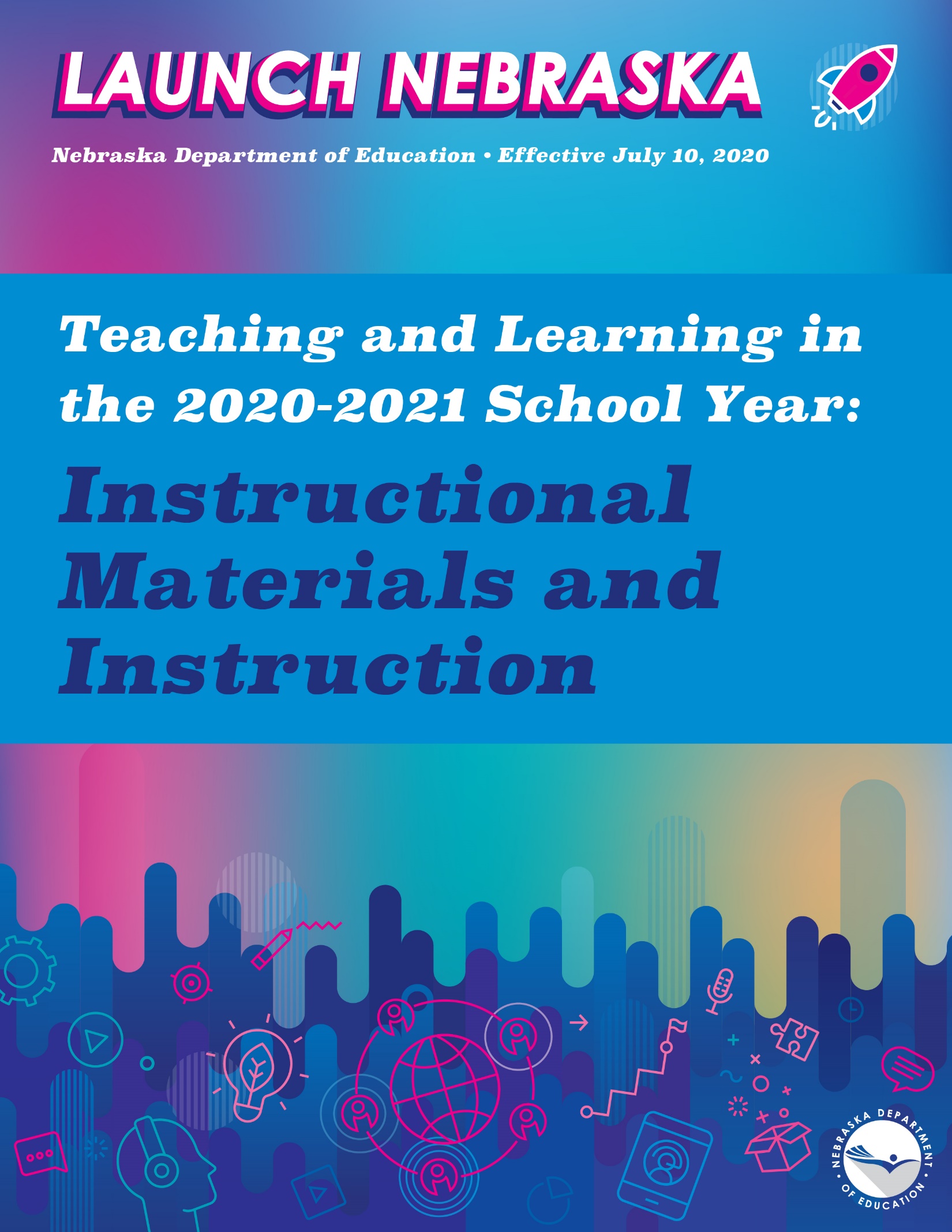
****

*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.*

*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: Instructional Materials and Instruction

# 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, and 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. Understanding individual students needs, coupled with health and safety protocols, will require thoughtful planning.
* **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 will each student learn content, whether in-person or remote?**

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

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

**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 Areas and Key Actions for Instructional Materials and Instruction include:

**Focus Area 1: Instructional Materials and Instruction:** How will each student learn this content, whether in-person or remote?

* + 1.A: Update scope and sequences
  + 1.B: Prepare and use instructional materials
  + 1.C: Prepare and use new instructional materials, if relevant
  + 1.D: Support students and families in all settings
  + 1.E: Run improvement cycles
  + 1.F: Communicate

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

### 1: Instructional Materials and Instruction.

### *Key Actions and Detailed Steps (Planning Phase)*

#### 1.A.p: Update scope and sequences:

Use [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 build streamlined scope and sequences grounded in local instructional materials (using publisher guidance where available).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Step** | **In-Person** | **Remote** | **Hybrid** | **Resources** |
| 1.A.p.1 | Reach out to the publisher to identify updates they have made based on [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/), or review [Curriculum Publisher Information to Support Learning during COVID](https://forstudentsuccess.org/our-campaigns/reopening-schools/) | | | 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.  Appendix I: Questions for Curriculum and Professional Learning Providers |
| 1.A.p.2 | If the publisher is not updating the scope and sequence of the instructional materials, use [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 make adjustments to the scope and sequence. | | | [Nebraska Content Area Standards](https://www.education.ne.gov/contentareastandards/)  [Nebraska Instructional Shifts for ELA, Mathematics, and Science](https://cdn.education.ne.gov/wp-content/uploads/2017/09/KeyInstructionalShifts2019-REVISED.pdf)  [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/)  Navigator developed [Recommended Support for 2020-2021 Math Instruction](https://drive.google.com/file/d/1Vu1nIDvIhQXyuD9y1bEYZ6ckGwk1k7eu/view?usp=sharing) to identify needed supports for students who may not have been able to fully access units and standards that usually occur in the last third of the school year.  ANet shared [Important Prerequisite Math Standards to Support 2020-21 Planning](https://drive.google.com/file/d/1RPMGpapkyrdqAx58VQK4maKEWs9LXjYr/view?usp=sharing) to highlight important prerequisites to standards in first grade through Algebra I. When planning for grade-level instruction, teachers can use this list to anticipate areas where students might need extra support to access grade-level instruction. The goal is to support educators by highlighting areas where students may need additional support in the coming school year, as well as demonstrating that for most standards students will likely be able to access grade-level work without extensive remediation.    [Sample Pacing Guide for Tier 1 Instruction from Instruction Partners](https://drive.google.com/file/d/1-Zi6ucQi6ZGkaNmWYzH8JZLG_Rnn4APo/view?usp=sharing) |

#### 1.B.p: Prepare and use your instructional materials:

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Step** | **In-Person** | **Remote** | **Hybrid** | **Resources** |
| 1.B.p.1 | Check [Instructional Materials Publisher Information to Support Learning during COVID](https://forstudentsuccess.org/our-campaigns/reopening-schools/) or with the publisher directly (use Appendix [I](#bookmark=id.1d96cc0)) to confirm which steps the instructional materials provider has already taken below. For those they have not taken, adjust unit one appropriately. | | | To support school district/school systems as they plan for academic instruction, the Collaborative for Student Success  is collecting [Instructional Materials 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.  Appendix I: Questions for Curriculum and Professional Learning Providers  Louisiana is creating the [Strong Start Instructional Materials Guidance](https://drive.google.com/file/d/12mnRC2pvrLyGdcwHCDErEHvijhDN6D9u/view) that shares with school district/school systems the ways publishers and vendors of high-quality instructional materials are adapting to remote learning when needed, diagnosing and addressing unfinished learning, and adapting professional development. |
| **Step** | **In-Person** | **Remote** | **Hybrid** | **Resources** |
| 1.B.p.2 | Plan for the first unit of instruction. Look at the scenario students will be in when they come back to school, and plan for that. In addition, develop the plan for remote learning and how you will transition to that, if needed and with little notice. Specific planning considerations for each scenario (in-person, remote, and hybrid) follow. | | |  |
| As you plan your in-person lesson, remember (if applicable) you may have students who have been kept at home by their families or due to other circumstances but are considered part of your classroom. These students are still considered part of your class and will engage in the same learning as their peers. Identify how you will manage this (e.g., setting up videoconferencing, assigning an aide to monitor chat and support small groups, etc.). Also identify which lessons these students should join synchronously (via videoconference) and which they should complete asynchronously. | Identify which lessons are not capable of being taught remotely. Create plans to adjust those lessons for remote learning while maintaining mastery of the content. | Identify which lessons should be taught when students are in person and which can be taught remotely. Ensure the lessons are coherent and build on one another. Identify a lesson schedule for each group of students, ensuring they all receive the same coherent lessons unique to their in-person and remote days. | Appendix F: Steps to Adjust Instructional Materials for Remote and Hybrid Learning  Appendix D: Remote Learning Instructional Considerations  Appendix E: Content Specific Learning Routines for In-person and Remote Learning  Teaching Lab developed this [Lesson Planning Guide for Distance and Hybrid Learning](https://docs.google.com/document/d/1B_rtBn6yjKo5RnmZnF7T6fka2zck90ar/edit).  Teaching Lab shared [an example](https://docs.google.com/document/d/19RMuP5h7pyK9TWYeubQHs5Ykv8oRLM0MELo7PaYDei0/edit) of adapting components of high-quality instructional units for remote learning. |
| **Step** | **In-Person** | **Remote** | **Hybrid** | **Resources** |
| 1.B.p.3 | Consider how to integrate into units and lessons authentic opportunities to help students make meaning of and process this moment in time (i.e., pandemic, protest movement against systemic racism). For example, consider assigning journaling as a daily activity; analyze COVID-19 data sets in mathematics; read COVID-19-related articles in science; read criminal justice-related articles in social studies. | | | Teaching Tolerance developed [Teaching About Race, Racism, and Police Violence](https://www.tolerance.org/moment/racism-and-police-violence), a set of resources to spur discussion around implicit bias and systemic racism and to empower students to enact changes to create a more just society.  EdWeek compiled [15 Classroom Resources for Discussing Racism, Policing, and Protest](https://blogs.edweek.org/teachers/teaching_now/2020/06/15_classroom_resources_for_discussing_racism_policing_and_protest.html?r=73020224).  Teaching Tolerance developed a bank of resources to support student well-being and learning called [Supporting Students Through Coronavirus](https://www.tolerance.org/supporting-students-through-coronavirus). neaToday published [How Teachers Are Integrating COVID-19 Crisis Into Their Lessons](http://neatoday.org/2020/04/22/teaching-about-coronavirus/). NCTM shared [COVID-19, Coronavirus, and Pandemics – Math Resources: Teaching and Using Mathematics to Understand our World](https://www.nctm.org/Coronavirus-and-Pandemics-Math-Resources/), a developing set of resources for teachers and the community to teach through the mathematics associated with the COVID-19 pandemic and learn math.  For Democracy & Me, Dr. David Childs wrote [The Coronavirus in Light of Other Pandemics in History: Also Lesson Plans and Resources for Further Research](https://www.democracyandme.org/the-coronavirus-in-light-of-other-pandemics-in-history-also-lesson-plans-and-resources-for-further-research/). The article discusses other pandemics throughout history in order to place the novel coronavirus within a historical context. |
| **Step** | **In-Person** | **Remote** | **Hybrid** | **Resources** |
| 1.B.p.4 | Review unit one and lesson content to determine how to use with ELs by determining the academic content that requires explicit language instruction and scaffolded support; by identifying any adjustments necessary to create access to the unit assessments; and by adjusting speaking, listening, reading, and writing tasks aligned to disciplinary practices and concepts of the unit so as to increase students' English language proficiency. | Adjust strategies appropriately that cannot work in a remote setting. Regardless of the chosen online format used, establish minimum expectations to ensure ELs have access to live synchronous instruction to maintain language development. | | Appendix B: Detailed Content Considerations by Topic (see English [Learners](#bookmark=id.4bvk7pj): Instructional materials) |
| **Step** | **In-Person** | **Remote** | **Hybrid** | **Resources** |
| 1.B.p.5 | Prepare guidance, expectations, and supports for teachers to share with students and families, including:   * How the curriculum will function in all teaching and learning scenarios that may occur * Student calendar expectations for remote and hybrid learning scenarios * Communication structures for ongoing ease * Define the role of the family/caregiver to include helping students to access supports and asking questions of their teachers (both technical supports and curriculum/material). For ELs, it may also be helpful to establish regular hours where students and/or families may access help over the phone, ideally with the help of interpreters or bilingual liaisons | | | [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 |
| **Step** | **In-Person** | **Remote** | **Hybrid** | **Resources** |
| 1.B.p.6 |  | If needed, prepare the instructional materials to function in an online system (e.g, learning management system) so families and students can access materials easily in a remote setting. This should include:   * Single sign-on where possible * As few systems for families and students to navigate as possible * Ability for teachers and students to interact on work products through the system * Guidance documents (e.g. written instructions, short videos, etc.) demonstrating how to access the materials | |  |
| **Step** | **In-Person** | **Remote** | **Hybrid** | **Resources** |
| 1.B.p.7 | Review unit one and lesson content to determine how to individualize instruction for each student with a disability and provide the appropriate accommodations, supports, and services outlined in the student’s IEP so the student accesses the instructional materials. | After determining how each student will access their learning opportunities, determine how to provide appropriate accommodations, modifications, and supports so students with disabilities have an equitable opportunity to learn the disciplinary practices and content of the unit remotely (e.g., closed captioning, immersive readers, etc.) and adjust strategies as appropriate. If using high-quality instructional materials, the vendor should provide this guidance. | | [Appendix B:](#bookmark=id.3cqmetx) Detailed Content Considerations by Topic, Unique Considerations for [Students with Disabilities](#bookmark=id.3cqmetx), Curriculum section |
| **Step** | **In-Person** | **Remote** | **Hybrid** | **Resources** |
| 1.B.p.8 |  | Help teachers collaborate across subject areas and across general and special education to prepare integrated expectations and weekly homework content for ease of family and student management. Specifically consider:   * Reducing the number of systems and logins for students/families to as few as possible * Sending one form of communication to families on a consistent schedule, integrating requirements and notes from all teachers * Providing regular feedback to students and families in a common system * Creating a Frequently Asked Questions (FAQ) document or establishing a help desk to answer real-time questions for students and families so learning time is not lost * Developing shared conventions for the use of settings, formatting, and tech features to facilitate use of a learning management system | |  |
| **Step** | **In-Person** | **Remote** | **Hybrid** | **Resources** |
| 1.B.p.9 |  | Provide direct training to families and other caregivers in how to support remote student learning, such as through instructional materials academies and/or information provided in home language that focus on:   * How the instructional materials work * What kind of lessons will and will not come home * How families/caregivers can communicate with teachers to share concerns and questions, and collaborate with teachers to support learning * The role of the teacher | | [FASTalk](http://www.familyengagementlab.org/) is an evidence-based tool that sparks dialogue among teachers, families and students about daily classroom learning. Any caregiver with access to a cell phone can engage. Families receive weekly curriculum-aligned activities sent via text message in their home language. Ongoing family-teacher communication about student learning is seamless with two-way, automatic translation in 100+ languages. |

#### 1.C.p: Prepare and use new instructional materials, if relevant:

If instructional materials are new to a school district/school system, in addition to doing the steps for Key Action 1.B.p., prepare for unique steps to set up the materials.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Step** | **In-Person** | **Remote** | **Hybrid** | **Resources** |
| 1.C.p.1 | Follow the steps in [Key Action](#bookmark=id.35nkun2) 1.B.p for all new instructional materials. | | |  |
| 1.C.p.2 | Determine a professional learning plan that includes summer and early fall training for all teachers to understand and prepare to use their new instructional materials in all settings. | | | [Professional Learning Partner Guide](http://plpartnerguide.org/) from Rivet Education (available by the end of August)  Appendix H: Professional learning detailed overview |

#### 1.D.p: Adjust academic policies:

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Step** | **In-Person** | **Remote** | **Hybrid** | **Resources** |
| 1.D.p.1 | Grading: Establish grading policies for the entire school year that take into account all possible scenarios students will experience during the school year. Consider:   * Completion requirements * Attendance weights for remote and in-person for grades * Grading work across multiple teachers (depending on the schedule) and feedback to students * Testing weights based on any assessment changes * Unique considerations by scenario   + Hybrid/remote: Different teachers may teach the same subject but will need to grade collectively   + Hybrid/remote: Attendance and completion will look different   NOTE: Learning mastery should remain a critical component of grading this school year. Grades should not be determined this school year by completion alone. For students with unique needs, focus on grading policies that reflect what students know. | | | In [Fair Grading Practices](https://drive.google.com/file/d/1-sTYDLqH6I2s93HHHVK9LjTBRi471uoN/view?usp=sharing), Stand For Children argues it is critical for school district/school systems to put in place equitable grading policies that maximize students’ engagement and motivation, and minimize the potential negative impact of remote learning and of students confronting significant learning and life challenges. |
| **Step** | **In-Person** | **Remote** | **Hybrid** | **Resources** |
| 1.D.p.2 | Update data systems for grading where necessary. | | |  |
| **Step** | **In-Person** | **Remote** | **Hybrid** | **Resources** |
| 1.D.p.3 | Attendance: Establish attendance policies for the entire school year that take into account all possible scenarios students will experience during the school year.  How will students remaining remote be considered for attendance?   * Do students need to check in every day with an adult? * Do students need to join each section of live required classes? * Do students need to stay engaged the entire day based on their unique schedules? | For remote and hybrid scenarios consider attendance policy specifics:   * Does your instructional materials include live or asynchronous learning? If live, how will attendance be captured for all lessons? If asynchronous, how will you know if students attended class? * Does completion of work count for attendance? * What daily experiences or checkpoints will exist each day for all students? | | Opportunity Culture: An Initiative of Public Impact released [Recommendations for District Policies for At-Home Teaching and Learning](https://drive.google.com/file/d/17oJ8zroNUgJheQquuJ3l0kQyFaLGyZ17/view?usp=sharing). It includes student attendance.  Developed by FutureEd and Attendance Works, the [Attendance Playbook: Smart Strategies for Reducing Chronic Absenteeism in the COVID Era](https://drive.google.com/file/d/1Yh-nFox_72CuhAW4U0Y2nsFWvg8wd0l-/view?usp=sharing) offers evidence-based methods for monitoring attendance in remote learning and tiered interventions aimed at addressing absenteeism before it affects achievement. |
| **Step** | **In-Person** | **Remote** | **Hybrid** | **Resources** |
| 1.D.p.4 | Update data systems for attendance where necessary. Specifically consider:   * How will teachers capture daily attendance for all in-person and remote students? * Where will they input those data? * How will those data roll up to the school district/school systems level each day or week? | | |  |
| **Step** | **In-Person** | **Remote** | **Hybrid** | **Resources** |
| 1.D.p.5 | Determine how the school district/school systems and schools will review weekly attendance data to ensure high attendance rates. Specifically:   * Determine who will review the data each week * How trends in low data will be analyzed and gaps considered (i.e., Are similar students across schools showing low attendance? Are certain schools showing low attendance? Why?) * Work with schools to improve attendance rates based on reasons for gaps * Train teachers on the remote learning practices that boost attendance including:   + Required daily check-ins   + Daily feedback on homework   + Immediate family calls for missed attendance   + Tech office hours and problem solving support | | | Developed by FutureEd and Attendance Works, the [Attendance Playbook: Smart Strategies for Reducing Chronic Absenteeism in the COVID Er](https://www.future-ed.org/wp-content/uploads/2020/06/REPORT_Attendance-Playbook-Covid-Edition.pdf)a offers evidence-based methods for monitoring attendance in distance learning and tiered interventions aimed at addressing absenteeism before it affects achievement.  EdSurge translates online learning research into practical ways for teachers to boost student engagement in [How Can Educators Tap Into Research to Increase Engagement During Remote Learning?](https://www.edsurge.com/news/2020-05-06-how-can-educators-tap-into-research-to-increase-engagement-during-remote-learning) |
| **Step** | **In-Person** | **Remote** | **Hybrid** | **Resources** |
| 1.D.p.6 | Communicate all policies and processes with key constituents. Specifically:   * Schools and teachers: Share updated policies, and train staff on using any new data systems. * Students: Ensure students, especially high school students, are clear on attendance and grading requirements. Specifically call out where guidance differs from last spring. * Parents: Ensure parents are clear on attendance and grading requirements as well as any aligned consequences for poor grades and attendance. Specifically call out where guidance differs from last spring. Use language and format accessible to families/caregivers. | | |  |

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

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

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

#### 1.F.p: Communicate:

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Step** | **In-Person** | **Remote** | **Hybrid** | **Resources** |
| 1.F.p.1 | Communicate effectively to school staff to set clear expectations for the year. Ensure the following are effectively communicated:   * Academic vision and goals for the school year * Values as a system in achieving those goals * Remote learning expectations: Highlight the changes across the system from remote learning last spring. Specifically call out where expectations are more rigorous and where schools/teachers have local discretion. * The instructional materials each teacher will use: Each teacher should know the exact curricula she will use and the aligned technology and materials needed. * The assessments each teacher will administer: Each teacher should know the assessments they will administer, the technology needed for those, the schedule, and how they will and will not use the data. * Grading and attendance policies: Each teacher and school should know the grading and attendance policies for all three scenarios, be trained on data systems, and be clear on their unique role in upholding those policies. * The schedule and staffing role of each teacher: Each teacher should know their exact role in each schedule consideration for in-person, remote, and hybrid scenarios. * Professional learning: Each teacher and principal should know their development priorities, their professional development plan for the year, and the calendar of learning. | | |  |
| **Step** | **In-Person** | **Remote** | **Hybrid** | **Resources** |
| 1.F.p.2 | Communicate effectively with students to set clear expectations for the year. Consider how to ensure the following are effectively communicated to students (e.g., student contracts, required lessons in week 1-2 for all students, emails/handouts):   * Academic vision and goals for the school year * Values as a system in achieving those goals * Remote learning expectations: Highlight the changes in expectations from the learning last spring. Describe expectations for the classroom environment, learning that will occur, how attendance is connected to remote learning schedules, and integrated communications with teachers. * The specific schedule each student will begin the year on (including their teachers) and what their schedule may look like if changes are required * The grading and attendance policies for all scenarios and the consequences of poor grades and attendance | | |  |
| **Step** | **In-Person** | **Remote** | **Hybrid** | **Resources** |
| 1.F.p.3 | Communicate the vision and plan for the school year to all families through a variety of communication methods. Share messages in clear, culturally relevant ways, and to the extent possible, in each family's home language.  Include such academic information as:   * Academic vision and goals for the school year * Values as a system in achieving those goals * Remote learning expectations: Highlight the changes in expectations from the learning last spring. Describe expectations for the classroom environment, learning that will occur, how attendance is connected to remote learning schedules, and integrated communications with teachers * The grading and attendance policies for all scenarios and the consequences of poor grades and attendance   Include such back-to-school information as:   * Specific daily and weekly schedule information, focusing on the specific schedule each student will begin the year on (including their teachers) and what their schedule may look like if changes are required * Bus schedule and other transportation resources (e.g., public transportation passes) * Technology pick-up and family training opportunities * At-home curricular resource pick-up and family training opportunities * Additional support resources including childcare options for remote school days   Consider also using community leaders and organizations to share key messages with their constituents. | | |  |
| **Step** | **In-Person** | **Remote** | **Hybrid** | **Resources** |
| 1.F.p.4 | Ensure staff members are clear on their roles for regular communication to students and families. Consider:   * Who will do regular outreach to each family * The expectations of teacher communication and engagement with each student and family * Which language and format of the communication is most effective | | |  |

### 

### 1: Instructional Materials and Instruction.

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

#### 1.B.l: Prepare and use your instructional materials and 1.C.l: Prepare and use new instructional materials:

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Step** | **In-Person** | **Remote** | **Hybrid** | **Resources** |
| 1.B.l.1 | Monitor the implementation of unit one, consistent with the decisions made in Key Act[ion 3.D.p](#bookmark=id.2mn7vak): Plan observation, feedback, and coaching. In particular, look for whether:   * All students have access to grade-level learning * Remote students are pacing and learning appropriately with their in-person peers * Technology and materials are available   Identify challenges through observations and conversations/surveys with teachers, students, and families. | Monitor the implementation of unit one, consistent with the decisions made in Key Action 3.D.p: Plan observation, feedback, and coaching. In particular, look for:   * Remote student engagement * Teacher ease with technology * Lesson adaptation to remote settings | Monitor the implementation of unit one, consistent with the decisions made in Key Action 3.D.p: Plan observation, feedback, and coaching. In particular, look for teacher collaboration where multiple teachers are teaching the same students and subject. Consider:   * Are lessons coherent? * Are students completing work? * Are grades and feedback unified? | Appendix D: Remote Learning Instructional Considerations  Appendix E: Content- Specific Learning Routines for In-person and Remote Learning |
| 1.B.l.2 | Check [Curriculum Publisher Information to Support Learning during COVID](https://forstudentsuccess.org/our-campaigns/reopening-schools/) or with your publisher (use Appendix I) to confirm which steps your instructional materials provider has already taken below. For those they have not taken, adjust unit two appropriately. | | | 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.  Appendix I: Questions for Curriculum and Professional Learning Providers |
| 1.B.l.3 | Prepare unit two, improving areas of growth from 1.B.l.1 reflections for all grade levels and subjects. See the detailed steps in 1.B.p for guidance on preparing each unit. | | |  |

#### 1.D.l: Adjust academic policies:

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

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

#### 1.E.l: Run an improvement cycle focused on implementation:

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

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

### 1: Instructional Materials and Instruction.

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

#### 1.B.s: Prepare and use your instructional materials and 1.C.s: Prepare and use new instructional materials:

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

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

#### 1.D.s: Adjust academic policies:

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Step** | **In-Person** | **Remote** | **Hybrid** | **Resources** |
| 1.D.s.1 | Monitor grading. Review uploaded grades from the first grading period. Identify areas of concern, and collaborate with schools to solve problems, using disaggregate data for ELs, students with disabilities, and other priority groups of students when patterns emerge that indicate disparity and inequity.  Solicit input from schools and teachers on grading policies and data systems.  Update grading policies, based on reflections from grading period one where appropriate, for the entire school year that take into account all possible scenarios students will experience during the school year. Consider:   * Completion requirements * Attendance weights for remote and in-person for grades * Grading work across multiple teachers (depending on the schedule) and feedback to students * Testing weights based on any assessment changes * Unique considerations by scenario   + Hybrid/remote: Different teachers may teach the same subject but will need to grade collectively   + Hybrid/remote: Attendance and completion will look different   (NOTE: Learning mastery should remain a critical component of grading this school year. Grades should not be determined this school year by completion alone.) | | |  |
| **Step** | **In-Person** | **Remote** | **Hybrid** | **Resources** |
| 1.D.s.2 | Monitor attendance. Confirm students (by student group and schools) are meeting attendance goals. Where they are not, provide direct support to schools in key areas:   * Teacher strength and quality of remote learning:   + Required daily check-ins   + Daily feedback on homework   + Immediate family calls for missed attendance   + Tech office hours and problem solving support * Groups with:   + Language barriers   + Transportation barriers   + Childcare barriers (for remote participation gaps) * Schools struggling due to:   + Data collection and upload   + Teacher attendance   + Substitute rates   + Family communication | | |  |
| **Step** | **In-Person** | **Remote** | **Hybrid** | **Resources** |
| 1.D.s.3 | Communicate all data and updated policies and processes with key constituents. Specifically:   * Schools and teachers: Share system wide data, best practices on solving attendance challenges, and updated policies. Train staff on using any new data systems. * Students: Engage in individual student communication with those experiencing low attendance rates to understand their needs and provide support. Ensure students, especially high school students, are clear on attendance and grading requirements. Specifically call out where guidance differs from last spring. * Families: Engage in individual family communication with those whose students are experiencing low attendance rates to understand their needs and provide support. Ensure families are clear on attendance and grading requirements and any aligned consequences for poor grades and attendance. Specifically call out where guidance differs from last spring. Provide support as needed to increase attendance. * Start working with students and families who need a plan for recovery. | | |  |

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

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

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

## 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 [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), 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 for Nebraska students. 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

|  |  |
| --- | --- |
| **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/).

|  |  |  |
| --- | --- | --- |
| **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).  [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)  [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)  [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/) |
| **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 [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).

|  |  |  |
| --- | --- | --- |
| **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 [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/).

|  |  |  |
| --- | --- | --- |
| **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 [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

### 

|  |  |  |
| --- | --- | --- |
| **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

|  |  |  |
| --- | --- | --- |
| **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

|  |  |  |
| --- | --- | --- |
| **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 [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:

|  |  |  |
| --- | --- | --- |
| 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 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

#### 

#### Conditions for Engagement

##### 1. Students are present and able to engage.

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

##### 2. Students feel safe, comfortable, and part of the community.

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

##### 3. Students know how to engage.

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

##### 4. Pedagogical strategies support engagement.

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

##### 5. Explicit strategies support engagement.

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

#### 

#### Pedagogy Supports Engagement: Equity of Access

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

#### 

#### Engagement Strategies: Synchronous

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

#### 

#### Engagement Strategies: Peer-to-Peer

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

#### 

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

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

#### 

#### Engagement Strategies: Feedback and Coaching

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

See [Essential Practice: Provide Effective Feedback](https://www.bostonpublicschools.org/cms/lib/MA01906464/Centricity/Domain/2293/Essential_Practice-_Provide_Effective_Feedback.pdf).

#### 

#### 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. |

### 

### English Language Arts

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

### 

### Science

### 

|  |  |  |
| --- | --- | --- |
| **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

|  |
| --- |
| **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

[Signing Math & Science](https://signsci.terc.edu/)

[The Sign Language Channel](https://dpan.tv/programs/collection-vvevex5tooe)

[Bookshare](https://www.bookshare.org/cms/help-center/learning-center/school-closure)

[Described and Captioned Media Program](https://dcmp.org/)

[Texas Autism Circuit](http://www.autismcircuit.net/)

[Continuous Education for Students with Significant Cognitive Disabilities: Supporting Guidance for Special Educators](https://drive.google.com/file/d/1mWGs6bljOZlrBA0BN2FSIy2pAwUgNISU/view?usp=sharing), from The Louisiana Department of Education

[Supports for Students with Significant Cognitive Disabilities](https://docs.google.com/document/d/1sYFOoqtmXfwtqvWBhhf2KvjCFnQu_zXcl8IjfPZq2p8/edit), from Arkansas Division of Elementary and Secondary Education

[Key Principles for ELL Instruction](https://drive.google.com/file/d/16eO15heVsItzhMNdwnThZRpADL-g0HKR/view?usp=sharing), from Understanding Language

[Curriculum Guidelines & Specifications for ELs](https://www.elsuccessforum.org/guidelines), from English Learners Success Forum

[Analyzing Content and Language Demands for Math](https://drive.google.com/file/d/12LVUgY16R58e09GgPJ8MTuEuHCESKBu3/view?usp=sharing), from English Learners Success Forum

[Analyzing Content and Language Demands for ELA](https://drive.google.com/file/d/1zIuYZPSOrgI5QO65bPvEucBloU9bNRZ4/view?usp=sharing), from English Learners Success Forum

[Re-envisioning English Language Arts](https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/4/darrell/CGCS_ReinvisEngLang_pub_Rev_final.pdf) [and English Language Development](https://drive.google.com/file/d/1CStcVueW6YK_1eKPLN2lcGuj1bEWYHRh/view?usp=sharing) [for English Language Learners](https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/4/darrell/CGCS_ReinvisEngLang_pub_Rev_final.pdf), from Council of the Great City Schools

[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), from Council of the Great City Schools

[Language, Literacy, and Learning in the Content Areas](https://ell.stanford.edu/papers/practice), from the Understanding Language Conference

[Classroom Talk: Supporting ELs Oral Language](https://www.aft.org/ae/fall2018/walqui_heritage), from Aída Walqui and Margaret Heritage

[The Big History Project](https://www.bighistoryproject.com/home)

[Four Dimensions of Instructional Materials That Put Students First](https://drive.google.com/file/d/1kM_33CqT8jPpid6ZNePffA8_F7L-1MRa/view?usp=sharing), from ANet

### Distance and Online Learning

[Lesson Planning Guide for Distance and Hybrid Learning](https://drive.google.com/file/d/1N7uqDHUgS30TSnAxeL6c-bLumk6wGCIS/view?usp=sharing), from Teaching Lab

[Distance and Online Learning Example: Teaching Lab’s Distance Learning Plan Based on EL Education’s 2nd Edition K-5 Language Arts Curriculum](https://drive.google.com/file/d/1WCZq_tpFQam-QYEowNeFRsoNM8LZsL8x/view?usp=sharing), from Teaching Lab

[Recommendations for District Policies for At-Home Teaching and Learning](https://drive.google.com/file/d/17oJ8zroNUgJheQquuJ3l0kQyFaLGyZ17/view?usp=sharing), from Opportunity Culture: An Initiative of Public Impact

[Attendance Playbook: Smart Strategies for Reducing Chronic Absenteeism in the COVID Era](https://drive.google.com/file/d/1Yh-nFox_72CuhAW4U0Y2nsFWvg8wd0l-/view?usp=sharing), from FutureEd and Attendance Works

[How Can Educators Tap Into Research to Increase Engagement During Remote Learning?](https://www.edsurge.com/news/2020-05-06-how-can-educators-tap-into-research-to-increase-engagement-during-remote-learning), from EdSurge

[Instruction Partners’ Math Guidelines for Distance Learning Models](https://drive.google.com/file/d/1kBYr9tCV92tzv93ZL710Gpkdf6O7eq57/view?usp=sharing), from Instruction Partners

[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), from EdWeek

[Moving Forward: Mathematics Learning in the Era of COVID-19](https://drive.google.com/file/d/1dWeIQD1n1SHyo-B2nPnEbkbDjI5v4yC7/view?usp=sharing), from National Council of Teachers of Mathematics and National Council of Supervisors of Mathematics

[Instruction Partners’ ELA Guidelines for Distance Learning Models](https://drive.google.com/file/d/1JhEg4Q93aV3pnLkEgbXSTVXFYSzWah4z/view?usp=sharing), from Instruction Partners

[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/), from Michigan Virtual Learning Research Institute

[Distance Learning for ELLs: Planning Instruction](https://www.colorincolorado.org/article/distance-learning-ells-instruction), from Colorín Colorado

[6 Key Considerations for Supporting English Learners with Distance Learning](https://seal.org/6-key-considerations-for-supporting-english-learners-with-distance-learning/), from Sobrato Early Academic Language

[Guidance to Plan and Provide Remote Learning for English Learners](https://drive.google.com/file/d/1jLPuZVc_4yiRuDb8Go5y8-FSYTNyCEwR/view?usp=sharing), from Massachusetts Department of Education

[EdReports Instructional Materials Technology Information Template](https://edreports.org/resources/enhanced-reports-with-key-technology-information?_gl=1*107la3b*_gcl_aw*R0NMLjE1OTQwNTUyMTYuRUFJYUlRb2JDaE1JeE5HbnRZNjU2Z0lWWlJoOUNoMFVaQTl4RUFBWUFTQUFFZ0tjdGZEX0J3RQ..)

[Instructional Strategies for Virtual Learning: A Companion Tool to the NIET Teaching Standards Rubric](https://drive.google.com/file/d/1XZlldi5W40Oa4POXUISsgPQDPfWlSL4J/view?usp=sharing), from The National Institute for Excellence in Teaching

[Supporting Student Collaboration in a Virtual Setting: General Education and Small Group Services](https://www.marshall.org/wp-content/uploads/2020/04/Student-Collaboration.pdf), Marshall Street Initiative, a division of Summit Public Schools

[Taking School Online with a Student-Centered Approach](https://drive.google.com/file/d/1tTb3ZvT-Ziuhsmu5VVDXvQTVr_-MLCfP/view?usp=sharing), from Facing History and Ourselves

[Accountability and Feedback Online: One Big Question is ‘When?](https://teachlikeachampion.com/blog/accountability-and-feedback-online-one-big-questions-is-when/), from Doug Lemov’s Field Notes

[“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)”, from Charter School Growth Fund

[Keeping the teacher-student feedback loop intact during distance learning](https://fordhaminstitute.org/national/commentary/keeping-teacher-student-feedback-loop-intact-during-distance-learning), from Partnership Schools

[Best Practices: Online Pedagogy](https://teachremotely.harvard.edu/best-practices), from Harvard University

[Distance Learning Going Forward](https://annenberg.brown.edu/school/categories/student-learning#929), from Annenberg Institute for School Reform at Brown University and Results for America (Expected July 2020)

[Continuing Science at Home with Science Notebooking](https://drive.google.com/file/d/1m-ByLJbwnTzK2V7k7DIe28tB1qS2xmjb/view?usp=sharing), from Council of State Science Supervisors and NSELA

[Supporting Equitable Home-based Teaching and Learning During COVID-19 School Closures](https://drive.google.com/file/d/17Aub46jXPFG1FhWmCpawTHc9TJ8UCjFI/view?usp=sharing), from Council of State Science Supervisors

[5 Ideas to Engage K-2 Students in Math Remotely](https://achievethecore.org/aligned/5-ideas-engage-k-2-students-math-remotely/), from Student Achievement Partners

[3 Recommendations for Supporting Early Elementary Students Remotely](https://achievethecore.org/aligned/3-recommendations-supporting-early-elementary-students-remotely/), from Student Achievement Partners

[Remote Learning Resource: Discourse](https://drive.google.com/file/d/1UuIYM-4zzfN66j66pGuwKtoIprZbd5ko/view), from OpenSciEd, inquiry Hub, and NextGen Science Storylines

[Remote Learning Resource: Leading an Anchoring Phenomenon](https://drive.google.com/file/d/1NtxKPdmmHX9Ar9EtiQyaM7Sg2kECD68N/view?usp=sharing), from OpenSciEd, inquiry Hub, and NextGen Science Storylines

### Assessment

[Assessing Basic Fact Fluency](https://drive.google.com/file/d/1oM4M7m2TiEB3HDA_jdBLabxBg8Hm9xoz/view?usp=sharing), from National Council of Teachers of Mathematics

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

Assessment Considerations for Fall 2020, from Council of Chief State School Officers (available by mid-summer).

[3 Principles for Assessments](https://docs.google.com/document/d/1nHmSOjK5UULmu6Tyq2wfM3Fw_NLPbAj5k9mJkK5EfQo/edit?ts=5eceaadb) [During Instructional Recovery and Beyond](https://drive.google.com/file/d/1XFzOMsmJncUkAqoavwbQk2J9vBcAxhdB/view?usp=sharing), from ANet

[Returning to School During and After Crisis: A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework during the 2020-2021 School Year](https://drive.google.com/file/d/1Y51v9HGmpCvtOgY3gz3W5nXG1rGEuRar/view?usp=sharing), from The Center on Positive Behavioral Interventions & Supports

[Formative Assessment for ELs in Remote Learning Environments](https://ell.stanford.edu/content/FA-process-remote-learning-webinars), from Understanding Language

[Use of Formative Assessment Data for ELs](https://drive.google.com/file/d/1e5Gd1Y20Vz0ussG_btNWMvOwsuN7vYSG/view?usp=sharing), from the National Center for Research on Evaluation, Standards, & Student Testing

[Learning as We Go: Principles for Effective Assessment During the COVID-19 Pandemic](https://drive.google.com/file/d/1nsc2T5DonbYVp6Rj7vvQS3l8iEExGzqb/view?usp=sharing)

### Programming and Special Education Services

[Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak](https://sites.ed.gov/idea/files/qa-covid-19-03-12-2020.pdf), from The US Department of Education

[IDEA Best Practices During the COVID-19 Crisis](https://drive.google.com/file/d/1B4maPpVM75SRWiCk8zQ-GlDzhZflL1Gy/view?usp=sharing), from Council of the Great City Schools

[Virtual IEP Meeting Guidance](https://drive.google.com/file/d/1AihQMrWvO8ECVhrSroZiPv9PO7DV14vI/view?usp=sharing), from Marshall Street Initiatives, a division of Summit Public Schools

[Sample Virtual IEP Meeting Agenda](https://drive.google.com/file/d/1Lbyxwi9RzCsh1LA0BsYcElnFfYUB9V75/view?usp=sharing), from The Center for Parent Information & Resources

[Supporting Inclusionary Practices During School Facility Closure](https://drive.google.com/file/d/1LZRTXFEGmPgWrher-2stDN5Pae4OK6O3/view?usp=sharing), from The Washington Office of Superintendent of Public Instruction released

[Continuous Education for Students with Disabilities: Direct Services](https://drive.google.com/file/d/1tDaj8NjkXeTyzXYhbOQg1WwlH4RfGEW5/view?usp=sharing), from The Louisiana Department of Education

[FAQs on Special Education & COVID-19](https://www.cde.state.co.us/cdesped/special_education_faqs), from The Colorado Department of Education

[Guide to Delivering High-Quality IEP Services During School Closures](https://drive.google.com/file/d/1pg4aENi2CLmpWVromIFll5KoFG3uQoht/view?usp=sharing), from The Diverse Learners Co-Op

[Occupational and Physical Therapy Home Program Activities](https://theinspiredtreehouse.com/occupational-and-physical-therapy-home-program-activities/), from The Inspired Treehouse

[Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary, and Secondary Schools While Serving Children with Disabilities](https://drive.google.com/file/d/1u6VrwkpIg3Kcx5OtCyO4qxP3U75roecr/view), from The US Department of Education

[State Contacts](https://www2.ed.gov/about/contacts/state/index.html), from The US Department of Education

### Programming and ELD Services

[Assessing Language Proficiency during Extended School Closures](https://drive.google.com/file/d/1kjibaSz1FxoHG1iHgKwxp2zj8XvXZ5J5/view), from Council of the Great City Schools

[English Learner Toolkit](https://drive.google.com/file/d/1MyhjUV7PwaOI4a3DemndqWcQqVzA_4N3/view?usp=sharing), from The National Center for English Language Acquisition

[Fact Sheet: Providing Services to English Learners During the COVID-19 Outbreak](https://drive.google.com/file/d/1jtSzFZsqfLBEvAhxrJC3r7Symn5KBSXJ/view), from The US Department of Education

### Professional Learning

[Accessing Teacher and School Leader Surveys for Self-Assessment on Critical Skills](https://drive.google.com/file/d/1xQJrl0t29UVBR4w9UMEAbjj-OJexUiCX/view), from Council of Chief State School Officers

[Identifying System Professional Learning Priorities](https://drive.google.com/file/d/1S4VKk65hO8cWyaQwC00-MzakJufCF5sW/view), from Council of Chief State School Officers

[Identifying School Professional Learning Priorities for Teachers](https://drive.google.com/file/d/1H-UVVqPMfOyVL6yerq1JFZRcKs9_mFML/view), from Council of Chief State School Officers

[Sample Professional Learning Scope and Sequence](https://drive.google.com/file/d/1HYRrG0op_dZsdmuV47qAdZ1u9I86cumZ/view?usp=sharing), from Council of Chief State School Officers

[Professional Learning Scope and Sequence Template,](https://drive.google.com/file/d/10wG1vC-goShfG8R6w77RA7VyzSLgBuru/view?usp=sharing) from Council of Chief State School Officers

[Professional Learning Partner Guide](http://plpartnerguide.org/) from Rivet Education (available by the end of August)

[Professional Development Essentials for Educators of Multilingual Learners](https://drive.google.com/file/d/1Xm6NMfIpdgMY61xA96fgTaCazDSjgnha/view?usp=sharing), from Understanding Language

[Forward Together: A School Leader’s Guide to Creating Inclusive Schools](https://drive.google.com/file/d/1G3USFDfSvhciVl6EP6FQilwEAjP6nV9l/view?usp=sharing), from National Center for Learning Disabilities and Understood

[High-Leverage Practices in Special Education: A Professional Development Guide for School Leaders](https://highleveragepractices.org/a-professional-development-guide-for-school-leaders/), from The Council for Exceptional Children and CEEDAR Center

[Toolkit: Connected Professional Learning for Teachers](https://www.erstrategies.org/toolkits/toolkit_connected_professional_learning_for_teachers), from Education Resource Strategies

[Collaborative Teaching Virtual Instruction Tips](https://drive.google.com/file/d/1-JjJ8ogq1D0a1dSvhuEeGUPS8QVtsvCb/view?usp=sharing), from Florida Inclusion Network

[Common Planning Time Note Catcher,](https://drive.google.com/file/d/1gkLOeCv_yOlWpx4tTz5T-p33CP64jmYF/view?usp=sharing) from Council of Chief State School Officers

[Tactical Ideas for Virtually Coaching Your Newly Virtual Teachers](https://blog.edthena.com/2020/03/26/tactical-ideas-for-virtually-coaching-your-newly-virtual-teachers/), from Edthena

## 

## Comprehensive Research List by Topic

### Unfinished Learning and Learning Loss

Atteberry, A., & McEachin, A. (2019). EdWorkingPaper No. 19-82. Retrieved June 27, 2020, from https://edworkingpapers.com/sites/default/files/ai19-82-v042020.pdf

Allensworth, A., & Schwartz, N. (2020). *School Practices to Address Student Learning Loss*. EdResearch for Recovery Brief No. 1. Retrieved June 29, 2020, from <https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Brief_1.pdf>

Hill, H. C., & Loeb, S. (2020). *How to Contend with Pandemic Learning Loss*. Retrieved June 27, 2020, from https://www.edweek.org/ew/articles/2020/05/28/how-to-contend-with-pandemic-learning-loss.html

Quinn, D.M., & Polikoff, M. (September 14, 2017). *Summer learning loss: What is it, and what can we do about it?* Brookings Institute. Retrieved March 29, 2020, from <https://www.brookings.edu/research/summer-learning-loss-what-is-it-and-what-can-we-doabout-it/>

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

### Essential Instructional Content

National Research Council. (2012). *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/13165>.

Student Achievement Partners. (2020). *2020-21 Priority Instructional Content in English Language Arts/Literacy and Mathematics*. Retrieved June 29, 2020, from <https://achievethecore.org/page/3267/2020-21-priority-instructional-content-in-english-language-arts-literacy-and-mathematics>

### Instructional Materials and Instruction

Agodini, R., Harris, B., Thomas, M., Murphy, R., & Gallagher, L. (2010). Achievement effects of four early elementary school math curricula: Findings for first and second graders (NCEE 2011-4001). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Boser, U., Chingos, M., & Straus, C. (2015). The Hidden Value of Curriculum Reform: Do States and Districts Receive the Most Bang for Their Curriculum Buck? Washington, DC: Center for American Progress. Retrieved from: https://cdn.americanprogress.org/wp-content/uploads/2015/10/06111518/CurriculumMatters-report.pdf.

Chiefs for Change (2017). *Hiding in Plain Sight: Leveraging Curriculum to Improve Student Learning*. Washington, DC. Retrieved from: http://chiefsforchange.org/policy-paper/4830/

Deschaine, M. E. (2020). *Supporting Students with Disabilities in K-12 Online and Blended Learning*. Retrieved June 27, 2020, from <https://michiganvirtual.org/research/publications/supporting-students-with-disabilities-in-k-12-online-and-blended-learning/>

Fisher, D. & Frey, N. (2014). Scaffolded Reading Instruction of Content-Area Texts, The Reading Teacher, Volume 67, Issue 5, pages 347–351, February 2014, International Reading Association. http://onlinelibrary.wiley.com/doi/10.1002/trtr.1234/pdf

Jones, N., Vaughn, S., & Fuchs, L. (2020). *Academic Supports for Students with Disabilities*. EdResearch for Recovery Brief No. 2. Retrieved June 29, 2020, from <https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Brief_2.pdf>

Kane, T. J. (2016). *Never judge a book by its cover—use student achievement instead*. Washington, DC: The Brookings Institution. Retrieved from: <https://www.brookings.edu/research/never-judge-a-book-by-its-cover-use-student-achievement-instead/>.

Michaels, S., Shouse, A.W., & Schweingruber, H.A. (2008). *Ready, Set, Science! Putting Research to Work in K-8 Science Classrooms.* Board on Science Education, Center for Education, Division for Behavioral and Social Sciences and Education. Washington DC: The National Academies Press.

Morgan, A., Wilcox, B. R., & Eldredge, J. L. (2000). Effect of difficulty levels on second grade delayed readers using dyad reading. The Journal of Educational Research, 94(2), 113-119.

National Academies of Sciences, Engineering, and Medicine. (2018). *English Learners in STEM Subjects: Transforming Classrooms, Schools, and Lives*. Washington, DC: The National Academies Press. doi: <https://doi.org/10.17226/25182>.

National Council of Teachers of Mathematics and National Council for Supervisors of Mathematics. (2020). *Moving Forward: Mathematics Learning in the Era of COVID-19*. Retrieved from <https://www.mathedleadership.org/docs/resources/NCTM_NCSM_Moving_Forward.pdf>.

National Council of Teachers of Mathematics. (2020). *Catalyzing Change in Early Childhood and Elementary School Mathematics: Initiating Critical Conversations*. Reston, VA: NCTM.

National Council of Teachers of Mathematics. (2020). *Catalyzing Change in Middle School Mathematics: Initiating Critical Conversations*. Reston, VA: NCTM.

National Council of Teachers of Mathematics. (2018). *Catalyzing Change in High School Mathematics: Initiating Critical Conversations*. Reston, VA: NCTM.

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

O’Connor, R. E., Swanson, H. L., & Geraghty, C. (2010). Improvement in reading rate under independent and difficult text levels: Influences on word and comprehension skills. Journal of Educational Psychology, 102, 1–19. Independent and Difficult Text Levels: Influences on Word and Comprehension Skills,” Journal of Educational Psychology 102, no 1 (2010).

Recht, D. R., & Leslie, L. (1988). Effect of prior knowledge on good and poor readers' memory of text. Journal of Educational Psychology, 80(1), 16.

Romance, N.R. & Vitale, M.R. (2012). Expanding the role of K-5 science instruction in educational reform: implications of an interdisciplinary model for integrating science and reading. School Science and Mathematics, 112(8), 506-515. Retrieved from http://scienceideas.org/RefDocs/2\_C-Romanceand Vitale2012PDFofArticle.pdf

Shanahan, T. (1983). The informal reading inventory and the instructional level: The study that never took place. Reading Research Revisited, 557-580.

Shanahan, T. (2014). Should we teach students at their reading level? Literacy Leadership, 14-15.

Stage, E. K., Asturias, H., Cheuk, T., Daro, P. A., & Hampton, S. B. (2013). Opportunities and challenges in next generation standards. Science, 340(6130), 276–277

Stahl, S. A., & Heubach, K. M. (2005). Fluency-oriented reading instruction. Journal of Literacy Research, 37(1), 25-60.

Steiner, D., Magee, J., & Jensen, B. (2018). What we teach matters: How quality curriculum improves student outcomes. Collingwood, VIC: Learning First. Retrieved from: <https://learningfirst.com/wp-content/uploads/2018/11/What-we-teach-matters-FINAL-for-publication-15-Nov.pdf>.

Steiner, D., Magee, J., & Jensen, B. (2019). High-quality Curriculum And System Improvement. Collingwood, VIC: Learning First. Retrieved from: <https://learningfirst.com/wp-content/uploads/2019/01/Quality-curriculum-and-system-improvement.pdf>.

Walqui, A., & Heritage, M. (2018, September 28). *Meaningful Classroom Talk*. Retrieved June 28, 2020, from <https://www.aft.org/ae/fall2018/walqui_heritage>

### Distance and Online Learning

Bernard, R. M., Abrami, P.C., Borokhovski, E. et al. (2009). A meta-analysis of three interaction treatments in distance education. Review of Educational Research, 79(3), 1243-1289.

*Distance Learning Rapid Evidence Assessment*. (2020). Retrieved June 28, 2020, from https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/distance-learning-rapid-evidence-assessment/

Protopsaltis, S. & Baum, S. (January 2009). *Does Online Education Live up to its Promise? A Look at the Evidence and Implications for Federal Policy*. Center for Education Policy and Evaluation, George Mason University College of Human Development. Retrieved on March 29, 2020 from: http://mason.gmu.edu/~sprotops/OnlineEd.pdf.

Tallent-Runnels, M., Thomas, J., Lan, W., Cooper, S., Ahern, T., Shaw, S. & Liu, X. (2006). Teaching Courses Online: A Review of the Research. Review of Educational Research. 76. 93-135. 10.3102/00346543076001093.

### Assessment

National Research Council. (2014). Developing Assessments for the Next Generation Science Standards. Committee on Developing Assessments of Science Proficiency in K-12. Board on Testing and Assessment and Board on Science Education, J.W. Pellegrino, M.R. Wilson, J.A. Koenig, and A.S. Beatty, Editors. Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

### Professional Learning

Magee, J., & Jensen, B. (2018). *Combining Curriculum And Teacher Professional Learning*. Collingwood, VIC: Learning First. Retrieved from: <https://learningfirst.com/wp-content/uploads/2018/11/Combining-curriculum-and-best-practice-teacher-PL-FINAL-1412.pdf>

National Academies of Sciences, Engineering, and Medicine. (2015). *Science Teachers Learning: Enhancing Opportunities, Creating Supportive Contexts. Committee on Strengthening Science Education through a Teacher Learning Continuum*. Board on Science Education and Teacher Advisory Council, Division of Behavioral and Social Science and Education. Washington, DC: The National Academies Press.

Tosh, K., & Kaufman, J. (May 4, 2020). *Now That Digital Materials Are Front and Center, How Should They Be Used*? Retrieved June 28, 2020, from https://www.rand.org/blog/2020/05/new-teacher-survey-shows-that-digital-materials-were.html

Wiener, R. & Pimentel, S. (2017). P*ractice What You Teach: Connecting Curriculum & Professional Learning in Schools*. Washington, DC: The Aspen Institute. Retrieved from: https://assets.aspeninstitute.org/content/uploads/2017/04/Practice-What-You-Teach.pdf

1. National Council of Teachers of Mathematics (2014). *Principles to Actions: Ensuring Mathematical Success for All.* Reston, Va. [↑](#footnote-ref-1)
2. <https://curriculummatters.org/2020/05/05/curriculum-matters-even-more-in-a-crisis/?fbclid=IwAR0tv1am5KaGlgYlf-xsZfXSZgaiV56XiiXPeAg8HiELc0DeIb3u1lApxiQ> [↑](#footnote-ref-2)
3. Lemov, D. (2020, March 31). Accountability and Feedback Online: One Big Question is 'When?' Retrieved June 26, 2020, from https://teachlikeachampion.com/blog/accountability-and-feedback-online-one-big-questions-is-when/ [↑](#footnote-ref-3)
4. Kennedy, J., & Nolan, M. (2020, April 24). "I See You. I Care. How Can I Help You Grow?" Retrieved June 26, 2020, from https://stories.chartergrowthfund.org/i-see-you-i-care-how-can-i-help-you-grow-d1380e0ca879 [↑](#footnote-ref-4)
5. “New Teacher Survey Shows That Digital Instructional Materials Were Not Optimal Before the Pandemic. Now They Are Front and Center, How Should They Be Used,” Katie Tosh and Julia Kaufman, *The RAND Blog* [*https://www.rand.org/blog/2020/05/new-teacher-survey-shows-that-digital-materials-were.html*](https://www.rand.org/blog/2020/05/new-teacher-survey-shows-that-digital-materials-were.html)May 4, 2020. [↑](#footnote-ref-5)
6. Ibid [↑](#footnote-ref-6)
7. “Rapid Evidence Assessment: Distance Learning,” Education Endowment Foundation, April 2020. <https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf> [↑](#footnote-ref-7)