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*This guidance document is advisory in nature but binding on an agency until amended by such agency. A guidance document does not include internal procedural documents that only affect the internal operations of the agency and does not impose additional requirements or penalties on regulated parties or include confidential information or rules and regulations made in accordance with the Administrative Procedure Act. If you believe that this guidance document imposes additional requirements or penalties on regulated parties, you may request a review of the document. For comments regarding these documents contact* [*nde.guidance@nebraska.gov*](mailto:nde.guidance@nebraska.gov)*.*

*NOTE: This document utilizes a resource created by the Council of Chief State School Officers (CCSSO) based on guidance from state education agencies and national and local organizations.*

# Teaching and Learning in 2020-2021: Assessment

# Purpose:

The extended closure of school buildings shined a spotlight on the persistent inequities students—particularly those most vulnerable—experience each day. Recent racial injustices and unrest have made the experiences of students and communities of color even more salient. While this moment brings challenges, it also offers the potential to rebuild education systems and schools that actively redress racial and other inequities. Returning to business as usual is not an option.

# Goals:

School district/school system leaders are faced with a host of daunting new questions to answer and decisions to be made before schools can reopen. The goal of this guidance is, therefore, to be clear and straightforward. Returning to school will be a time to focus on:

* Supporting the wellbeing, including the mental health, of students and staff and encouraging meaningful connections;
* Keeping learning coherent, focusing on the highest priorities for each grade level and content area, and moving forward—whether learning is occurring in person, remotely, or is a hybrid of the two;
* Meeting the needs of each student, including those most vulnerable, and addressing unfinished learning across remote and in-person contexts;
* Aligning teaching roles, responsibilities, and structures to the new reality of teaching and learning; and
* Designing schedules that accommodate this new reality, including new protocols consistent with public health guidance, and that prioritize vulnerable student populations, including structures for continuing learning and ensuring equity in remote environments.

This guidance, which is considered a starting point, is to provide:

* Clear questions to guide local decision-making;
* Actionable plans informed by leading practitioners and experts;
* Curated and vetted tools and resources; and
* Easily customizable, adaptable documents.

# External Realities:

Several assumptions about the next school year drive this work and are important to understand. Together, they paint a picture of a fluid situation that will remain manageable only with clear-sighted planning.

* **The COVID-19 pandemic and remote learning has had a disproportionate impact on students and communities of color.** Responses to COVID-19 have exacerbated inequities that were already present in the system and created additional challenges for families. Schools will have to explicitly prioritize equity for all learners—particularly those most vulnerable, including students from low-income families, students of color, students with disabilities, homeless youth, and students learning English—to help mitigate the impact of school closures on students who were already struggling to learn.
* **Schools will have to plan for constant change throughout the next school year.** The reopening of the economy is unlikely to follow a trajectory of slow and steady progress. Rather, recovery is more likely to look like a wave, where communities take two steps forward then hold for several weeks, before taking another three steps forward, then holding again. When virus transmission rates rise, communities may go back into lockdown for several weeks, restarting the process. In compliance with the guidance issued for their communities, school districts/school systems must be prepared to shift between in-person and remote learning throughout the school year.
* **New health and safety protocols will impact many aspects of school operations, including teaching and learning.** Health and safety rules are likely to change frequently and to differ among communities. Schools will have to monitor and follow guidance from national, state, and county health officials in a variety of new domains—physical distancing, masks, temperature screenings, and disinfecting—that could impact decisions related to teaching and learning. In particular, physical distancing requirements may lead to class size constraints that cause students to attend school in staggered groups, in shifts, or in small static groupings.
* **To address new health and safety requirements, school schedules may continue to put strain on working families and childcare systems.** Schools are critical organizations in any community, providing not only educational and social interactions, but also performing childcare functions that enable working parents to return to their jobs. If, to promote physical distancing, schools are forced to put students on staggered schedules or educate in shifts, parents and communities may struggle with childcare. Deeper partnerships with community and faith-based organizations may be needed to ensure every student is supported when learning outside of school facilities.
* **At-risk staff and students may need to work and study from home indefinitely.** All of this will be further influenced by the presence of many medically at-risk individuals within school communities who may not feel comfortable coming into school buildings. Older staff and those with underlying health conditions that put them at high risk for infection may choose to work from home. Children with underlying health conditions or who live with family members who are at high risk may also be kept at home. These staff members can still work, and these children can still learn.
* **Reaching relevant, flexible solutions will require educators to be designers.** In order to maximize safety and ensure high-quality learning experiences, especially for the most vulnerable students, it will be essential to expand professional identities to include the design and iteration of new approaches.
* **Budget challenges are likely to severely constrain decision-making next year and beyond.** Finally, all of this change is occurring against a backdrop of epic economic uncertainty. There will be significant variation in the budget cuts experienced by different states and school systems, and numerous questions remain about the gaps federal stimulus funding might address. This guidance aims to support educators in making decisions, within whatever constraints exist, that best connect the dots among social-emotional learning, instruction, and operations.

Health and safety are, of course, the top priority for schools reopening this fall. We, therefore, assume that protocols are in place to address these critical needs, and this teaching and learning guidance picks up from there. The following foundational values, then, undergird this guidance:

* **Equity** - We must ensure our students, especially those who have been historically underserved, maintain access to high quality teaching and learning.
* **Quality** - While flexibility and innovation must be pursued, we must not back down from our standards for quality.
* **Flexibility** - We must pursue flexibilities in regulations and innovations to ensure students have access to high quality teaching.
* **Safety** - Learning cannot occur if the school community does not feel safe in their environment.
* **Decisive** - Given the size and scope of the challenge, we must move deliberately and make tough choices. We will make mistakes, and we will adapt quickly as variables on the ground change.

## **Key Question: How prepared and how well is each student learning content?**

This year, with some students, particularly the most vulnerable, may enter school further behind than previous years. Assessments can help educators support students on their path to grade-level learning. This guidance to help school systems build meaningful instructional assessment plans is 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 instructional materials, 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.

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 essential 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.

**How this Document Works**

This guidance lists key actions and detailed steps school districts/school systems should consider as they build instructional plans for the 2020-2021 school year. Before instructional planning begins, reentry teams need to know:

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

If the information above is not known, visit [Launch Nebraska](https://www.launchne.com/) – Leadership and Planning, specifically [Operations](https://www.launchne.com/leadership-and-planning/operations/district/), to help develop and/or gather this information. The focus areas, key actions, and detailed steps which are detailed in this document, are organized across implementation phases for in-person, remote, and hybrid learning environments:

1. Planning Phase (i.e. Summer of 2020),
2. Launching Phase (i.e. two-four weeks before the beginning of school), and
3. Sustaining Phase (the remainder of the 2020-2021 school year).

Focus Area and Key Actions for Assessment include:

**Focus Area 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 NSCAS Interim and NSCAS Summative assessment (if required)
  + 2.E: Run improvement cycles
  + 2.F: Communicate

Separate guidance documents for instruction and professional learning are posted on Launch Nebraska.

### 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.

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| **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 system wide), and determine a calendar for semester one. This should include K-3 reading [assessments required](https://www.education.ne.gov/nebraskareads/approved-assessments/) by the Nebraska Reading Improvement Act. Specifically include:   * Dates for integrated wellbeing and trauma assessments (prioritize these assessments first in your calendar) * Dates of all system wide 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  A [virtual professional learning series](https://www.launchne.com/professional-learning-and-resources/) has been developed through [Launch Nebraska](https://www.launchne.com/) to provide instructional leaders with knowledge and skills related to leveraging assessment for individualized instruction ([Session 8](https://www.youtube.com/watch?v=qYLZfCEcNsU&feature=youtu.be)).  [Learning as We Go: Principles for Effective Assessment During the COVID-19 Pandemic](https://drive.google.com/file/d/1nsc2T5DonbYVp6Rj7vvQS3l8iEExGzqb/view?usp=sharing)  [Restart & Recovery: Assessment Considerations for Fall 2020](https://ccsso.org/sites/default/files/2020-07/Assessment%20Considerations%20for%20Fall%202020.pdf)  This [Blue Print for Testing report](https://drive.google.com/file/d/14L3H0tIPoG4B_e3Bhd997zcefrZr0OYt/view?usp=sharing) and [timeline](https://drive.google.com/file/d/1up4Y3A_x7QKlc9vCm5DV_q6f-YNSyXKf/view?usp=sharing) from FutureEd details considerations for back to school assessment planning.  ANet’s [3 Principles for Assessments](https://drive.google.com/file/d/1XFzOMsmJncUkAqoavwbQk2J9vBcAxhdB/view?usp=sharing)  [During Instructional Recovery and Beyond](https://drive.google.com/file/d/1XFzOMsmJncUkAqoavwbQk2J9vBcAxhdB/view?usp=sharing) 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. | |  |

#### 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.

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| **Step** | **In-Person** | **Remote** | **Hybrid** | **Resources** |
| 2.B.p.1 | Confirm system wide 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.  EL students who scored Proficient on the 2020 Summative ELPA21 may be re-designated as English Proficient but should be closely monitored. This will ensure that language proficiency was not lost during school building closures.  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 system wide 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](https://drive.google.com/file/d/1kjibaSz1FxoHG1iHgKwxp2zj8XvXZ5J5/view?usp=sharing) 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 system wide 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 support (MTSS) process, including Individualized Education Program (IEP) updates or creation where appropriate * Monitoring for over identification in this time, noting learning loss is not an appropriate rationale for referral   See the above planning considerations for each learning scenario. | | | [Nebraska’s Multi-Tiered Systems of Support (NeMTSS) Framework](http://nemtss.unl.edu/wp-content/uploads/2018/08/NeMTSS-Framework.pdf) highlights a system’s approach to providing evidence-based interventions and supports.  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](https://drive.google.com/file/d/1Y51v9HGmpCvtOgY3gz3W5nXG1rGEuRar/view?usp=sharing), 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. | | |  |

#### 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 the [Nebraska Essential Instructional Content for 2020-2021: ELA/Literacy and Mathematics](https://www.education.ne.gov/teaching-learning-assessment/statewide-assessment/essential-content-for-20-21/). Prepare educators to use the information to help all students access unit one of grade-level instruction.

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| **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, K-2 Reading Foundations, K-12 Reading Comprehension, Science, Students with Disabilities, English Learners)  Appendix C: Curriculum and Instruction Detailed Overview  [Appendix E](https://docs.google.com/document/d/1FxPr0l3P1LsKqy0wr231c_zTYJSuMSYO27rmAXYExEU/edit?ts=5ef7525c#bookmark=id.2k5hbr6rbma0): Content-Specific Learning Routines for In-person and Remote Learning  [Assessment Considerations for Fall 2020](https://ccsso.org/sites/default/files/2020-07/Assessment%20Considerations%20for%20Fall%202020.pdf).  [Formative Assessment for English Learners (ELs) in Remote Learning Environments](https://ell.stanford.edu/content/FA-process-remote-learning-webinars) |
| 2.C.p.2 | Identify the specific assessments to meet these needs for each grade band and subject area. Where possible, leverage instructional materials embedded/aligned assessments. This will aid in teacher use.  Create approximate assessment dates for teachers so students remain on the same learning trajectory, where appropriate. | | |
| **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 assessments, which will need particular care for remote administration | 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 [Curriculum Publisher Information to Support Learning during COVID](https://forstudentsuccess.org/our-campaigns/reopening-schools/) 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 over identification 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. | | |  |

#### 2.D.p: Plan NSCAS Interim and NSCAS Summative(if required):

The Nebraska Department of Education is not requiring NSCAS Interim (i.e. MAP Growth) or NSCAS Summative as part of back-to-school assessments for 2020-2021. Individual school districts/school systems will determine what grades, what content areas, and how often (up to three times per school year) to administer NSCAS Interim (i.e. Map Growth). School districts/school systems can use the optional NSCAS Interim assessment for all students to make policy and resource allocation decisions, and monitor equity.

School districts/school systems with strong processes that effectively utilize NSCAS Interim results to inform instructional and school improvement decisions are encouraged to continue to utilize NSCAS Interim. School districts/school systems that do not utilize NSCAS Interim should consider changing processes or focus on other assessments to drive instructional decisions. The annual NSCAS Interim assessment plan should be reviewed to determine if all areas are essential. Additionally, school districts/school systems may want to consider the timing of the fall administration as health conditions and priorities (SEL considerations) may necessitate altered schedules for the 2020-2021 school year. Plan for content-appropriate data distribution and use. Each elementary and middle school must report results of one administration of a nationally norm referenced test at a single grade level. The NSCAS Interim (MAP Growth) meets this requirement.

The NDE will communicate the requirements for NSCAS Summative for 2021 as the requirements become known.

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| **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, or if processes to use NSCAS Interim data are well-established and effective, identify the NSCAS Interim (MAP Growth) back-to-school assessments to be administered by content area and grade level.  NOTE: It is possible a system will not use NSCAS Interim back-to-school assessments. That is okay. The assessments described in Key Action 2.C.p are the most critical for supporting instructional decision-making. | | | A [virtual professional learning series](https://www.launchne.com/professional-learning-and-resources/) has been developed through [Launch Nebraska](https://www.launchne.com/) to provide instructional leaders with knowledge and skills related to leveraging assessment for individualized instruction ([Session 8](https://www.youtube.com/watch?v=qYLZfCEcNsU&feature=youtu.be)).  [Restart & Recovery: Assessment Considerations for Fall 2020](https://ccsso.org/sites/default/files/2020-07/Assessment%20Considerations%20for%20Fall%202020.pdf) |
| **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 traditional ways that have been well established by standardized processes that demonstrated effectiveness. Avoid implementing new processes and uses for the results. Results may be useful for initial identification of students in need of additional screening. * Public and families: These data may be published to transparently share equity access and concerns across a system with families and the public. | | | A [virtual professional learning series](https://www.launchne.com/professional-learning-and-resources/) has been developed through [Launch Nebraska](https://www.launchne.com/) to provide instructional leaders with knowledge and skills related to leveraging assessment for individualized instruction ([Session 8](https://www.youtube.com/watch?v=qYLZfCEcNsU&feature=youtu.be)).  [Turning a New Page: Guiding Instruction and Using MAP Growth amid COVID-19 School Closures](https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.nwea.org%2Fresource-library%2Fi%2F1258868-guiding-instruction-and-using-map-growth-amid-covid-19-school-closures%2F0%3F&data=02%7C01%7Cjeremy.heneger%40nebraska.gov%7Cc66cd0cafbce4db642eb08d829d2707c%7C043207dfe6894bf6902001038f11f0b1%7C0%7C0%7C637305332011048746&sdata=HtqU%2FTBpfexCnHdc%2FobqVNEpauflil3FtVAZrGLcav0%3D&reserved=0)  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 system wide assessments. | For students who are remote, create a plan to administer system wide assessments, including:   * Identifying the technology needs * Identifying necessary accommodations in the IEPs of students with disabilities * Training teachers on remote administration * Establishing a virtual schedule * Family communication on assessment timing * System wide 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 | A [virtual professional learning series](https://www.launchne.com/professional-learning-and-resources/) has been developed through [Launch Nebraska](https://www.launchne.com/) to provide instructional leaders with knowledge and skills related to leveraging assessment for individualized instruction ([Session 8](https://www.youtube.com/watch?v=qYLZfCEcNsU&feature=youtu.be)).  [NWEA Remote Testing and School Closure Support](https://community.nwea.org/community/nwea-community-home/covid-19-school-closure-support)  [Kick-start fall planning: 4 principles for instructional leaders](https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.nwea.org%2Fresource-library%2Fwelcome%2Fkick-start-fall-planning-4-principles-for-instructional-leaders&data=02%7C01%7Cjeremy.heneger%40nebraska.gov%7Cc66cd0cafbce4db642eb08d829d2707c%7C043207dfe6894bf6902001038f11f0b1%7C0%7C0%7C637305332011048746&sdata=kO8sUnJQC0fPI0fYJA%2FghCkjFrq9GnASDbmDle7tdvI%3D&reserved=0) |
| **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 NSCAS Interim assessments. Use the steps above to plan, learning from what worked and did not. | | |  |

#### 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.

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| **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. | | |  |

#### 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.

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| **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 system wide 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 over interpretations (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](https://talkingpts.org/) 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 |

### 2: Assessment.

### Key Actions and Detailed Steps (Launching Phase)

#### 2.A.l: implement and adjust an instructional assessment plan:

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

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| **Step** | **In-Person** | **Remote** | **Hybrid** | **Resources** |
| 2.A.l.1 | Identify all major assessments (see steps below) across the system by grade and subject (instructional and system wide), 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 | | | A [virtual professional learning series](https://www.launchne.com/professional-learning-and-resources/) has been developed through [Launch Nebraska](https://www.launchne.com/) to provide instructional leaders with knowledge and skills related to leveraging assessment for individualized instruction ([Session 8](https://www.youtube.com/watch?v=qYLZfCEcNsU&feature=youtu.be)).  [Restart & Recovery: Assessment Considerations for Fall 2020](https://ccsso.org/sites/default/files/2020-07/Assessment%20Considerations%20for%20Fall%202020.pdf) |
| 2.A.l.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 exams * 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. | |  |

#### 2.B.l: Administer and use screeners:

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

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| **Step** | **In-Person** | **Remote** | **Hybrid** | **Resources** |
| 2.B.l.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](#xcxrlzyev8go) Learners: Assessments) |
| 2.B.l.2 | Administer system wide 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](https://drive.google.com/file/d/1Y51v9HGmpCvtOgY3gz3W5nXG1rGEuRar/view?usp=sharing), 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.l.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.l.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. | | |  |

#### 2.C.l: 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.

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| **Step** | **In-Person** | **Remote** | **Hybrid** | **Resources** |
| 2.C.l.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](https://forstudentsuccess.org/our-campaigns/reopening-schools/) 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.l.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.  If needed, work with your publishers to adjust lesson scope and sequence appropriately to help all students access grade-level learning.  Watch for an over-identification 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. | | | Understanding Language created [Formative Assessment for ELs in Remote Learning Environments](https://ell.stanford.edu/content/FA-process-remote-learning-webinars), two one-hour virtual sessions focused on strengthening Formative Assessment practices in remote and non-remote (classroom learning environments applicable across grades and content). |

#### 2.D.l: Administer and Use NSCAS Interim assessments, if required:

If your school system decides to utilize NSCAS Interim (MAP Growth) 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 designed to inform instruction; it has no stakes or accountability implications, etc.).

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| **Step** | **In-Person** | **Remote** | **Hybrid** | **Resources** |
| 2.D.l.1 | Plan for administration of system wide 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 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 as appropriate. | 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. | [The NDE Launch Nebraska: Summer Learning and Beyond Webinar Series Session 8: Leveraging Assessments for Individualized Instruction](https://www.launchne.com/professional-learning-and-resources/) |
| 2.D.l.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.l.3 | Determine ongoing need for and aligned schedules for mid-year, system wide assessments.. Use the steps above to plan, learning from what worked and did not at back-to-school. | | |  |

#### 2.E.l: 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.

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| **Step** | **In-Person** | **Remote** | **Hybrid** | **Resources** |
| 2.E.l.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. | | |  |

#### 2.F.l: 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.

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| **Step** | **In-Person** | **Remote** | **Hybrid** | **Resources** |
| 2.F.l.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 system wide 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.l.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 over-identification. * 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. | | |  |

### 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 over-identification and over-remediation.

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

#### 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.

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

#### 2.D.s: Use NSCAS Interim assessments, if required:

If your school system decides to use NSCAS Interim 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 designed to inform instruction; it has no stakes or accountability implications, etc.).

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| **Step** | **In-Person** | **Remote** | **Hybrid** | **Resources** |
| 2.D.s.1 | Continue the steps detailed in 2.D.l whenever system wide assessments are administered. | | | |

#### 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.

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| **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. | | | |

#### 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.

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| **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 system wide 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. | | |  |

Appendix A: Essential Instructional Content

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 may start the school year more behind than typical and that disruptions may be likely during the next school year, focusing on the most essential content will be critical.

Achieving this goal requires each teacher to understand 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.

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](https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Brief_1.pdf)” 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.

This year, school districts/school 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.

Essential Content for Literacy and Mathematics

Student Achievement Partners, as outlined in [Nebraska Essential Instructional Content for 2020-2021: ELA/Literacy and Mathematics](https://www.education.ne.gov/teaching-learning-assessment/statewide-assessment/essential-content-for-20-21/), 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. The guidance is described as follows:

*Based on research and the progression of the disciplines, the 2020–21 Essential 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.*

The [Nebraska Essential Instructional Content for 2020-2021: ELA/Literacy and Mathematics](https://www.education.ne.gov/teaching-learning-assessment/statewide-assessment/essential-content-for-20-21/), answers the question of what’s essential knowledge for each grade in ELA and math. Using the essential content, school districts/school systems—where possible, in partnership with instructional materials providers—can plan the scope and sequence of learning and adjust units of instruction for each content area at each grade level.

Essential Content for Science

In science, essential 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. Nebraska’s College and Career Ready Standards for Science 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.

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.

Essential Content for Other Content Areas

While this guidance in this document is focused on math, English, and science, every effort should be made to include all content areas 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 instructional materials to accelerate learning. See Appendix A for additional information related to essential content for students with disabilities and ELs.

### Essential Content Consideration Headlines

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| **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 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. * Frequently monitor the language development of ELs through formative assessment tools and adjust scaffolds and supports as needed. * All ELs have prior knowledge from their culture, educational history, and home language they bring as assets to engage in grade-level content. Seek ways to incorporate the assets ELs bring into the instructional 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 essential 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. For high-quality instructional materials phonics scope and sequences consider Core Knowledge Language Arts (CKLA) by Amplify, EL Education and Bookworms, both by Open Up Resources. |
| 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. |

## 

## Appendix B: Detailed Content Area Considerations

### Mathematics

For detailed overview and grade-level guidance, review [Nebraska Essential Instructional Content for 2020-2021: ELA/Literacy and Mathematics](https://www.education.ne.gov/teaching-learning-assessment/statewide-assessment/essential-content-for-20-21/).

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| **Area** | **Considerations** | **Resources** |
| Instructional Materials and Instruction | **Update your scope and sequence** and instructional materials to align to the essential standards for each grade level identified in the Essential 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 essential 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](https://drive.google.com/file/d/1kBYr9tCV92tzv93ZL710Gpkdf6O7eq57/view?usp=sharing) 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 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[[1]](#footnote-1)* 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. | 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](https://drive.google.com/file/d/1dWeIQD1n1SHyo-B2nPnEbkbDjI5v4yC7/view?usp=sharing).  [Nebraska Essential Instructional Content for 2020-2021: ELA/Literacy and Mathematics](https://www.education.ne.gov/teaching-learning-assessment/statewide-assessment/essential-content-for-20-21/)  [Instruction Partners’ Guidance for Accelerating Student Learning](https://drive.google.com/file/d/1ctX4khj5zZFLlrqaTpwvHt_mj6B8VDm7/view?usp=sharing)  [Instruction Partners’ Math Guidelines for Distance Learning Models](https://drive.google.com/file/d/1kBYr9tCV92tzv93ZL710Gpkdf6O7eq57/view?usp=sharing)  To support school district/school systems as they plan for academic instruction, the Collaborative for Student Success  is collecting [Curriculum Publisher Information to Support Learning during COVID](https://forstudentsuccess.org/our-campaigns/reopening-schools/) from some of the nation’s publishers of highly rated instructional materials about the adaptations, programs, and resources being developed to meet the COVID-19 context.  [EdReports](https://edreports.org/reports/?s=math) empowers school district/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. Additionally, the [Nebraska Instructional Materials Collaborative](https://nematerialsmatter.org/) offers Nebraska-specific guidance for instructional materials.  Council of the Great City Schools released [Addressing Unfinished Learning in the 2020–21 School Year](https://drive.google.com/file/d/1LBsikaKeYnxbfXnlobZ14rx7GZ2P4Me4/view?usp=sharing) 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 district/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 released [Progressions Documents for the Common Core Math Standards](http://ime.math.arizona.edu/progressions/) 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 instructional materials 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 instructional materials 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](https://drive.google.com/file/d/1oM4M7m2TiEB3HDA_jdBLabxBg8Hm9xoz/view?usp=sharing)) 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 the instructional materials.**   * 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 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. | [Instruction Partners’ Guidance for Accelerating Student Learning](https://drive.google.com/file/d/1ctX4khj5zZFLlrqaTpwvHt_mj6B8VDm7/view?usp=sharing)  [Restart & Recovery: Assessment Considerations for Fall 2020](https://ccsso.org/sites/default/files/2020-07/Assessment%20Considerations%20for%20Fall%202020.pdf) |
| **Area** | **Considerations** | **Resources** |
| Professional Learning | **Ensure teachers know and understand** the idea of essential content and how that content is presented and addressed in their instructional materials.  **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. | A [virtual professional learning series](https://www.launchne.com/professional-learning-and-resources/) has been developed through [Launch Nebraska](https://www.launchne.com/) to provide instructional leaders with knowledge and skills related to unfinished learning, instructional equity, remote instruction and social emotional learning.  [Professional Learning Partner Guide](http://plpartnerguide.org/) from Rivet Education (available by the end of August)  [Instruction Partners’ Guidance for Accelerating Student Learning](https://drive.google.com/file/d/1ctX4khj5zZFLlrqaTpwvHt_mj6B8VDm7/view?usp=sharing)  Student Achievement Partners produced a digital [Coherence Map](https://achievethecore.org/coherence-map/) to help teachers understand within and across grade level coherence. |

### K-2 Reading Foundations

For detailed overview and grade-level guidance, review the [Nebraska Essential Instructional Content for 2020-2021: ELA/Literacy and Mathematics](https://www.education.ne.gov/teaching-learning-assessment/statewide-assessment/essential-content-for-20-21/).

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| **Topic** | **Considerations** | **Resources** |
| Instructional Materials 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** 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.  **Utilize evidence-based strategies for high-quality early literacy instruction.** | [Nebraska Essential Instructional Content for 2020-2021: ELA/Literacy and Mathematics](https://www.education.ne.gov/teaching-learning-assessment/statewide-assessment/essential-content-for-20-21/)  [Nebraska READS](https://www.education.ne.gov/NebraskaREADS/) provides [summaries](https://www.education.ne.gov/nebraskareads/evidence-based-practices/) of evidence-based strategies for early literacy instruction.  [Instruction Partners’ Guidance for Accelerating Student Learning](https://drive.google.com/file/d/1ctX4khj5zZFLlrqaTpwvHt_mj6B8VDm7/view?usp=sharing)  [Instruction Partners’ ELA Guidelines for Distance Learning Models](https://drive.google.com/file/d/1JhEg4Q93aV3pnLkEgbXSTVXFYSzWah4z/view?usp=sharing)  To support school district/school systems as they plan for academic instruction, the Collaborative for Student Success  is collecting [Curriculum Publisher Information to Support Learning during COVID](https://forstudentsuccess.org/our-campaigns/reopening-schools/) from some of the nation’s publishers of highly rated instructional materials about the adaptations, programs, and resources being developed to meet the COVID-19 context.  [EdReports](https://www.edreports.org/compare/results/ela-foundational-skills) empowers school district/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. Additionally, the [Nebraska Instructional Materials Collaborative](https://nematerialsmatter.org/) offers Nebraska-specific guidance for instructional materials.  Council of the Great City Schools released [Addressing Unfinished Learning in the 2020–21 School Year](https://drive.google.com/file/d/1LBsikaKeYnxbfXnlobZ14rx7GZ2P4Me4/view?usp=sharing) 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 district/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. | [Restart & Recovery: Assessment Considerations for Fall 2020](https://ccsso.org/sites/default/files/2020-07/Assessment%20Considerations%20for%20Fall%202020.pdf)  [Instruction Partners’ Guidance for Accelerating Student Learning](https://drive.google.com/file/d/1ctX4khj5zZFLlrqaTpwvHt_mj6B8VDm7/view?usp=sharing)  [Nebraska’s Multi-tiered System of Support (NeMTSS) Framework](http://nemtss.unl.edu/) includes a [Program Comparison Chart](http://nemtss.unl.edu/resources/program-comparison-chart/) to help educators make informed decisions about programs that may work well in their schools. |
| **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 instructional materials 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. | A [virtual professional learning series](https://www.launchne.com/professional-learning-and-resources/) has been developed through [Launch Nebraska](https://www.launchne.com/) to provide instructional leaders with knowledge and skills related to unfinished learning, instructional equity, remote instruction and social emotional learning.  [Professional Learning Partner Guide](http://plpartnerguide.org/) from Rivet Education (available by the end of August)  [Instruction Partners’ Guidance for Accelerating Student Learning](https://drive.google.com/file/d/1ctX4khj5zZFLlrqaTpwvHt_mj6B8VDm7/view?usp=sharing) |

### K-12 Reading Comprehension

For detailed overview and grade-level guidance, review the [Nebraska Essential Instructional Content for 2020-2021: ELA/Literacy and Mathematics](https://www.education.ne.gov/teaching-learning-assessment/statewide-assessment/essential-content-for-20-21/).

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| **Topic** | **Considerations** | **Resources** |
| Instructional Materials 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 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 instructional materials should provide suggestions for this targeted remediation. See lexile level guidance and text feature guidance in the [Nebraska Essential Instructional Content for 2020-2021: ELA/Literacy and Mathematics](https://www.education.ne.gov/teaching-learning-assessment/statewide-assessment/essential-content-for-20-21/).  **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](https://drive.google.com/file/d/1JhEg4Q93aV3pnLkEgbXSTVXFYSzWah4z/view?usp=sharing). | [EdReports](https://www.edreports.org/reports/?s=ela) empowers school district/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. Additionally, the [Nebraska Instructional Materials Collaborative](https://nematerialsmatter.org/) offers Nebraska-specific guidance for instructional materials.  Content area resources have been curated and are available on NDE’s [E-Learning Day Webpage](https://www.education.ne.gov/educational-technology/e-learning-days/) and within the [Nebraska Open Education Resource (OER) Hub](https://www.oercommons.org/hubs/nebraska).  [Instruction Partners’ Guidance for Accelerating Student Learning](https://drive.google.com/file/d/1ctX4khj5zZFLlrqaTpwvHt_mj6B8VDm7/view?usp=sharing)  [Instruction Partners’ ELA Guidelines for Distance Learning Models](https://drive.google.com/file/d/1JhEg4Q93aV3pnLkEgbXSTVXFYSzWah4z/view?usp=sharing)  Council of the Great City Schools released [Addressing Unfinished Learning in the 2020–21 School Year](https://drive.google.com/file/d/1LBsikaKeYnxbfXnlobZ14rx7GZ2P4Me4/view?usp=sharing) 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 district/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 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 instructional materials 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. | [Instruction Partners’ Guidance for Accelerating Student Learning](https://drive.google.com/file/d/1ctX4khj5zZFLlrqaTpwvHt_mj6B8VDm7/view?usp=sharing)  [Restart & Recovery: Assessment Considerations for Fall 2020](https://ccsso.org/sites/default/files/2020-07/Assessment%20Considerations%20for%20Fall%202020.pdf) |
| **Topic** | **Considerations** | **Resources** |
| Professional Learning | **Prepare teachers to effectively use their instructional materials**, 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. | A [virtual professional learning series](https://www.launchne.com/professional-learning-and-resources/) has been developed through [Launch Nebraska](https://www.launchne.com/) to provide instructional leaders with knowledge and skills related to unfinished learning, instructional equity, remote instruction and social emotional learning.  [Professional Learning Partner Guide](http://plpartnerguide.org/) from Rivet Education (available by the end of August)  [Instruction Partners’ Guidance for Accelerating Student Learning](https://drive.google.com/file/d/1ctX4khj5zZFLlrqaTpwvHt_mj6B8VDm7/view?usp=sharing) |

### Science

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| **Topic** | **Considerations** | **Resources** |
| Instructional materials 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 sense making 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 sense making 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. 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. | [EQuIP PRP-Reviewed High-Quality Science Examples](https://www.nextgenscience.org/resources/examples-quality-ngss-design)  [NextGen Science Standards (NGSS) Design Badged Units](https://www.nextgenscience.org/badgeunits)  [NGSS Bundles](https://www.nextgenscience.org/resources/bundling-ngss)  Standards Progressions:  [Disciplinary Core Ideas](https://drive.google.com/file/d/1E1nQOhAbOiAYqOnfzfwHZwzRKZ821ftO/view?usp=sharing), [Crosscutting Concepts](https://drive.google.com/file/d/1be1N-zopXdlBZUbaa08NDfCIsbZr02-t/view?usp=sharing) [Science and Engineering Practices](https://drive.google.com/file/d/1CDGgarSnzQklIaVfd3cV_DmaaGonVE-C/view?usp=sharing)  [EdReports Middle School Science Reviews (MS Science)](https://www.edreports.org/compare/results/science-68)  [NGSS Lesson Screener](https://drive.google.com/file/d/1g5ji-lzwoKG9UwOBXO4o5u4kF4yDUbGx/view?usp=sharing)  [EQuIP Rubric for Science](https://www.nextgenscience.org/resources/equip-rubric-lessons-units-science)  [NextGen TIME](https://nextgentime.org/)  [Nebraska OER Science](https://www.oercommons.org/curated-collections/887?__hub_id=55)  [OpenSciEd Middle School Units](https://www.openscied.org/access-the-materials/) |
| 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. | [STEM Teaching Tools](http://stemteachingtools.org/news/2016/short-course-how-to-develop-3d-formative-assessments-for-the-science-classroom) has a short course on developing embedded formative assessment.  [The SCILLSS Project](https://www.scillsspartners.org/scillss-resources/) provides tools and research to support the development of 3D formative assessment tasks.  Visit the [NGSS Assessment Portal](https://ngss-assessment.portal.concord.org/) to create classes, tasks, and collate assessment data  Find formative assessment probes at this PDF of NSTA’s [Uncovering Student Ideas in Life Science](http://projecttides.pbworks.com/w/file/fetch/44122720/25%20New%20Formative%20Assessment%20Probes.pdf) |
| 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. | A [virtual professional learning series](https://www.launchne.com/professional-learning-and-resources/) has been developed through [Launch Nebraska](https://www.launchne.com/) to provide instructional leaders with knowledge and skills related to unfinished learning, instructional equity, remote instruction and social emotional learning.  [Learning in Places](http://learninginplaces.org/)  [OpenSciEd PL resources](https://www.openscied.org/)  STEM partners have resources for science learning at home:  [NGSS for parents](https://www.nextgenscience.org/parents)  [UNL State Museum](https://museum.unl.edu/education/home-activities.html)  [UNL IANR Resources](https://ianrcommunities.unl.edu/pk-12-education)  [KQED Science](https://www.kqed.org/science)  [Exploratorium Snacks](https://www.exploratorium.edu/snacks)  [Teach Engineering](https://www.teachengineering.org/)  [Little Bins for Little Hands](https://littlebinsforlittlehands.com/printable-activities/) |

### Unique Considerations for Students with Disabilities

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| **Topic** | **Considerations** | **Resources** |
| Instructional Materials | **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. | The [Nebraska Department of Education’s Office of Special Education](https://www.education.ne.gov/sped/) provides tools and resources to support students with disabilities.  [Nebraska’s Multi-Tiered Systems of Support (NeMTSS) Framework](http://nemtss.unl.edu/wp-content/uploads/2018/08/NeMTSS-Framework.pdf) highlights a system’s approach to providing evidence-based instructional techniques.  Understood’s [Getting Started with Universal Design for Learning](https://drive.google.com/file/d/1gke-FuHuM_oZv03sEgG8NcbmxryVGBtO/view?usp=sharing) is a chart sharing how to enact three UDL principles with students.  Understood’s [Distance Learning: 6 UDL Best Practices for Online Learning](https://www.understood.org/en/school-learning/for-educators/universal-design-for-learning/video-distance-learning-udl-best-practices)  From Annenberg Institute for School Reform at Brown University and Results for America, [Academic Supports for Students with Disabilities](https://drive.google.com/file/d/1hG8LNWKBz449ca6AnzxJc4es-GgTlYbJ/view?usp=sharing) 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](https://michiganvirtual.org/research/publications/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](https://docs.google.com/document/d/e/2PACX-1vRMQC9aPqrhbOS5aCHGJnMC-BxDJF5uNzP8SkUrVbkFjNhhfkiGbeAmhGQCp2VVoyxw1YsAg99INd9V/pub) 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](https://drive.google.com/file/d/1YBBcAMxBw_7BUHgLF_AltgWUQS0IuMDj/view?usp=sharing), guidance on common accommodations and modifications that can be transferred to the virtual setting.  Dr. Yue-Ting Siu offered this [Accessibility Tip Sheet](https://drive.google.com/file/d/1dI6oMHhDrcc7vL7b09b4jVka65JXrEda/view?usp=sharing) 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](https://docs.google.com/document/d/1up7qqo2mwP8ePI5R4B3wS22fUY-UgGxJbq1U7hmtXfk/edit) 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 students with significant needs](https://padlet.com/amy_n_hanreddy/OnlineSigDis)..  The [Nebraska Department of Education’s Office of Special Education](https://www.education.ne.gov/sped/) offers [professional learning](https://cdn.education.ne.gov/wp-content/uploads/2020/05/SPED-OFFICE-PROJECTS-PROFESSIONAL-LEARNING-OPPORTUNITIES-1.pdf) for Nebraska educators.  A [virtual professional learning series](https://www.launchne.com/professional-learning-and-resources/) has been developed through [Launch Nebraska](https://www.launchne.com/) to provide instructional leaders with knowledge and skills related to unfinished learning, instructional equity, remote instruction and social emotional learning.  The National Center on Accessible Educational Materials website includes robust guidance, including:   1. [Designing for accessibility with POUR](http://aem.cast.org/creating/designing-for-accessibility-pour.html) 2. [Creating accessible documents and slide decks](http://aem.cast.org/creating/creating-accessible-documents.html) 3. [Features for customizing students’ reading experience](http://aem.cast.org/navigating/personalizing-the-reading-experience.html) 4. [Getting started with EPUB](http://aem.cast.org/creating/getting-started-with-epub.html) 5. [Making math notation more accessible](http://aem.cast.org/navigating/teaching-with-accessible-math.html) 6. [Representing math in an accessible manner](http://aem.cast.org/creating/creating-accessible-math.html) 7. [Creating high-quality, engaging video](http://aem.cast.org/creating/top-ten-tips-for-creating-quality-videos.html) 8. [Creating accessible video](http://aem.cast.org/creating/creating-accessible-video.html) 9. [Teaching with accessible video](http://aem.cast.org/navigating/teaching-with-accessible-video.html)   For [Signing Math & Science](https://signsci.terc.edu/), 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](https://dpan.tv/programs/collection-vvevex5tooe) 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](https://www.bookshare.org/cms/help-center/learning-center/school-closure) 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](https://dcmp.org/) 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](http://www.autismcircuit.net/) provides tools and techniques for students on the autism spectrum. Each tool includes an explanation of how and when to use it, 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](https://drive.google.com/file/d/1mWGs6bljOZlrBA0BN2FSIy2pAwUgNISU/view?usp=sharing) 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](https://docs.google.com/document/d/1sYFOoqtmXfwtqvWBhhf2KvjCFnQu_zXcl8IjfPZq2p8/edit).  In the [Collaborative Teaching Virtual Instruction Tips](https://drive.google.com/file/d/1-JjJ8ogq1D0a1dSvhuEeGUPS8QVtsvCb/view?usp=sharing), 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](https://www.education.ne.gov/sped/assessmentlearninginstruction/school-age-nesa-assessments/) around assessment, instruction, and resources is helpful where there is a federal gray area. [This website](https://www2.ed.gov/about/contacts/state/index.html) 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](https://drive.google.com/file/d/1LZRTXFEGmPgWrher-2stDN5Pae4OK6O3/view?usp=sharing) to offer recommendations, strategies, and resources for providing inclusive continuous learning opportunities for students with disabilities during school facility closures. |
| 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.  **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 district/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. |
| 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. |
| 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.  **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. | The [Nebraska Department of Education’s Office of Special Education](https://www.education.ne.gov/sped/) provides answers to frequently asked questions regarding providing services to students with disabilities during the COVID-19 outbreak.  The US Department of Education has provided [Questions and Answers](https://sites.ed.gov/idea/files/qa-covid-19-03-12-2020.pdf) 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](https://drive.google.com/file/d/1B4maPpVM75SRWiCk8zQ-GlDzhZflL1Gy/view?usp=sharing), 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 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](https://drive.google.com/file/d/1AihQMrWvO8ECVhrSroZiPv9PO7DV14vI/view?usp=sharing), 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](https://drive.google.com/file/d/1Lbyxwi9RzCsh1LA0BsYcElnFfYUB9V75/view?usp=sharing), 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](https://drive.google.com/file/d/1tDaj8NjkXeTyzXYhbOQg1WwlH4RfGEW5/view?usp=sharing) to help school district/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](https://www.cde.state.co.us/cdesped/special_education_faqs).  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](https://drive.google.com/file/d/1pg4aENi2CLmpWVromIFll5KoFG3uQoht/view?usp=sharing).  The Inspired Treehouse offers a compilation of [Occupational and Physical Therapy Home Program Activities](https://theinspiredtreehouse.com/occupational-and-physical-therapy-home-program-activities/). |

### Unique Considerations for ELs

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| **Topic** | **Considerations** | **Resources** |
| Instructional Materials | **Prioritize teaching of language skills that are inherently embedded in content standards to accelerate the development of language and content simultaneously.** Organize and plan instructional materials 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 instructional materials 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 instructional materials 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. | The [Nebraska Department of Education’s English Learners Programs](https://www.education.ne.gov/natlorigin/) provides tools and resources to support ELs during the COVID-19 outbreak.  The [Key Principles for ELL Instruction (UL)](https://drive.google.com/file/d/16eO15heVsItzhMNdwnThZRpADL-g0HKR/view?usp=sharing) 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.  [Distance Learning for ELLs: Planning Instruction, from Colorín Colorado](https://www.colorincolorado.org/article/distance-learning-ells-instruction) 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](https://seal.org/6-key-considerations-for-supporting-english-learners-with-distance-learning/) 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](https://drive.google.com/file/d/1jLPuZVc_4yiRuDb8Go5y8-FSYTNyCEwR/view?usp=sharing) offers six strategies for providing ELs services and keeping them engaged while learning remotely.  English Learners Success Forum offers [Curriculum Guidelines & Specifications for ELs](https://www.elsuccessforum.org/guidelines), content-specific guidelines to assess the quality of current instructional materials.  English Learners Success Forum shares [Analyzing Content and Language Demands for Math](https://drive.google.com/file/d/12LVUgY16R58e09GgPJ8MTuEuHCESKBu3/view?usp=sharing) 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](https://drive.google.com/file/d/1zIuYZPSOrgI5QO65bPvEucBloU9bNRZ4/view?usp=sharing) 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](https://drive.google.com/file/d/1CStcVueW6YK_1eKPLN2lcGuj1bEWYHRh/view?usp=sharing)  [and English Language Development](https://drive.google.com/file/d/1CStcVueW6YK_1eKPLN2lcGuj1bEWYHRh/view?usp=sharing)  [for English Language Learner](https://drive.google.com/file/d/1CStcVueW6YK_1eKPLN2lcGuj1bEWYHRh/view?usp=sharing)s 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](https://drive.google.com/file/d/1xBowei8WBa4vaQsiJsceXC6kr3EJL36n/view?usp=sharing)  [English Language Learners](https://drive.google.com/file/d/1xBowei8WBa4vaQsiJsceXC6kr3EJL36n/view?usp=sharing) 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](https://ell.stanford.edu/papers/practice), 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](https://www.aft.org/ae/fall2018/walqui_heritage) offers guidance for supporting ELs’ oral language development.  [The Big History Project](https://www.bighistoryproject.com/home) 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 essential 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, if possible. 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. * **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. | Understanding Language at Stanford University produced [Formative Assessment for ELs in Remote Learning Environments](https://ell.stanford.edu/content/FA-process-remote-learning-webinars), 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](https://drive.google.com/file/d/1e5Gd1Y20Vz0ussG_btNWMvOwsuN7vYSG/view?usp=sharing) 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. |
| **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 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](https://drive.google.com/file/d/1Xm6NMfIpdgMY61xA96fgTaCazDSjgnha/view?usp=sharing), six professional development essentials to assist schools, school district/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.  A [virtual professional learning series](https://www.launchne.com/professional-learning-and-resources/) has been developed through [Launch Nebraska](https://www.launchne.com/) to provide instructional leaders with knowledge and skills related to unfinished learning, instructional equity, and remote instruction. |
| **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. * **EL students who scored Proficient on the 2020 Summative ELPA21 may be re-designated as English Proficient but should be closely monitored.** This will ensure that language proficiency was not lost during school building closures. * **Modify procedures 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. * **For bilingual programs, gather information about students' entire linguistic repertoire.** This can be done through home language literacy assessments or the collection of home language writing samples. * **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. Newcomers and ELs at beginning language levels need live, synchronous instruction. * **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. | Council of the Great City Schools developed [Assessing Language Proficiency during Extended School Closures](https://drive.google.com/file/d/1kjibaSz1FxoHG1iHgKwxp2zj8XvXZ5J5/view?usp=sharing), 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 district/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.  The National Center for English Language Acquisition developed this [English Learner Toolkit](https://drive.google.com/file/d/1MyhjUV7PwaOI4a3DemndqWcQqVzA_4N3/view?usp=sharing), 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. |

## Appendix C: Instructional Materials Detailed Overview

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 high-quality instructional materials 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 are instructional materials, and why does it matter? In this context, instructional materials are the tools and resources that are used as part of a locally-determined curriculum (See [Nebraska Instructional Materials Collaborative Definitions](https://nematerialsmatter.org/definitions/)). The materials cover a full course of study and include a scope and sequence, daily lessons, and all supporting materials. During regular school years, instructional materials play an important role in providing teachers a backbone that helps them serve students more equitably than when individual teachers have to cobble together materials. While that value remains, there are new reasons for school district/school systems to invest in high-quality instructional materials. 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 instructional materials 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, instructional materials make it easier to implement routines and preview upcoming learning.
* Some instructional materials 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 the [Nebraska Essential Instructional Content for 2020-2021: ELA/Literacy and Mathematics](https://www.education.ne.gov/teaching-learning-assessment/statewide-assessment/essential-content-for-20-21/); 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 and instructional materials with helping him navigate the global pandemic. He explains[[2]](#footnote-2):

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 learning didn’t seem so daunting.

Are your instructional materials up to this task? There are a number of considerations that will help systems determine the quality and usefulness of their instructional materials in this setting. In [Four Dimensions of Instructional Materials That Put Students First](https://drive.google.com/file/d/1kM_33CqT8jPpid6ZNePffA8_F7L-1MRa/view?usp=sharing), 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 materials 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](https://forstudentsuccess.org/our-campaigns/reopening-schools/).

Ensure the instructional materials are ready for this school year. Some important considerations for this year include:

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| Area | Considerations | Resources |
| Alignment to [Nebraska Essential Instructional Content for 2020-2021: ELA/Literacy and Mathematics](https://www.education.ne.gov/teaching-learning-assessment/statewide-assessment/essential-content-for-20-21/) | For the 2020-2021 school year, updated scope and sequences with unit-level guidance/materials aligned to [Nebraska Essential Instructional Content for 2020-2021: ELA/Literacy and Mathematics](https://www.education.ne.gov/teaching-learning-assessment/statewide-assessment/essential-content-for-20-21/) | To support school district/school systems as they plan for academic instruction, the Collaborative for Student Success  is collecting [Curriculum Publisher Information to Support Learning during COVID](https://forstudentsuccess.org/our-campaigns/reopening-schools/) from some of the nation’s publishers of highly rated instructional 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 [Nebraska’s ELP Standards](https://www.education.ne.gov/natlorigin/ell-resources/). * 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](https://www.elsuccessforum.org/guidelines), content-specific guidelines to assess the quality of current instructional materials.  [EdReports](https://edreports.org/) 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)](https://drive.google.com/file/d/16eO15heVsItzhMNdwnThZRpADL-g0HKR/view?usp=sharing) 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](https://drive.google.com/file/d/1CStcVueW6YK_1eKPLN2lcGuj1bEWYHRh/view?usp=sharing)  [and English Language Development](https://drive.google.com/file/d/1CStcVueW6YK_1eKPLN2lcGuj1bEWYHRh/view?usp=sharing)  [for English Language Learners](https://drive.google.com/file/d/1CStcVueW6YK_1eKPLN2lcGuj1bEWYHRh/view?usp=sharing) 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](https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/4/darrell/FrameworkForMath4ELLs_R10_FINAL.pdf)  [Mathematics Instruction for](https://drive.google.com/file/d/1xBowei8WBa4vaQsiJsceXC6kr3EJL36n/view?usp=sharing)  [English Language Learners](https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/4/darrell/FrameworkForMath4ELLs_R10_FINAL.pdf) 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](https://drive.google.com/file/d/1kjibaSz1FxoHG1iHgKwxp2zj8XvXZ5J5/view?usp=sharing), 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 district/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](https://drive.google.com/file/d/1gke-FuHuM_oZv03sEgG8NcbmxryVGBtO/view?usp=sharing) 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](https://michiganvirtual.org/research/publications/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](https://docs.google.com/document/d/e/2PACX-1vRMQC9aPqrhbOS5aCHGJnMC-BxDJF5uNzP8SkUrVbkFjNhhfkiGbeAmhGQCp2VVoyxw1YsAg99INd9V/pub) 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](https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Brief_2.pdf) 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](https://edreports.org/) 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 district/school systems as they plan for academic instruction, the Collaborative for Student Success  is collecting [Curriculum Publisher Information to Support Learning during COVID](https://forstudentsuccess.org/our-campaigns/reopening-schools/) from some of the nation’s publishers of highly rated instructional 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 instructional materials. | [EdReports Instructional Materials Technology Information Template](https://edreports.org/resources/enhanced-reports-with-key-technology-information?_gl=1*107la3b*_gcl_aw*R0NMLjE1OTQwNTUyMTYuRUFJYUlRb2JDaE1JeE5HbnRZNjU2Z0lWWlJoOUNoMFVaQTl4RUFBWUFTQUFFZ0tjdGZEX0J3RQ..) |

What if your materials aren’t up to the task? That might happen. Some programs, even those fully aligned to Nebraska content area 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 new instructional materials now. While that might feel intimidating in this setting, a number of school district/school systems adjusted their materials this past spring and saw success. For more details on the steps to switch your materials, see Key Actions 1.C.p.
* **Adjust and leverage your instructional materials as well as possible**. For more details on the steps to adjust instructional materials, see Key Action 1.B.p[.](#bookmark=id.35nkun2) These steps will need to be taken for each individual subject and grade.

## 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 instructional materials 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*](#bookmark=id.1jlao46) *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[[3]](#footnote-3).  **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 advances learning[[4]](#footnote-4).  **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**. | The National Institute for Excellence (NIET) in Teaching released [Instructional Strategies for Virtual Learning: A Companion Tool to the NIET Teaching Standards Rubric](https://drive.google.com/file/d/1XZlldi5W40Oa4POXUISsgPQDPfWlSL4J/view?usp=sharing). 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](https://drive.google.com/file/d/1S-eO_T_HiN-quy2FqA31RCsp2j9GzW3h/view?usp=sharing), 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](https://drive.google.com/file/d/1tTb3ZvT-Ziuhsmu5VVDXvQTVr_-MLCfP/view?usp=sharing), 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?’](https://teachlikeachampion.com/blog/accountability-and-feedback-online-one-big-questions-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?](https://stories.chartergrowthfund.org/i-see-you-i-care-how-can-i-help-you-grow-d1380e0ca879)” 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](https://fordhaminstitute.org/national/commentary/keeping-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 previously learned and apply it, and  habituate skills that build student autonomy.  Harvard University’s [Best Practices: Online Pedagogy](https://teachremotely.harvard.edu/best-practices) 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](https://annenberg.brown.edu/school/categories/student-learning#929) 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](https://drive.google.com/file/d/1N7uqDHUgS30TSnAxeL6c-bLumk6wGCIS/view?usp=sharing) |
| 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](https://drive.google.com/file/d/1dWeIQD1n1SHyo-B2nPnEbkbDjI5v4yC7/view?usp=sharing)  [Instruction Partners’ Math Guidelines for Distance Learning Models](https://drive.google.com/file/d/1kBYr9tCV92tzv93ZL710Gpkdf6O7eq57/view?usp=sharing)  EdWeek Blog: [Less is More in Math Distance Learning](https://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2020/05/less_is_more_in_math_distance_learning.html) |
| 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.  **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. | [Instruction Partners’ ELA Guidelines for Distance Learning Models](https://drive.google.com/file/d/1JhEg4Q93aV3pnLkEgbXSTVXFYSzWah4z/view?usp=sharing)  Teaching Lab shared [an example](https://drive.google.com/file/d/1WCZq_tpFQam-QYEowNeFRsoNM8LZsL8x/view?usp=sharing) of adapting components of high- quality instructional units for remote learning.  The [Read-At-Home Plan for Students Success](https://cdn.education.ne.gov/wp-content/uploads/2019/09/Read-At-Home-Plan-3.pdf) provides strategies and activities for supporting a student’s reading development at home. |
| 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](https://drive.google.com/file/d/1m-ByLJbwnTzK2V7k7DIe28tB1qS2xmjb/view?usp=sharing)  [Council of State Science Supervisors’s Supporting Equitable Home-based Teaching and Learning During COVID-19 School Closures](https://drive.google.com/file/d/17Aub46jXPFG1FhWmCpawTHc9TJ8UCjFI/view?usp=sharing) |

### Details on Research-Based Engagement Strategies

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#### 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.

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#### 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.

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#### 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

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#### Engagement Strategies: Roles Students Can Play in Synchronous Environment

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

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#### 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).

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#### Engagement Strategies: Setting Goals and Working Towards 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.

## 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 instructional materials 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 instructional materials 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 instructional materials to ensure coherence. * Focus on asking students to complete fewer problems while aiming to increase feedback. |

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### English Language Arts

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| **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  At least 30 minutes per day | * Use tasks from your instructional materials, 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. | * If hybrid: Order remote tasks to focus early 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 instructional materials, 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 instructional materials. * 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](https://achievethecore.org/aligned/3-recommendations-supporting-early-elementary-students-remotely/). * 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. |

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### Science

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| **Routine** | **In-Person Considerations** | **Remote Considerations** |
| Student-to-student discourse  [This resource](https://drive.google.com/file/d/1UuIYM-4zzfN66j66pGuwKtoIprZbd5ko/view?usp=sharing) from OpenSciEd 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](https://drive.google.com/file/d/1NtxKPdmmHX9Ar9EtiQyaM7Sg2kECD68N/view?usp=sharing) from OpenSciEd 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  This [resource](http://stemteachingtools.org/brief/7) from STEM Teaching Tools includes additional ideas for expanding the definition engineering as a priority for building equity in the classroom | * 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. |

## Appendix F: Steps to Align Instructional Materials to Remote and Hybrid Scenarios

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| **Steps** |
| 1: Instructional Materials: Adjust scope and sequence to essential content. |
| 2a: Instructional Materials: 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: Instructional Materials: 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 instructional materials * 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: Instructional Materials: 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 instructional materials * 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 |

## Appendix G: Assessment Detailed Overview:

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](https://drive.google.com/file/d/1XFzOMsmJncUkAqoavwbQk2J9vBcAxhdB/view?usp=sharing), “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, statewide assessments**: Including both the statewide end-of-year assessments and assessments that school district/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 instructional materials.
* **Instructional materials-embedded assessments**: When students return to school, whether it be at the beginning of the school year with the whole class or throughout the year, instructional materials-embeddedassessments 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](https://drive.google.com/file/d/1u6VrwkpIg3Kcx5OtCyO4qxP3U75roecr/view?usp=sharing) and to [ELs](https://drive.google.com/file/d/1jtSzFZsqfLBEvAhxrJC3r7Symn5KBSXJ/view?usp=sharing). 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 district/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](https://drive.google.com/file/d/1nsc2T5DonbYVp6Rj7vvQS3l8iEExGzqb/view?usp=sharing), [Blue Print for Testing report](https://drive.google.com/file/d/14L3H0tIPoG4B_e3Bhd997zcefrZr0OYt/view?usp=sharing) and [timeline](https://drive.google.com/file/d/1up4Y3A_x7QKlc9vCm5DV_q6f-YNSyXKf/view?usp=sharing) from FutureEd. and [Assessment Considerations for Fall 2020](https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fccssoorg-my.sharepoint.com%2F%3Af%3A%2Fg%2Fpersonal%2Folympia_meola_ccsso_org%2FElDfXbn4UEdCssJDW2G6gXgBV8R_lQ4n_oTx5c9u9gJsCQ%3Fe%3DJcH3Lt&data=02%7C01%7Ccory.epler%40nebraska.gov%7C5fb314922e9f434828cf08d82842b0ab%7C043207dfe6894bf6902001038f11f0b1%7C0%7C0%7C637303615058400292&sdata=fVVXS4anJzLW50uSl9Wo4LVfkQQZYuFvyy9bAA6qAkY%3D&reserved=0).

## Appendix H: Professional Learning Detailed Overview

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.[[5]](#footnote-5)
* Most digital instructional resources used in spring remote learning were not instructional materials but supplements to instructional materials, providing students the opportunity to practice already-introduced content.[[6]](#footnote-6)
* 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.[[7]](#footnote-7)

### 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 district/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-assessment, which systems can use to prioritize and sequence its professional learning priorities, is available.

|  |  |
| --- | --- |
| **Teachers \*** | **School Leaders** |
| **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 wellbeing; 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.   Utilize the resource, *Teaching and Learning in 2020-2021: Wellbeing and Connection*, as a resource available on [Launch Nebraska](https://www.launchne.com/). | **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.   Utilize the resource, *Teaching and Learning in 2020-2021: Wellbeing and Connection*, as a resource available on [Launch Nebraska](https://www.launchne.com/). |
| **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. | **Structures and Schedules for:**   * Ensuring student and staff safety and compliance with Centers for Disease Control and Prevention health guidance. * Selecting a model 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. |
| **Planning and Instruction**   * Assessing student learning with the goal of supporting grade-level access and avoiding over-remediation. * Planning grade-level instruction, using instructional materials**\*\*** and [Nebraska Essential Instructional Content for 2020-2021: ELA/Literacy and Mathematics](https://www.education.ne.gov/teaching-learning-assessment/statewide-assessment/essential-content-for-20-21/) 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. * 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 apply them and use/adapt instructional materials to plan to deliver hybrid instruction.   (See also [Appendix D: Remote Learning Instructional](#bookmark=id.kgcv8k) Considerations.) | **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. |
| **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.

**\*\* Common instructional materials 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 that school district/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 instructional materials 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 district/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.

## 

## Appendix I: Questions for Instructional Materials and Professional Learning Providers

### Instructional Materials

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Guidance and Samples** | **Actual materials for instruction (technology required)** | **Actual materials for instruction (no technology required)** |
| Adjusted scope and sequence consistent with essential content |  |  |  |
| Unit-level support for remote learning and hybrid learning that supports the focus on essential 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) |  |  |  |
| Instructional materials-embedded assessments aligned to essential content |  |  |  |
| Support for using instructional materials-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](https://www.edreports.org/) and has published [technology information](https://edreports.org/resources/enhanced-reports-with-key-technology-information?_gl=1*107la3b*_gcl_aw*R0NMLjE1OTQwNTUyMTYuRUFJYUlRb2JDaE1JeE5HbnRZNjU2Z0lWWlJoOUNoMFVaQTl4RUFBWUFTQUFFZ0tjdGZEX0J3RQ..) about high quality curricula.  [Curriculum Publisher Information to Support Learning during COVID](https://forstudentsuccess.org/our-campaigns/reopening-schools/) 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

|  |  |  |  |
| --- | --- | --- | --- |
| **Instructional Materials-Aligned** | **Remote: Synchronous** | **Remote: Asynchronous** | **In-person** |
| [2020–21 Essential Instructional Content in English Language Arts/Literacy and Mathematics](https://achievethecore.org/page/3267/2020-21-priority-instructional-content-in-english-language-arts-literacy-and-mathematics) adaptations | Free?  Paid? | Free?  Paid? |  |
| Specific instructional 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 |  |  |  |

## 

## Comprehensive Resources List

### Essential Instructional Content

[Nebraska Essential Instructional Content for 2020-2021: ELA/Literacy and Mathematics](https://www.education.ne.gov/teaching-learning-assessment/statewide-assessment/essential-content-for-20-21/)

[2020–21 Essential Instructional Content in English Language Arts/Literacy and Mathematics](https://achievethecore.org/page/3267/2020-21-priority-instructional-content-in-english-language-arts-literacy-and-mathematics), from Student Achievement Partners

[School Practices to Address Student Learning Loss](https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Brief_1.pdf), from Annenberg Institute for School Reform at Brown University and Results for America

[Disciplinary Core Ideas](https://drive.google.com/file/d/1E1nQOhAbOiAYqOnfzfwHZwzRKZ821ftO/view?usp=sharing), [Crosscutting Concepts](https://drive.google.com/file/d/1be1N-zopXdlBZUbaa08NDfCIsbZr02-t/view?usp=sharing) [Science and Engineering Practices](https://drive.google.com/file/d/1CDGgarSnzQklIaVfd3cV_DmaaGonVE-C/view?usp=sharing), from NextGenScience

### Instructional Materials and Instruction

[Curriculum Publisher Information to Support Learning during COVID,](https://forstudentsuccess.org/our-campaigns/reopening-schools/) from Collaborative for Student Success.

[Recommended Support for 2020-2021 Math Instruction](https://drive.google.com/file/d/1Vu1nIDvIhQXyuD9y1bEYZ6ckGwk1k7eu/view?usp=sharing), from Navigator

[Important Prerequisite Math Standards to Support 2020-21 Planning](https://drive.google.com/file/d/1RPMGpapkyrdqAx58VQK4maKEWs9LXjYr/view?usp=sharing), from ANet

[Sample Pacing Guide for Tier 1 Instruction](https://drive.google.com/file/d/1-Zi6ucQi6ZGkaNmWYzH8JZLG_Rnn4APo/view?usp=sharing), from Instruction Partners

[Strong Start Instructional Materials Guidance](https://drive.google.com/file/d/12mnRC2pvrLyGdcwHCDErEHvijhDN6D9u/view), from Louisiana Department of Education

[Teaching About Race, Racism, and Police Violence](https://www.tolerance.org/moment/racism-and-police-violence), from Teaching Tolerance

[15 Classroom Resources for Discussing Racism, Policing, and Protest](https://blogs.edweek.org/teachers/teaching_now/2020/06/15_classroom_resources_for_discussing_racism_policing_and_protest.html?r=73020224), from EdWeek

[Supporting Students Through Coronavirus](https://www.tolerance.org/supporting-students-through-coronavirus), from Teaching Tolerance

# [How Teachers Are Integrating COVID-19 Crisis Into Their Lessons](http://neatoday.org/2020/04/22/teaching-about-coronavirus/), from neaToday

[COVID-19, Coronavirus, and Pandemics – Math Resources: Teaching and Using Mathematics to Understand our World](https://www.nctm.org/Coronavirus-and-Pandemics-Math-Resources/), from NCTM

[The Coronavirus in Light of Other Pandemics in History: Also Lesson Plans and Resources for Further Research](https://www.democracyandme.org/the-coronavirus-in-light-of-other-pandemics-in-history-also-lesson-plans-and-resources-for-further-research/), from Democracy & Me

[Talking Points](https://talkingpts.org/)

[FASTalk](http://www.familyengagementlab.org/)

[Fair Grading Practices](https://drive.google.com/file/d/1-sTYDLqH6I2s93HHHVK9LjTBRi471uoN/view?usp=sharing), from Stand For Children

[Instruction Partners’ Guidance for Accelerating Student Learning](https://drive.google.com/file/d/1ctX4khj5zZFLlrqaTpwvHt_mj6B8VDm7/view?usp=sharing), from Instruction Partners

[EdReports](https://www.edreports.org/)

[Addressing Unfinished Learning in the 2020–21 School Year](https://drive.google.com/file/d/1LBsikaKeYnxbfXnlobZ14rx7GZ2P4Me4/view?usp=sharing), from Council of the Great City Schools

[Progressions Documents for the Common Core State Standards for Mathematics](https://achievethecore.org/page/254/progressions-documents-for-the-common-core-state-standards-for-mathematics), from Student Achievement Partners

[EQuIP PRP-Reviewed High-quality Science Examples](https://www.nextgenscience.org/resources/examples-quality-ngss-design), from NextGenScience

[NGSS Design Badged Units](https://www.nextgenscience.org/badgeunits), from NextGenScience

[NGSS Bundles](https://www.nextgenscience.org/resources/bundling-ngss), from NextGenScience

[EdReports Middle School Science Reviews](https://www.edreports.org/compare/results/science-68)

[NGSS Lesson Screener](https://drive.google.com/file/d/1g5ji-lzwoKG9UwOBXO4o5u4kF4yDUbGx/view?usp=sharing), from NextGenScience

[EQuIP Rubric for Science](https://www.nextgenscience.org/resources/equip-rubric-lessons-units-science), from NextGenScience

[NextGen TIME](https://nextgentime.org/), from BSCS Science Learning, WestEd, and Achieve

[Learning In Places](http://learninginplaces.org/), from Seattle Public Schools, tilth Alliance, University of Washington, Northwestern University, and National Science Foundation

[Getting Started with Universal Design for Learning](https://drive.google.com/file/d/1gke-FuHuM_oZv03sEgG8NcbmxryVGBtO/view?usp=sharing), from Understood

[Distance Learning: 6 UDL Best Practices for Online Learning](https://www.understood.org/en/school-learning/for-educators/universal-design-for-learning/video-distance-learning-udl-best-practices), from Understood

[Academic Supports for Students with Disabilities](https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Brief_2.pdf), 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](https://docs.google.com/document/d/e/2PACX-1vRMQC9aPqrhbOS5aCHGJnMC-BxDJF5uNzP8SkUrVbkFjNhhfkiGbeAmhGQCp2VVoyxw1YsAg99INd9V/pub), from Quality Matters

[Supporting Teachers with Accommodations & Modifications in Distance Learning Environments](https://drive.google.com/file/d/1YBBcAMxBw_7BUHgLF_AltgWUQS0IuMDj/view?usp=sharing), from Marshall Street Initiatives, a division of Summit Public Schools

[Accessibility Tip Sheet](https://drive.google.com/file/d/1dI6oMHhDrcc7vL7b09b4jVka65JXrEda/view?usp=sharing), from Dr. Yue-Ting Siu

[Guidelines for Distance Learning for Students with Significant Support Needs](https://docs.google.com/document/d/1up7qqo2mwP8ePI5R4B3wS22fUY-UgGxJbq1U7hmtXfk/edit), from Amy Hanreddy

[Resources to Support Distance Learning for Students with Significant Support Needs](https://padlet.com/amy_n_hanreddy/OnlineSigDis), from Amy Hanreddy

[Designing for accessibility with POUR](http://aem.cast.org/creating/designing-for-accessibility-pour.html), from The National Center on Accessible Educational Materials

[Creating accessible documents and slide decks](http://aem.cast.org/creating/creating-accessible-documents.html), from The National Center on Accessible Educational Materials

[Features for customizing students’ reading experience](http://aem.cast.org/navigating/personalizing-the-reading-experience.html), from The National Center on Accessible Educational Materials

[Getting started with EPUB](http://aem.cast.org/creating/getting-started-with-epub.html), from The National Center on Accessible Educational Materials

[Making math notation more accessible](http://aem.cast.org/navigating/teaching-with-accessible-math.html), from The National Center on Accessible Educational Materials

[Representing math in an accessible manner](http://aem.cast.org/creating/creating-accessible-math.html), from The National Center on Accessible Educational Materials

[Creating high-quality, engaging video](http://aem.cast.org/creating/top-ten-tips-for-creating-quality-videos.html), from The National Center on Accessible Educational Materials

[Creating accessible video](http://aem.cast.org/creating/creating-accessible-video.html), from The National Center on Accessible Educational Materials

[Teaching with accessible video](http://aem.cast.org/navigating/teaching-with-accessible-video.html), from The National Center on Accessible Educational Materials

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Return to the [Table of Contents](#bookmark=id.2et92p0), or return to the [Key Actions Overview](#bookmark=id.11si5id).

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