Disabilities shares evidence-based insights on the question how can schools intervene to reduce learning gaps between students with disabilities and their peers, which have likely widened during school closures?
Integrated assessments		EdReports assessment indicators within reports: ● 2G-2H in ELA Foundational Skills ● 3K-3N in ELA K-2; ELA K-2 No Foundational Skills; ELA 6-8; and ELA HS ● 3P in K-8 and high school math ● 3T-3Y in science 6-8
Support for remote learning and hybrid scenarios	See Appendix F for details.	To support school systems as they plan for academic instruction, the Collaborative for Student Success is collecting Curriculum Publisher Information to Support Learning during COVID from some of the nation's publishers of highly rated curriculum materials about the adaptations, programs, and resources being developed to meet the COVID-19 context.

Technology support	Ensure compatibility between the devices students are using and the selected curriculum.	EdReports Instructional Materials Technology Information Template

What if your curriculum isn't up to the task? That might happen. Some programs, even those fully aligned to state standards, may not have all of the needed features for this setting. In that context, there are two options:

- **Switch to a new program.** It's still possible to switch or begin using a new curriculum now. While that might feel intimidating in this setting, a number of school systems adjusted their materials this past spring and saw success. For more details on the steps to switch your curriculum, see Key Actions 1.C.p.
- **Adjust and leverage your curriculum as well as possible**. For more details on the steps to adjust a curriculum, see Key Action 1.B.p. These steps will need to be taken for each individual subject and grade.

The steps to plan for curriculum and instruction are in the Key Actions Overview and the detailed phase-by-phase planning.

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Appendix D: Remote Learning Instructional Considerations

Topic	Remote Considerations	Resources
General instruction	**Maintain unit and lesson sequencing and coherence**. The order lessons flow within a unit matters. If you are on a hybrid schedule, pay attention to lesson order. This will be most challenging and most critical in the hybrid scenario. Reach out to your curriculum publisher for support. **Ensure each student is fully engaged. Leverage research-based strategies including:** ● Students are present and able to engage. ● Students feel safe, comfortable, and part of the community. ● Students know how to engage. ● Pedagogical strategies support engagement. ● Explicit engagement strategies. *See below for more details on each strategy.* **Embed opportunities for community building**. Use community building strategies such as consistently using breakouts, arranging for each student to share out every day, and enabling connection points for students outside of synchronous learning. **Provide students opportunities to collaborate in both synchronous** (e.g., live, online discussions using voice and chat features) and asynchronous instruction (e.g., discussion boards, peer reviews of work). Establish norms, and then teach and offer coaching and feedback as students learn to work together in these settings. **Hold students accountable for their effort and engagement, and offer them feedback on their understanding across a range of time frames** (i.e., in-the-moment, afterward), considering the benefits and trade-offs of each[5]. **Ensure students receive regular feedback on work and participation**, using an asset-based feedback approach that includes making positive connections with students, acknowledging the difficulty of the task, affirming students' ability to succeed, and providing specific feedback that	The National Institute for Excellence (NIET) in Teaching released Instructional Strategies for Virtual Learning: A Companion Tool to the NIET Teaching Standards Rubric. The tool describes what key instructional indicators should look like and sound like when planning and delivering virtual learning and instructional and planning practices for both asynchronous and synchronous learning, as well as additional considerations for synchronous learning. In Supporting Student Collaboration in a Virtual Setting: General Education and Small Group Services, the Marshall Street Initiative offers educators norms for virtual instructional settings, teaching tools for explicit modeling and scaffolding of student collaboration, and resources for extending learning with feedback and coaching conversations. Facing History and Ourselves shared Taking School Online with a Student-Centered Approach, guidance for sustaining community, supporting students, and creating engaging, meaningful learning experiences during remote learning. Doug Lemov's Accountability and Feedback Online: One Big Question is 'When?' defines three types of accountability online, describes the benefits and limitations of each, and indicates the type of remote learning environment for which each is best suited. In "I See You. I Care. How Can I Help You Grow?" Charter School Growth Fund outlines a strategy for educators to give culturally responsive, asset-based feedback in one-on-one settings. Partnership Schools's Keeping the teacher-student feedback loop intact during distance learning offers concrete guidance for how feedback can praise accuracy and acknowledge errors, cause students to recall knowledge they've

[5]Lemov, D. (2020, March 31). Accountability and Feedback Online: One Big Question is 'When?' Retrieved June 26, 2020, from https://teachlikeachampion.com/blog/accountability-and-feedback-online-one-big-questions-is-when/

	advances learning[6]. **To meet students' specific needs, use breakout rooms in synchronous learning**, schedule small groups, and meet one-on-one during office hours. **Check-in with each student daily**. **Provide support to families and students on how to use the online platform**, including language or translation features, and norms and expectations for building a respectful online community before learning begins. Consider welcome calls, texts, tweets, and videos; virtual orientations and dry runs; and some form of suggestion box for students and families. **Be clear with families and students about how remote learning is and is not similar from the spring**.	previously learned and apply it, and habituate skills that build student autonomy. Harvard University's Best Practices: Online Pedagogy can be adapted to the K-12 setting and includes guidance on platforms and norms, accessibility, and practices specific to lectures, case-based courses, discussions, and hands-on courses. It offers tips for engaging students during and outside of online classes. From Annenberg Institute for School Reform at Brown University and Results for America, Distance Learning Going Forward shares evidence-based insights on how to use distance or hybrid learning models to deliver high-quality instruction. (Expected July 2020) Teaching Lab developed this Lesson Planning Guide for Distance and Hybrid Learning
Math	**Provide each student with a set of individual manipulatives that travels with the student whether at home or in school.** If possible, ensure students have individual manipulatives. There are virtual manipulatives available. **Establish a structure to capture student work on open-ended content.** Regardless of whether students are using a digital platform or paper-based work, they should have a way to consistently send hand-written work to a teacher. This could be as small as a photo sent via a cell phone once a day or a system designed to capture student work generated during synchronous learning, but it should ensure the teacher has regular access to student thinking that cannot be captured online. **Work to sequence deeper and collaborative math tasks for in-person days.** In general, one of the hardest pieces of mathematics learning to replicate during distance learning is collaborative work where student thinking is made visible. Therefore, in-person days should be used to promote discourse and facilitate connections among student reasoning. If a remote setting is required, leverage technology for meaningful collaboration in small groups.	NCTM & NCSM's joint statement: Moving Forward: Mathematics Learning in the Era of COVID-19 Instruction Partners' Math Guidelines for Distance Learning Models EdWeek Blog: Less is More in Math Distance Learning
English Language Arts	**Pay close attention to ensure students have access to the necessary texts for each lesson**. If they are not available virtually, look ahead to send home appropriate texts.	Instruction Partners' ELA Guidelines for Distance Learning Models Teaching Lab shared an example of adapting components of high- quality instructional units

[6]Kennedy, J., & Nolan, M. (2020, April 24). "I See You. I Care. How Can I Help You Grow?" Retrieved June 26, 2020, from https://stories.chartergrowthfund.org/i-see-you-i-care-how-can-i-help-you-grow-d1380e0ca879

	Work to sequence deeper and collaborative experiences for in-person time (e.g., socratic seminars, collaborative group projects on text, second and third reads where eliciting meaning through conversation is critical) **K-2: Send home targeted foundational skills practice materials** so students can practice the skills they are learning in school if remote learning is not synchronous.	for remote learning.
Science	**Make artifacts of student thinking and learning visible**. Consider digital science notebooking strategies like Google Jamboard, Seesaw, or Flipgrid that allow students to create a digital record of their ideas and track how these ideas change over time. **Prioritize safety when considering which hands-on science activities can be completed at home.** Determine which materials and supplies students will require to engage in learning at home and consider which activities can be completed without family guidance. **Design science experiences to include a variety of roles family members and other learning partners.** All individuals have experiences with science in the everyday world which should be considered as assets when designing at home learning.	Council of State Science Supervisors's Continuing Science at Home with Science Notebooking Council of State Science Supervisors's Supporting Equitable Home-based Teaching and Learning During COVID-19 School Closures

Details on Research-Based Engagement Strategies

Conditions for Engagement

1. Students are present and able to engage.
   - Make the first connection before school starts.
   - Survey students about their experience in the spring, their home learning environment, their access to technology, and their technology skills.
   - Collect contact information for every student and family.
   - Ask for regular feedback on how remote learning is going in order to inform improvements.
   - Hold one-on-one calls with disengaged students and their families to check-in, identify barriers, and make an individualized plan.

2. Students feel safe, comfortable, and part of the community.
   - Make the first connection before school starts.
   - Outline routines, strategies, and tools that can help students feel connected to one another and to the teacher.
   - Encourage students to connect through videos, images, and/or social media.
   - Make time for fun.
   - Ask for regular feedback on how remote learning is going in order to inform improvements.

3. Students know how to engage.

- Clarify:
    - How teachers will communicate with students (e.g., e-mail, text messages, chat, office hours).
    - How students can access teachers.
    - How teachers will communicate with families.
    - What will be done synchronously and asynchronously, how much time will be devoted to each, and what the expectations are for teacher-student engagement in each setting.
    - How small groups and peer-to-peer engagement will be used and managed.
- Detail what students can do to succeed.
- Use graphic organizers to help students follow expectations regarding collaboration.

4. Pedagogical strategies support engagement.

- Teach students how to appropriately behave when online(e.g., how to act when on camera, when and how to utilize mute options when and how to ask questions, how to respond to one another in chat, etc.).
- Co-create norms, and leverage students' tech savvy.
- Engage students in tracking how well the class is following the norms.

5. Explicit strategies support engagement.

- Give students responsibility for their learning and agency to chart their own course.
- Ensure work is meaningful (i.e., it has an audience and has impact outside of the classroom).
- Encourage collaboration and connection with opportunities to discuss diverse viewpoints, address misconceptions, and solve problems together. Technology can be a huge help with this.
- Focus on inquiry and reflection as strategies for engagement as well as for enduring learning.

Pedagogy Supports Engagement: Equity of Access

- Offer live and prerecorded instructions.
- Provide videos related to content that students can engage with repeatedly, at their own pace.
- Share videos that require students to interact with the content (e.g., watch video and respond to these two reflection questions in a shared Google document).
- Use a mix of text, images, and graphs to clarify concepts.
- Replace some of the text with video and/or audio.
- Provide files of images or videos shown in synchronous learning for students to download and revisit.
- Use videos with closed captions.
- Employ programs that provide immediate feedback.
- Use calendar features to outline due dates and class meeting times.
- Be explicit, with well-defined transitions from topics.

Engagement Strategies: Synchronous

- Call on students through:
    - Cold calls (i.e., call on students on the fly to help with momentum).
    - Warm calls (i.e., send a private chat to tell students to unmute and be ready to answer a question).
    - Rapid-fire calls (i.e., alert the next 4-5 students in order of when they will be called upon).
- Use polling to get a sense of the temperature of the room.
- Use chat for students to raise questions, to check for understanding, to see how thinking is evolving, to resolve common points of confusion, and to collect data to inform who to call on.
- Pause every few minutes for student reflection via the chat function. Prompt them with phrases like, "I'd like you to think about…" Students can read one another's ideas, react to them, and build on them.
- Engage students through online quizzes.

Engagement Strategies: Peer-to-Peer

- Use small groups for engagement activities like quick discussions, book discussions, or online study groups.
- Utilize peer-to-peer engagement (e.g., online or by phone) for more frequent and diversified activities like discussions, book talks, and interviews.
- Conclude engagement sessions with peers by reflecting on what went well, and what can be done to improve next time.
- Implement structures to support:
    - Tasks I'm responsible for and who's helping me
    - Who I'm assisting in what task
    - Who's assessing me on what work
    - Who I'm assessing on what work

Engagement Strategies: Roles Students Can Play in Synchronous Environment

- Time keeper
- Pollster (e.g., during checks for understanding)
- Positive behavior points tracker
- Note taker

Engagement Strategies: Feedback and Coaching

- Asset-based
    - Make a positive connection with the student.
    - Acknowledge the difficulty of the task.
    - Affirm each student's ability to succeed.
    - Provide specific feedback to advance learning (e.g., pick 1-2 focus areas for students to prioritize).

See Essential Practice: Provide Effective Feedback.

Engagement Strategies: Setting Goals and Working Toward Them

- Class/students set a goal.
- Send reminders to keep students on track toward that goal.
- Make students aware of their progress.

Example: Set a goal for the number of books students should read (with or without family). Promote the weekly goal with daily chat reminders and encouragement. Send home goal sheets for children/families to track progress.

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Appendix E: Content-Specific Learning Routines for In-Person and Remote Learning

Learning routines help educators and students maintain consistency and the space for deeper learning in the classroom. Additionally, in this time of transition, some of these content-specific routines may help students feel cohesion across their learning experience. Some examples of routines to consider are detailed below. Help teachers establish these routines and connect them to the sections of their curriculum for easier use.

Math

Routine	In-Person Considerations	Remote Considerations
Fluency routines	• Routines like number talks and number strings are harder to coordinate virtually. If they are part of an existing curricula then they should be reliably featured during in-person instruction. • Choral counting routines are hard to simulate virtually. If possible, teachers should record some of the same in-person choral counts for students to access digitally and independently. • Routines like sprints are more accessible virtually, so they may not need to be prioritized for in-person time. • Prioritize exploration of nuanced strategies (e.g., expanded algorithms) for in-person time.	• Though number talks and number strings are harder to coordinate virtually, teachers can replicate them during synchronous instruction if they have a method of capturing student reasoning, such as Google Jamboard. • Choral counting routines should be pre-recorded so students can access them independently. • Routines like sprints can be more readily available virtually. Any virtual platform should offer students immediate feedback. • Prioritize exploration of more standard strategies for at-home learning. For example, providing a set of routines with clear connections to standard algorithms, if standard algorithms are part of the grade level content, better sets up families to assist students with learning.
Application tasks	• Use in-person time for easily sharing student work and promoting small group and whole group discourse.	• Teachers must have a way to access student work and reasoning. Teachers may opt to have students submit work ahead of time so they can organize student work for virtual discussion asynchronously or synchronously.
Introduction to New Material	• Use tasks from the curriculum to ensure coherence. • If possible, record introduction to new material or specific examples from live instruction so the live videos can be shared with students and families.	• Use tasks from the curriculum to ensure coherence. • Focus on asking students to complete fewer problems while aiming to increase feedback.

English Language Arts

Routine	In-Person Considerations	Remote Considerations

Reading grade-level texts (independent or as a group)
 	
At least 30 minutes per day (K-2)
	• Use in-person time for reading that is more complex, including:
	  ○ Reading complex texts students may struggle with on their own.
	  ○ Second and third reads of text.
		• Students need access to texts.
		• Families may not be able to read aloud to students. Ensure they have access to synchronous read alouds or virtual texts.
		• Texts should ideally be connected to the unit topics to help students build background knowledge or prepare for the grade-level text they will experience during in-person learning.

Responding to text	• Use tasks from your curriculum,	• If hybrid:Order remote tasks to focus early

At least 30 minutes per day	and ensure lesson coherence. ● Use in-person time for responses to text that are more complex, including: ○ Large group discussions and socratic seminars. ○ Group work that requires deep collaboration.	reads focused on more basic elements of the text in order to use in-person time for the complex reads of the text. ● Provide vocabulary support for students doing independent reading. ● Use this time to build background knowledge on texts students will experience during in person learning. ● K-2: Have students draw and do simple writing in response to what they read, and focus on prompts that will enable more depth during the in-person lesson.
Reading foundations work At least 45 minutes per day	● Use tasks from your curriculum, and ensure lesson coherence. ● Use in-person time for learning new knowledge and skills. Ensure students have done some practice with new ideas before taking the skill to practice at home.	● If hybrid: Use remote time to practice skills that were learned in person. Provide simple tasks and materials so students can practice without technology, where possible. ● If hybrid: Lesson coherence is critical. Make sure students practice skills in the order taught and introduced in the curriculum. ● If all remote: Introduce new skills asynchronously through short videos students can watch on their own or through synchronous, but short, direct instruction. See an example here. ● Provide opportunities for students to check in with an adult on the practice of their skills. They should show work or engage in verbal practice.

Science

Routine	In-Person Considerations	Remote Considerations
Student-to-student discourse This resource includes additional ideas about supporting discourse in science classrooms in a variety of remote settings, including asynchronous and without technology.	● Establish norms around discourse as a class and model norms through facilitation. ● Provide ongoing opportunities for students to share their ideas, and listen and respond to the ideas of others. ● Prioritize discourse as learners share their initial ideas about phenomena, engage in science and engineering practices, revise their ideas, and come to consensus about important learning. ● Provide time for learners to write, draw, listen, and share their ideas in their home language.	● Identify norms around discourse as a class, considering adjustments needed for distance learning. ● Share written ideas in a virtual space using tools like Google Jamboard. ● Allow students to respond to one another in writing (asynchronously) or through live discussion. ● Collect ideas via Google Forms or other survey tools and present them to the class for review. ● Ask students to videotape their ideas or questions and reply to one another via video message.
Routine	**In-Person Considerations**	**Remote Considerations**

Introducing a phenomenon or design challenge This resource includes additional ideas about introducing anchoring phenomena in a variety of remote settings, including asynchronous and without technology.	• Construct a space for students to capture their ideas and questions about a phenomenon or problem (e.g., driving question board, KLEWS chart). • Support students with developing meaningful questions or observations. • Gather student experiences, knowledge, and connections to a phenomenon.	• Establish a platform students can return to regularly to add to and revise initial questions throughout instruction using virtual tools such as Padlet, Flipgrid, or Google Jamboard. • Invite students to annotate videos or pictures of phenomenon to increase interaction and document ideas. • Consider ways students can experience phenomena firsthand at home. • Leverage surveys and family interviews to gather connections to phenomena.
Routine	**In-Person Considerations**	**Remote Considerations**
Investigating phenomena and designing solutions to problems	• Prioritize in-person time for investigations that cannot be completed virtually or at home. • Motivate students to investigate phenomena from their perspective. • Provide support for students as they determine relevant evidence from their investigations, analyze data, and construct explanations. • Allow students to express, clarify, justify, interpret, and represent their ideas in multiple ways, including writing, speaking, and drawing.	• After considering the investigation's purpose, determine whether an appropriate at-home or virtual substitution exists. • Utilize digital tools for graphing and data analysis. • Connect with community STEM partners for support adapting investigations or identifying substitutes. • Leverage digital environments for students to communicate and share their ideas with a variety of audiences (e.g., virtual community meetings, Skype a scientist). • If using simulations to aid investigations, make sure they are in service of making sense of the phenomenon or problem.

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Appendix F: Steps to Align Curriculum to Remote and Hybrid Scenarios

Steps
1: Curriculum: Adjust scope and sequence to priority content.
2a: Curriculum: Prepare each unit (in-person) lesson by lesson, and identify how students remotely will learn: ● When they join via an online platform ● When a teacher will support virtual learning ● When they will do a different activity to reach the same objective ● Prepare coherent communications for students and families with their plan for accessing learning in a language and format accessible to them ● Determine low- to no-tech options to engage with learning
2b: Curriculum: Prepare each unit (all remote) lesson by lesson, and identify how students learning remotely: ● Identify what technology is required for the scope of the lessons ● Identify which lessons will and will not work in a remote setting ● For the lessons that will not work, adjust the lessons to fit a remote setting and still reach the objective and coherence of the curriculum ● For the lessons that will work in a remote setting, identify what will be taught synchronously and what will be taught asynchronously ● Identify which teachers will teach which lessons and how others will support students ● Prepare coherent communications for students and families with their plan for accessing learning
2c: Curriculum: Prepare each unit (hybrid) lesson by lesson, identify how students learning remotely: ● Identify what technology is required for the scope of the lessons ● Identify which lessons will and will not work in a remote setting ● Adjust the lesson order as possible to fit the in-person and out-of-person schedule based on lessons that must be in person, maintaining appropriate coherence ● For the lessons that will not work remotely but need to, adjust the lessons to fit a remote setting and still reach the objective and coherence of the curriculum ● For the lessons that will be taught remotely, identify what will be taught synchronously and what will be taught asynchronously ● Identify which teachers will teach which lessons and how others will support students ● Prepare coherent communications for students and families with their plan for accessing learning

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Appendix G: Assessment Detailed Overview: How prepared and how well is each student learning this content?

With the significant disruptions of the 2019-2020 school year, there is a desire to identify the lost learning of students. While some students are returning further behind, they are still capable of progressing and learning grade-level content. Learning is not linear, and students will perform significantly differently if they are assessed as soon as they return to school or after a few weeks when they have had a chance to get in the swing of school. There is a risk assessments will be used this fall to further marginalize students, denying access to grade-level content by identifying students who are behind and giving them significant amounts of remediation unnecessary for their age, maturity, and what they know and are able to do. As the Achievement Network says in 3 Principles for Assessments During Instructional Recovery and Beyond, "Data should never serve as a gatekeeper to grade-level content." However, the need for school leaders and teachers to understand student assets and challenges to inform instruction and decision-making is valid.

As such, assessments should be designed, at all levels, to provide this information while also ensuring the instructional engine is moving forward.

Thus, it is critical assessment plays a meaningful—but limited—role. Assessments used by teachers for the purpose of guiding student learning:

Should	Should NOT
Look ahead to provide just-in-time information to help teachers identify how to help each student access grade level learning.	Look behind at the complete set of lost learning, with the intention of remediating all prior content before allowing the student to begin learning at the current grade level.
Take an approach specific to each content area and grade band and provide information that is instructionally relevant.	For instructional purposes, assess every standard from the previous grade to provide an overarching assessment score or report.
Embed within the local curriculum, to the maximum extent possible, to assess specific skills, language, and knowledge that should have been learned from the unit just taught and to understand students' assets to support the upcoming learning.	Be disconnected from the specific grade-level curriculum, and lead a teacher to break the coherence of what they are teaching in order to remediate unnecessarily.
Provide teachers with an understanding of what students know so teachers understand the assets students will bring to the upcoming unit.	Use assessments to generate a list of the concepts and skills students do not yet know, which leads to a remediation mindset.
Use assessment to identify and build on students' assets.	Use assessments to simply map students' deficits.

Assessment type and importance

It is important to note this guidance is focused on assessments that can provide information that is helpful to schools and teachers as they make decisions that impact instruction. There are different purposes for assessment and users of the associated data.

- **Large-scale, systemwide assessments**: Including both the statewide end-of-year assessments and assessments that school systems may give multiple times a year, these assessments are used to monitor systems for an improvement in equity of education (i.e., growth of student groups), resource allocation, and comparative data for families and students on college-going preparation (e.g., SAT). These assessments are not designed to provide meaningful instructional guidance to teachers because they are too far removed from day-to-day instruction and curriculum.

- **Curriculum-embedded, instructional assessments**: When students return to school, whether it be at the beginning of the school year with the whole class or throughout the year, curriculum-embedded assessments can play an important role. These assessments are part of a high-quality classroom assessment system in all content areas, but will be especially critical in key content areas and grade levels next fall (e.g., early literacy, mathematics in all grades) to help teachers identify what experiences will be necessary for a student to be ready to learn on grade level with their peers. These assessments should not be used to hold a student back from grade-level learning.

- **Assessments and screeners for identification of special services**: At the beginning of the school year and throughout the year, specifically designed assessments help systems identify students in need of additional services in order to access learning—especially for students with disabilities and ELs. Assessments for students requiring IEPs or EL plans are generally prescribed in law, regulations, or formal guidance documents. Local education agencies should collaborate with state education agencies to implement the most updated guidance from the U.S. Department of Education related to providing services to children with disabilities and to ELs. However, special education leaders need to be careful about potential over-identification of students for special education services in the 2020-2021 school year due to the unfinished learning experienced in the 2019-2020 school year.

Subject-specific considerations

Each content area presents unique requirements based on the degree to which learning in that subject area follows a generally accepted sequence or not. For example, most agree mathematics concepts build on previously learned content (e.g., understanding place value is generally a prerequisite to learning multi-digit addition), while other content areas often switch between major subjects (e.g., civics to geography) without necessary prerequisites. School systems should not create the same instructional assessment approach or use the same type of instructional assessment for every subject and grade level or for every purpose. See Appendix B for content and grade band-specific considerations for instructional assessments.

The steps to plan for integrated instructional assessments may be found in the Key Actions Overview and the detailed phase-by-phase planning.

Other useful readings include Learning as We Go: Principles for Effective Assessment During the COVID-19 Pandemic, Blue Print for Testing report and timeline from FutureEd and Restart & Recovery: Assessment Considerations for Fall 2020.

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Appendix H: Professional Learning Detailed Overview

How will teachers be prepared to teach this content effectively, whether in-person or remote, and meet the needs of each student?

In response to the pandemic, both the focus of what teachers and school leaders do and how they do it will continue to change in the 2020-2021 school year. Additionally, the traditional structures in which educators learn must be adapted to support remote learning. The magnitude of the changes brought on by the pandemic requires leaders to pay close attention to supporting educators' own social-emotional health and learning. Professional learning that accelerates all students' learning must support educators in building new knowledge and skills while ensuring their own sense of self-efficacy.

Learning from spring remote learning, as well as research on remote learning outside the COVID-19 context, needs to shape professional learning for teachers in the 2020-2021 school year. Some key learnings are:

- 55 percent of teachers need help with strategies for keeping students engaged and motivated to learn remotely.[7]
- Most digital instructional resources used in spring remote learning were not curriculum but supplements to curriculum, providing students the opportunity to practice already-introduced content.[8]
- To ensure equity of access to learning, all students need access to technology and the Internet.
- Clear explanations, scaffolding, and feedback are critical in remote learning.
- Peer interactions can be a powerful engagement strategy.
- The importance of strategies to support students to work remotely.[9]

The Content of Professional Learning

The chart describes the variety of topics teachers need to engage in learning about in the 2020-2021 school year. Some of the topics in the chart are surely ones in which school systems are already deeply immersed and will continue to prioritize. Others may be new. Systems and schools will determine the prioritization, sequencing, and intensity of these professional learning topics based on the scenarios for schooling and the related scheduling and staffing. Professional learning for teachers will need to be differentiated based on the staffing structures and schedules. For example, the topic of engaging students in remote learning may be a top priority for a teacher who will be doing full-time remote teaching. It will be a lesser priority for teachers teaching in person though still necessary to ensure they're prepared if there are rolling closures. For all teachers, scaffolding to grade-level instruction will be a high priority.

Educators should engage in professional learning in each of these areas before the school year starts and then throughout the school year to support deeper learning in each area. They will also need to share promising practices and troubleshoot challenges.

The chart below provides an overview of the critical knowledge and skills for teachers and school leaders in the 2020-2021 school year. It provides the foundation for system and school professional learning plans. An aligned self

[7]"New Teacher Survey Shows That Digital Instructional Materials Were Not Optimal Before the Pandemic. Now They Are Front and Center, How Should They Be Used," Katie Tosh and Julia Kaufman, *The RAND Blog* *https://www.rand.org/blog/2020/05/new-teacher-survey-shows-that-digital-materials-were.html* May 4, 2020.
[8]Ibid

[9]"Rapid Evidence Assessment: Distance Learning," Education Endowment Foundation, April 2020. https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf

assessment, which systems can use to prioritize and sequence its professional learning priorities, is available here.

<table>
<tr><th>Teachers *</th><th>School Leaders</th></tr>
<tr><td>Culture and Climate
Start-of-school-year, community-building activities and academic instruction focused on:
Welcoming students back
Supporting their social and emotional health and well being; and
Honoring their lived experience of COVID-19 pandemic and protest movement against systemic racism.
Strategies to support students' social-emotional health and wellbeing.
Identifying student behaviors associated with trauma and trauma-informed practices.
(See also Wellbeing and Connection guidance.)</td><td>Culture and Climate
Communicating and building trust and relationships with teachers and families.
Welcoming teachers and students back in fall.
Focusing first two weeks of school on community building, social emotional supports, and honoring students' lived experience of COVID-19 and protest movement against systemic racism.
Ongoing strategies to nurture culture and climate.
Developing and managing a system to identify students and adults suffering the effects of trauma and systematically helping them access support.
Creating structures to check-in with the families who are most vulnerable and/or disconnected from school (e.g., chronically absent, mobile, non-English speaking) that accounts for all students and families in the school community.
(See also Wellbeing and Connection guidance.)</td></tr>
<tr><td>Family Engagement
Asset-based framework for family engagement including best practices of supporting and partnering with families that emerged from spring 2020.
Strategies and structures to share expectations and support with families and caregivers who can reinforce learning at home, including where they can get additional information in home language.
(See also System Conditions, Engagement.)</td><td rowspan="2">Structures and Schedules for:
Ensuring student and staff safety and compliance with Centers for Disease Control and Prevention health guidance.
Selecting a model (see Systems Guidance: Scheduling) for instructional delivery and a schedule that meets a school's needs
Supporting weekly collaborative planning and problem solving among teachers who teach the same grade, content, and/or students.
Supporting intentional co-planning time and routines for general and special education teachers and for ELD and content teachers in co-teaching settings.
Ensuring there is a coherent yearlong plan for how to use teacher professional learning time.
Providing orientation, initial training, and ongoing support and community to new teachers.</td></tr>
<tr><td>Planning and Instruction
Assessing student learning with the goal of supporting grade-level access and avoiding over-remediation.
Planning grade-level instruction, using curriculum** and 2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics from previous grade to inform plans for scaffolding learning.
Culturally responsive and sustaining teaching practices that support student discourse, belonging, agency, and identity.</td></tr>
<tr><td>Teaching Remotely
Student learning system for remote learning.
Strategies to support students to learn remotely (e.g., daily lists, checklists, reflection on learning).
Instructional strategies to introduce new content remotely.
Strategies to engage students and build community in remote learning (e.g., engagement with peers).
Principles of blended learning and how to</td><td>Observation and Feedback
Strategies to observe and monitor remote instruction and teacher collaboration.
Skills of feedback focused on supporting improvement.
Structure and system for providing ongoing coaching support to teachers to improve their practice.</td></tr>
</table>

apply them and use/adapt curriculum to plan to deliver hybrid instruction. (See also Appendix D: Remote Learning Instructional Considerations.)	
Teachers of ELs and Students with Disabilities ● Remote instruction strategies (e.g., maximizing opportunities for speaking, checking for understanding) that provide support to ensure ELs access to grade-level learning remotely. ● Remote instruction strategies that provide differentiated instruction for students with disabilities and provide multiple ways for students with disabilities to engage with and access grade-level learning and represent their learning. ● Additional targeted interventions to support students with disabilities' academic and behavioral needs in accordance with their IEP. (See also Appendix B: Detailed Content Considerations by Topic, Unique Considerations for Students with Disabilities and Unique Considerations for ELs.)	**Leadership Skills** ● Effective and inclusive communication. ● Collecting the right data to monitor critical priorities in all scenarios and adjust and improve appropriately. ● Flexible thinking and action anchored in purpose. ● Sharing leadership with teacher and teacher leaders. ● Establishing high expectations and ensuring appropriate services and supports for students with disabilities and ELs. ● Ability to be responsive in a dynamic environment.

* Novice teachers and teachers new to the school system are included in this population. They have additional professional learning needs related to their experience in teaching, introduction to the school system's curricular and instructional system, and teaching remotely or in a hybrid model. Initial new teacher training and ongoing support should align to these topics, differentiated to address these teachers' specific needs (e.g., novice teachers whose spring practice was eliminated/curtailed by school closures).

The professional learning of instructional support staff will likely relate to the topics listed under teachers, differentiated based on their roles and responsibilities.

**** A common school system curriculum in which all teachers of the same grade/content teach the same lessons and use the same resources is critical to ensuring equity of access to grade-level learning for all students, productive collaborative planning among teachers, and a more manageable workload for teachers.**

The Delivery Model for Professional Learning

There are three, high-impact professional learning structures/systems that school systems can leverage to address the content listed above.

- **Traditional professional learning sessions:** Whether virtual or in person, these sessions will help groups of teachers prepare for curriculum implementation, virtual instruction, and integrated approaches to social emotional support and learning.
- **Collaboration:** As teachers face new and unexpected challenges, working with one another to figure them out will be substantively and emotionally supportive. In-person and virtual structures for teacher collaboration across subjects and across general and special education will be crucial to support planning cohesive lessons for students, sharing strategies and resources, and solving challenges they encounter.
- **Observation, feedback, and coaching:** Observation, feedback and coaching cycles that focus on supporting educator improvement will be critical. Tightly aligning these cycles to the focus of the professional learning sessions and collaboration throughout the year will make them most helpful and effective.
- **Co-planning and Co-teaching*:*** School systems can ensure ELs and students with disabilities' rights to a

comprehensive education are protected when clear structures, roles, and expectations are defined for co-teaching teams between content teachers and ELD or special education specialists. The intensive and sustained collaboration among these teachers facilitates the targeted support for students with learning and linguistic differences based on individual needs and entry points to learning.

In planning professional learning it is important to tightly integrate the content and structures and systems outlined above and to pace and sequence the learning across a yearlong calendar of professional learning. The process for doing this is outlined below in the Key Actions Overview and the phase-by-phase planning.

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Appendix I: Questions for Curriculum and Professional Learning Providers

Curriculum

	Guidance and Samples	Actual materials for instruction (technology required)	Actual materials for instruction (no technology required)
Adjusted scope and sequence consistent with priority content			
Unit-level support for remote learning and hybrid learning that supports the focus on priority instructional content. (For additional detail on elements this support might address, please see the chart at the end of the document).		Teacher facing? Student facing?	Teacher facing? Student facing?
For ELA: Options for access to texts or tools for remote and hybrid learning For mathematics: Options for access to learning tools (e.g., manipulatives, online journals, graphing calculators) for remote and hybrid learning		Teacher facing? Student facing?	Teacher facing? Student facing?
Sample schedules by unit for hybrid and remote learning (e.g., unit level scope and sequence for different likely permutations of hybrid and remote schedules)			
Curriculum-embedded assessments aligned to priority content			
Support for using curriculum-embedded assessments for remote and hybrid learning		Teacher facing? Student facing?	Teacher facing? Student facing?
Clear support to students and to families or other caregivers on how to use materials for remote and hybrid learning		Student facing? Family facing? Languages other than English?	Student facing? Family facing? Languages other than English?

Technology features to support hybrid and remote learning		EdReports reviews K-12 instructional materials and has published technology information about high quality curricula. Curriculum Publisher Information to Support Learning during COVID from the Collaborative for Student Success includes technology specific resources.	

Professional Learning

	Virtual: Synchronous	Virtual: Asynchronous	In-person
Professional learning on implementing publisher-recommended guidance and/or adaptations, including training on recommended unit/lesson modifications	Provided at no charge Provided for a fee	Provided at no charge Provided for a fee	
Professional learning on adapting materials to in-person, remote, and hybrid learning scenarios consistent with new guidance and adaptations described above	Provided at no charge Provided for a fee	Provided at no charge Provided for a fee	
Professional learning on strategies for teaching content remotely, consistent with new guidance and adaptations described above	Provided at no charge Provided for a fee	Provided at no charge Provided for a fee	

Professional Learning

Curriculum-Aligned	Remote: Synchronous	Remote: Asynchronous	In-person
2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics adaptations	Free? Paid?	Free? Paid?	
Specific curricular materials: Traditional training on implementation	*List for all specific curricula*		
Specific curricular materials: New program users	*List for all specific curricula*		
Specific curricular materials: Adjusting for remote and hybrid learning	*List for all specific curricula*		
Social, Emotional, and Academic Development			
SEL: Community building and culture for			

educators			
SEL: Training teachers to build community with students and families in person and virtually			
Integrated social, emotional, and academic development			
Supports All Learners			
Includes culturally and linguistically responsive practices			
Incorporates inclusive practices			
Includes ELD strategies			
Remote Learning			
Includes strategies and supports to help students manage their remote learning			
Includes strategies for introducing new content remotely			
Includes strategies for engaging students in remote learning			

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Appendix J: Professional Learning - Critical Knowledge and Skills for Teachers and School Leaders

Teachers *	School Leaders
Culture and Climate ● Start-of-school-year, community-building activities and academic instruction focused on: 1) Welcoming students back 2) Supporting their social-emotional health and wellbeing; and 3) Honoring their lived experience of COVID-19 and the protest movement against systemic racism ● Strategies to support students' social-emotional health and wellbeing ● Identifying student behaviors associated with trauma and trauma-informed practices (See also Wellbeing and Connection guidance.)	**Culture and Climate** ● Communicating and building trust and relationships with teachers and families ● Welcoming teachers and students back in fall ● Focusing first two weeks of school on community building, social-emotional supports, and honoring students' lived experience of COVID-19 and the protest movement against systemic racism ● Ongoing strategies to nurture culture and climate ● Developing and managing a system to identify students and adults suffering the effects of trauma and systematically helping them access support ● Creating structures to check-in with families most vulnerable and/or disconnected from school (chronically absent, mobile, non-English speaking) that accounts for all students and families in the school community (See also Wellbeing and Connection guidance.)
Family Engagement ● Asset-based framework for family engagement including best practices of supporting and partnering with families that emerged from spring 2020 ● Strategies and structures to share expectations and supports with families and caregivers who can reinforce learning at home, including where they can get additional information in home language (See also System Conditions, Engagement.)	**Structures and Schedules for** ● Ensuring student and staff safety and compliance with Centers for Disease Control and Prevention guidance ● Selecting a model (see Comeback Models) for instructional delivery and a school schedule that meets the school's needs ● Supporting weekly collaborative planning and problem solving among teachers who teach the same grade/content/students ● Supporting intentional co-planning time and routines for ELD and content teachers in co-teaching settings ● Ensuring there is a coherent yearlong plan for how to use teacher professional learning time ● Providing orientation, initial training, and ongoing support and community to new teachers
Planning and Instruction ● Assessing student learning with the goal of supporting grade-level access and avoiding over-remediation ● Planning grade-level instruction, using curriculum ** and Priority Instructional Content from previous grade to inform plans for scaffolding learning ● Culturally responsive and sustaining teaching practices that support student discourse, belonging, agency, and identity	
Teaching Remotely ● Student learning system for remote learning	**Observation and Feedback** ● Strategies to observe and monitor remote

• Strategies to **support students to learn remotely** (e.g., daily lists, checklists, reflections on learning) • Instructional **strategies to introduce new content remotely** • Strategies to **engage students and build community in remote learning** (e.g., engagement with peers) • Principles of blended learning and how to apply them, and use/adapt curriculum to plan to deliver hybrid instruction (See also Appendix D: Remote Learning Instructional Considerations.)	instruction and teacher collaboration • Skills of feedback focused on supporting improvement • Structure and system for providing ongoing coaching support to teachers to improve their practice
Teachers of ELs and Students with Disabilities • Remote instruction strategies (e.g., maximizing opportunities for speaking, checking for understanding) that provide supports to ensure ELs access to grade-level learning remotely • Remote instruction strategies that provide differentiated instruction for students with disabilities and provide multiple ways for students with disabilities to engage with and access grade-level learning and represent their learning • Additional targeted interventions to support students with disabilities' specific areas of academic and behavioral need in accordance with their IEP (See also Appendix B: Detailed Content Considerations by Topic, Unique Considerations for Students with Disabilities and Unique Considerations for ELs.)	**Leadership Skills** • Effective and inclusive communication • Collecting the right data to monitor critical priorities in all scenarios and adjust and improve appropriately • Flexible thinking and action anchored in purpose • Sharing leadership with teacher and teacher leaders • Establishing high expectations and ensuring appropriate services and supports for students with disabilities and ELs • Ability to be responsive in a dynamic environment

***** Novice teachers and teachers new to the school system are included in this population. They have additional professional learning needs related to their experience in teaching, introduction to the school system's curricular and instructional system, and teaching remotely or in a hybrid model. Initial new teacher training and ongoing support should align to these topics, differentiated to address these teachers' specific needs (e.g., novice teachers whose spring practice was eliminated/curtailed by school closures).

The professional learning of instructional support staff will likely relate to the topics listed under teachers, differentiated based on their roles and responsibilities.

******A common curriculum in which all teachers of the same grade/content teach the same lessons and use the same resources is critical to ensuring equity of access to grade-level learning for all students, productive collaborative planning among teachers, and a more manageable workload for teachers.

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Appendix K: Professional Learning - Teacher and School Leader Self Assessment

To help plan professional learning for next year, there are self assessments for teachers and school leaders aligned to the Critical Knowledge and Skills for Teachers and School Leaders (listed above in Appendix J). These will help

you assess professional learning needs. Listed below are the directions for accessing the surveys and reviewing and working with the survey data.

How to make copies of the Google form surveys for your own use

1. Open the Google form, “Teacher Survey,” by clicking on the link here.
2. Click the More icon (the three vertical dots icon to the right of the "Send" button in the upper right), and select the “Make a copy” menu item.
3. In the “Copy document” dialog box: change the name of the Google forms document, to one that suits your purpose; change the Folder to your Google drive folder; click “OK.”
4. Open the Google form, “School Leader Survey,” by clicking on the link here.
5. Repeat steps 2 & 3.

How to send a survey to study participants

1. Open the Google form for the survey.
2. Click the "Send" button (sideways arrow) in the upper right.
3. Click the link icon in the "Send via" section.
4. Click the "Copy" button in the lower right to copy the link.
5. Paste the link text in the email that will be sent to all survey participants.

How to view summary of a survey results in Google forms

1. Open the Google form for the survey.
2. Select the “Responses” tab in the form header.
3. Select the “Summary” tab in the responses header.

How to export the responses data to a Google sheets document for further data analysis

1. Open the Google form for the survey.
2. Select the “Responses” tab in the form header.
3. Click the Google sheets icon in the responses header (the green icon with the white lines).
4. In the “Select response destination” dialog, click “Create” (using the default selection to create a new Google sheet).
5. Open the newly created Google sheet. It will have the same name as the Google form, with “ (Responses)” appended. It will be in the same folder as the Google form.

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Appendix L: Professional Learning - Setting Priorities and Creating a Professional Learning Scope and Sequence

1. Setting System-Level Professional Learning Priorities

There are multiple data sources to draw on to identify a system's professional learning priorities, and create a professional learning scope and sequence for next year. These data sources include:

- Teacher and school leader needs assessment surveys (See Appendix K)
- Surveys of students and families (See Engagement Planning 1.A.p in the System Conditions Guidance)
- Other data collected from Town Halls, focus groups, discussions with principals and principal supervisors, one-on-one conversations, etc.

Once these data are collected, separate out the data from and about teachers and teaching from the data from and about school leaders and school leadership. Go through the process of setting professional learning priorities and developing a scope and sequence twice—once for teachers and then a second time for school leaders. The process outlined below is the same, but the knowledge and skills for each audience is different.

Setting System-Level Teacher Professional Learning Priorities

1. Open this template which you will use to set your teacher professional learning priorities. Click on "File" and then "Download" to download it. Save it to your drive so you have your own copy to fill in. If you adapted the self assessment surveys, be sure to adapt this template accordingly.
2. Review the various data sources you have collected about teaching and learning in the spring and teacher's professional learning needs, looking for patterns and themes.
3. Fill in columns two through four of the template. This will result in a prioritized list (by level) of what you need to focus teacher professional learning on.
4. Use the final two columns of the template to begin to think about when (in the school year) and how (professional learning format) you will provide the professional learning. This will help you develop the information you need to craft the professional learning scope and sequence.

Setting System-Level School Leader Professional Learning Priorities

1. Open this template which you will use to set school leader professional learning priorities. Click on "File" and then "Download" to download it. Save it to your drive so you have your own copy to fill in. If you adapted the self assessment surveys, be sure to adapt this template accordingly.
2. Follow steps 2-3 in Setting System-Level Teacher Professional Learning Priorities above. The only difference is that the focus is on school leaders.

2. Setting School-Level Teacher Professional Learning Priorities

If a school system has the capacity to organize the teacher self assessment survey data by school, teacher professional learning needs assessment data for each school should be generated. This will provide principals and school leadership teams with valuable information that will support principals to ensure their school-level professional learning plans respond to the specific needs of their teachers. If a school system is able to provide these data, here are the directions for principals (and school leadership teams) to follow to identify school-level

teacher professional learning priorities.

1. Open this template to share with principals so they can use it to set the professional learning priorities for their teachers. Click on “File” and then “Download” to download it. If you adapted the self assessment surveys, be sure to adapt this template accordingly before sharing it with principals.
2. Principals (and school leadership team members) review the various data sources they have collected about teaching and learning in the spring and teacher’s professional learning needs, looking for patterns and themes.
3. They fill in column two of the template. This will result in a prioritized list of what they need to focus teacher professional learning on.
4. They use columns three and four of the template to begin to think about when (in the school year) and how (professional learning format) the school will provide the professional learning. This will help principals/school leadership teams develop the information they need to craft the school’s yearlong professional learning scope and sequence.

3. Setting System-Level Professional Learning Scope and Sequence

To orient you to a professional learning scope and sequence there are two examples. The first is a system-level scope and sequence for teachers. The second is a system-level scope and sequence for school leaders. Each scope and sequence lists all of the professional learning priorities from the self assessment in the first column and the various professional learning structures in the remaining columns. It then outlines when in the calendar of the year each topic will be addressed in professional learning and in which professional learning structure it will be addressed. The most critical topics are addressed throughout the school year and across multiple professional learning structures to deepen learning and application in practice. Things to consider when developing a scope and sequence include: the level of focus on each professional learning topic; the sequencing of the topics; matching the topics to the right professional learning structures; when topics are intentionally introduced at the same time so that they can be woven together; and how that integration is supported over time.

Your scope and sequence will look different than the examples because you will edit the first column to include just the topics you prioritized.

Creating System-Level **Teacher** Professional Learning Scope and Sequence

1. Open this template. Click on “File” and then “Download” to download the Teacher Professional Learning Scope and Sequence template. Save it to your drive so you have your own copy to fill in.
2. Adapt column A as needed to reflect the professional learning priorities you identified in your system-level teacher professional learning priority setting. Also, adapt the headers on the subsequent columns to reflect all of the professional learning systems and structures available in your system.
3. Use the work you did in the last two columns of the system teacher professional learning priority setting template to begin to map out when and through which professional learning structures you will address each topic.
4. Begin to outline the focus of the professional learning for each topic and structure you have identified.
5. Use the green and yellow highlighting to indicate the level of emphasis for each topic, timeframe, and structure. Check to make sure you’re not trying to do too much (e.g., everything is green or everything is scheduled for summer). Doing too much is likely to overwhelm teachers and make it hard for them to learn and apply their learning in their practice.
6. This is an iterative process. You will likely go through a process of refining your thinking as you move through the process, revisiting your earlier work.
7. Once you have completed the scope and sequence, you have what you need to lay out your professional learning schedule for the year, orient professional learning providers (and staff) to their roles in implementing the plan (and supporting them as they prepare to do it), and communicate the plan to teachers and

principals.

Creating System-Level **School Leader** professional learning Scope and Sequence

1. Open this template. Click on “File” and then “Download” to download the School Leader professional learning Scope and Sequence template. Save it to your drive so you have your own copy to fill in.
2. Follow steps 2-7 listed above in the *Creating System-Level Teacher Professional Learning Scope and Sequence* section. The only difference is that the focus is on school leaders.

Creating **School-Based Teacher** Professional Learning Scope and Sequence

1. Open this template (note that this is the same template used for system teacher professional learning scope and sequence. Click on “File” and then “Download” to download the Teacher Professional Learning Scope and Sequence template. Save it to your drive.
2. Decide how you will share this document with all of your principals so that they can each have their own version of the file to label and complete.

Directions for Principals/School Leadership Teams

1. Adapt column A as needed to reflect the professional learning priorities you identified in your school teacher professional learning priority setting. Also, adapt the headers on the subsequent columns to reflect all of the professional learning systems and structures available in your school.
2. Use the work you did in the last two columns of the school teacher professional learning priority setting template to begin to map out when and through which professional learning structures you will address each topic.
3. Begin to outline the focus of the professional learning for each topic and structure you have identified.
4. Use the green and yellow highlighting to indicate the level of emphasis for each topic, timeframe, and structure. Check to make sure you’re not trying to do too much (e.g., everything is green or everything is scheduled for summer). Doing too much is likely to overwhelm teachers and make it hard for them to learn and apply their learning in their practice.
5. This is an iterative process. You will likely go through a process of refining your thinking as you move through the process, revisiting your earlier work.
6. Once you have completed the scope and sequence, you have what you need to lay out your professional learning schedule for the year, orient professional learning providers (and staff) to their roles in implementing the plan (and supporting them as they prepare to do it), and communicate the plan to your teachers.

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Appendix M: Professional Learning - Collaborative Planning Time Reporting Template

To make the most of collaborative planning time, it is important to have a focus for each meeting and a way to document the work of each meeting, next steps, and any support the team needs from school leaders or other school staff. Here is a simple template school leaders can download and either use as is or adapt to support common planning time. School leaders can share this template (or make it into a Google form) with the teacher leads for each collaborative planning team with the expectation they will submit the form to the principal (can be done by uploading to a Google folder) and to team colleagues within 24 hours of each meeting. This will provide a record of meetings the teachers (and the principal) can refer back to and a way for school leaders to track and respond to teams' questions or requests for support.

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Appendix N: Comprehensive Resources List

Priority Instructional Content

2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics, from Student Achievement Partners

School Practices to Address Student Learning Loss, from Annenberg Institute for School Reform at Brown University and Results for America

Disciplinary Core Ideas, Crosscutting Concepts Science and Engineering Practices, from NextGenScience

Curriculum and Instruction

Curriculum Publisher Information to Support Learning during COVID, from Collaborative for Student Success.

Recommended Support for 2020-2021 Math Instruction, from Navigator

Important Prerequisite Math Standards to Support 2020-21 Planning, from ANet

Sample Pacing Guide for Tier 1 Instruction, from Instruction Partners

Strong Start Instructional Materials Guidance, from Louisiana Department of Education

Teaching About Race, Racism, and Police Violence, from Teaching Tolerance

15 Classroom Resources for Discussing Racism, Policing, and Protest, from EdWeek

Supporting Students Through Coronavirus, from Teaching Tolerance

How Teachers Are Integrating COVID-19 Crisis Into Their Lessons, from neaToday

COVID-19, Coronavirus, and Pandemics – Math Resources: Teaching and Using Mathematics to Understand our World, from NCTM

The Coronavirus in Light of Other Pandemics in History: Also Lesson Plans and Resources for Further Research, from Democracy & Me

Talking Points

FASTalk

Fair Grading Practices, from Stand For Children

Instruction Partners' Guidance for Accelerating Student Learning, from Instruction Partners

EdReports

Addressing Unfinished Learning in the 2020–21 School Year, from Council of the Great City Schools

Progressions Documents for the Common Core State Standards for Mathematics, from Student Achievement Partners

EQuIP PRP-Reviewed High-quality Science Examples, from NextGenScience

NGSS Design Badged Units, from NextGenScience

NGSS Bundles, from NextGenScience

EdReports Middle School Science Reviews

NGSS Lesson Screener, from NextGenScience

EQuIP Rubric for Science, from NextGenScience

NextGen TIME, from BSCS Science Learning, WestEd, and Achieve

Learning In Places, from Seattle Public Schools, tilth Alliance, University of Washington, Northwestern University, and National Science Foundation

Getting Started with Universal Design for Learning, from Understood

Distance Learning: 6 UDL Best Practices for Online Learning, from Understood

Academic Supports for Students with Disabilities, from Annenberg Institute for School Reform at Brown University and Results for America

Accommodating Student Individualized Education Program (IEP) & 504 Plans in K-12 Education, from Quality Matters

Supporting Teachers with Accommodations & Modifications in Distance Learning Environments, from Marshall Street Initiatives, a division of Summit Public Schools

Accessibility Tip Sheet, from Dr. Yue-Ting Siu

Guidelines for Distance Learning for Students with Significant Support Needs, from Amy Hanreddy

Resources to Support Distance Learning for Students with Significant Support Needs, from Amy Hanreddy

Designing for accessibility with POUR, from The National Center on Accessible Educational Materials

Creating accessible documents and slide decks, from The National Center on Accessible Educational Materials

Features for customizing students' reading experience, from The National Center on Accessible Educational Materials

Getting started with EPUB, from The National Center on Accessible Educational Materials

Making math notation more accessible, from The National Center on Accessible Educational Materials

Representing math in an accessible manner, from The National Center on Accessible Educational Materials

Creating high-quality, engaging video, from The National Center on Accessible Educational Materials

Creating accessible video, from The National Center on Accessible Educational Materials

Teaching with accessible video, from The National Center on Accessible Educational Materials

Signing Math & Science

The Sign Language Channel

Bookshare

Described and Captioned Media Program

Texas Autism Circuit

Continuous Education for Students with Significant Cognitive Disabilities: Supporting Guidance for Special Educators, from The Louisiana Department of Education

Supports for Students with Significant Cognitive Disabilities, from Arkansas Division of Elementary and Secondary Education

Key Principles for ELL Instruction, from Understanding Language

Curriculum Guidelines & Specifications for ELs, from English Learners Success Forum

Analyzing Content and Language Demands for Math, from English Learners Success Forum

Analyzing Content and Language Demands for ELA, from English Learners Success Forum

Re-envisioning English Language Arts and English Language Development for English Language Learners, from Council of the Great City Schools

A Framework for Re-envisioning Mathematics Instruction for English Language Learners, from Council of the Great City Schools

Language, Literacy, and Learning in the Content Areas, from the Understanding Language Conference

Classroom Talk: Supporting ELs Oral Language, from Aída Walqui and Margaret Heritage

The Big History Project

Four Dimensions of Instructional Materials That Put Students First, from ANet

Distance and Online Learning

Lesson Planning Guide for Distance and Hybrid Learning, from Teaching Lab

Distance and Online Learning Example: Teaching Lab's Distance Learning Plan Based on EL Education's 2nd Edition K-5 Language Arts Curriculum, from Teaching Lab

Recommendations for District Policies for At-Home Teaching and Learning, from Opportunity Culture: An Initiative of Public Impact

Attendance Playbook: Smart Strategies for Reducing Chronic Absenteeism in the COVID Era, from FutureEd and Attendance Works

How Can Educators Tap Into Research to Increase Engagement During Remote Learning?, from EdSurge

Instruction Partners' Math Guidelines for Distance Learning Models, from Instruction Partners

Less is More in Math Distance Learning, from EdWeek

Moving Forward: Mathematics Learning in the Era of COVID-19, from National Council of Teachers of Mathematics and National Council of Supervisors of Mathematics

Instruction Partners' ELA Guidelines for Distance Learning Models, from Instruction Partners

Supporting Students with Disabilities in K-12 Online and Blended Learning, from Michigan Virtual Learning Research Institute

Distance Learning for ELLs: Planning Instruction, from Colorín Colorado

6 Key Considerations for Supporting English Learners with Distance Learning, from Sobrato Early Academic Language

Guidance to Plan and Provide Remote Learning for English Learners, from Massachusetts Department of Education

EdReports Instructional Materials Technology Information Template

Instructional Strategies for Virtual Learning: A Companion Tool to the NIET Teaching Standards Rubric, from The National Institute for Excellence in Teaching

Supporting Student Collaboration in a Virtual Setting: General Education and Small Group Services, Marshall Street Initiative, a division of Summit Public Schools

Taking School Online with a Student-Centered Approach, from Facing History and Ourselves

Accountability and Feedback Online: One Big Question is 'When?, from Doug Lemov's Field Notes

"I See You. I Care. How Can I Help You Grow?", from Charter School Growth Fund

Keeping the teacher-student feedback loop intact during distance learning, from Partnership Schools

Best Practices: Online Pedagogy, from Harvard University

Distance Learning Going Forward, from Annenberg Institute for School Reform at Brown University and Results for America (Expected July 2020)

Continuing Science at Home with Science Notebooking, from Council of State Science Supervisors and NSELA

Supporting Equitable Home-based Teaching and Learning During COVID-19 School Closures, from Council of State Science Supervisors

5 Ideas to Engage K-2 Students in Math Remotely, from Student Achievement Partners

3 Recommendations for Supporting Early Elementary Students Remotely, from Student Achievement Partners

Remote Learning Resource: Discourse, from OpenSciEd, inquiry Hub, and NextGen Science Storylines

Remote Learning Resource: Leading an Anchoring Phenomenon, from OpenSciEd, inquiry Hub, and NextGen Science Storylines

Assessment

Assessing Basic Fact Fluency, from National Council of Teachers of Mathematics

Guidance for Accelerating Student Learning, from Instruction Partners

Restart & Recovery: Assessment Considerations for Fall 2020 from Council of Chief State School Officers.

3 Principles for Assessments During Instructional Recovery and Beyond, from ANet

Returning to School During and After Crisis: A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework during the 2020-2021 School Year, from The Center on Positive Behavioral Interventions & Supports

Formative Assessment for ELs in Remote Learning Environments, from Understanding Language

Use of Formative Assessment Data for ELs, from the National Center for Research on Evaluation, Standards, & Student Testing

Learning as We Go: Principles for Effective Assessment During the COVID-19 Pandemic

Programming and Special Education Services

Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak, from The US Department of Education

IDEA Best Practices During the COVID-19 Crisis, from Council of the Great City Schools

Virtual IEP Meeting Guidance, from Marshall Street Initiatives, a division of Summit Public Schools

Sample Virtual IEP Meeting Agenda, from The Center for Parent Information & Resources

Supporting Inclusionary Practices During School Facility Closure, from The Washington Office of Superintendent of Public Instruction released

Continuous Education for Students with Disabilities: Direct Services, from The Louisiana Department of Education

FAQs on Special Education & COVID-19, from The Colorado Department of Education

Guide to Delivering High-Quality IEP Services During School Closures, from The Diverse Learners Co-Op

Occupational and Physical Therapy Home Program Activities, from The Inspired Treehouse

Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary, and Secondary Schools While Serving Children with Disabilities, from The US Department of Education

State Contacts, from The US Department of Education

Programming and ELD Services

Assessing Language Proficiency during Extended School Closures, from Council of the Great City Schools

English Learner Toolkit, from The National Center for English Language Acquisition

Fact Sheet: Providing Services to English Learners During the COVID-19 Outbreak, from The US Department of Education

Professional Learning

Accessing Teacher and School Leader Surveys for Self-Assessment on Critical Skills, from Council of Chief State School Officers

Identifying System Professional Learning Priorities, from Council of Chief State School Officers

Identifying School Professional Learning Priorities for Teachers, from Council of Chief State School Officers

Sample Professional Learning Scope and Sequence, from Council of Chief State School Officers

Professional Learning Scope and Sequence Template, from Council of Chief State School Officers

Professional Learning Partner Guide from Rivet Education (available by the end of August)

Professional Development Essentials for Educators of Multilingual Learners, from Understanding Language

Forward Together: A School Leader's Guide to Creating Inclusive Schools, from National Center for Learning Disabilities and Understood

High-Leverage Practices in Special Education: A Professional Development Guide for School Leaders, from The Council for Exceptional Children and CEEDAR Center

Toolkit: Connected Professional Learning for Teachers, from Education Resource Strategies

Collaborative Teaching Virtual Instruction Tips, from Florida Inclusion Network

Common Planning Time Note Catcher, from Council of Chief State School Officers

Tactical Ideas for Virtually Coaching Your Newly Virtual Teachers, from Edthena

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Appendix O: Comprehensive Research List by Topic

Unfinished Learning and Learning Loss

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