Continuous Improvement Toolkit

# Introduction

Educators have passed the first hurdle of reopening during an unprecedented time, but we continue to face many interconnected and complex problems. It is time for reopening committees to become continuous improvement committees; time to turn the aspirations that anchored planning into goals and quantitative and qualitative data-tracking systems; time to shift stakeholder engagement from informing the plan to informing what is working and what can be improved; time to identify the few big things we care most about this year and problem-solve how to make those aspirations a reality.

To uncover and share emerging best practices to support leaders today, we worked shoulder to shoulder with remarkable school, system, and state partners to design and test tools, resources, and guidance that support leaders in addressing major challenges.

The resulting Continuous Improvement Toolkit provides practical, concrete tools and resources in getting organized, making a plan, and taking action, propelled by three big questions:

* How do we better orient our planning around priority groups of students?
* How do we devote extra attention to all students’ emotional needs and unfinished learning?
* How do we plan to advance and preserve student learning across multiple scenarios?

Based on our work with partners as well as our ongoing research into high-leverage instructional practices, time and again we have seen that when we design support around those with the greatest needs, we not only serve their needs but we lift up everyone. Our toolkit encourages all schools and systems to prioritize meeting the needs of students who have been systemically disadvantaged and are therefore disproportionately impacted by the physical, social-emotional, economic, and learning disruptions of COVID-19. This includes students of color, students in poverty, students learning English, and students with disabilities, whom we refer to as “priority groups of students.” It is critical that we focus on these groups to promote equitable access to rigorous learning outcomes for all students.

Visit [**instructionpartners.org**](https://instructionpartners.org) for more free resources and to learn about our partnership work with schools, systems, and state education agencies.

# What’s in the toolkit?

The Continuous Improvement Toolkit offers practical tools, templates, and recommendations for keeping students engaged in meaningful learning, regardless of the learning environment:

* Scenario-specific guidance for planning in-person, remote, and hybrid learning scenarios, as well as useful tips for minimizing disruption despite constant changes
* Content-specific guidance for ELA, math, and science
* Content-agnostic guidance on how to adjust plans and pedagogy to deliver high-quality distance learning experiences, as well as resources for teaching the same content in a changing environment (for example, how to adjust your scope and sequence to account for a sudden switch to virtual learning)
* Considerations for antiracist instruction that affect how we teach, what we teach, and who we teach.

We also assembled a set of essential steps, outcomes, and resources for supporting reentry—[**review them here**](https://instructionpartners.org/wp-content/uploads/2020/10/Essentials_-Phase-I-.pdf).

# How to use the toolkit

The goal of this continuous improvement toolkit is to ensure that you and your team have clarity on what is working and what is not working and to provide practical resources to support your improvement efforts. Leaders can interact with the toolkit in many ways—we recommend using it with your instructional leadership team, but, if you have questions or feedback about how to engage with the resources, please [**contact us**](https://instructionpartners.org/contact-us).

Here are some suggestions for making the toolkit work for your team:

* **Orient around the framework:** Review the framework and click on the steps you want to learn more about to explore guiding questions and considerations. After Step 3, teams should have a clear picture of their focus areas for improvement. Based on the identified focus areas, Step 4 in the “instruction” component highlights the various practical resources available within the toolkit that align with common focus areas. Though the steps *within* each component are structured chronologically, the work *across* components will take place concurrently.
* **Work chronologically while acknowledging interdependencies:** Though the steps within each component are in chronological order, the components themselves (i.e., instruction, culture, and operations) are interdependent. For example, the work involved in the “[Set up leadership structures and routines for reviewing data and making a plan for response](#zhl68jb7tgli)” step within the instruction component is informed by the work involved in the “Check in with families” step within the culture component. This illustrates how cultural planning should directly inform instructional planning.
* **Use it as a workbook:** The goal of this continuous improvement toolkit is to ensure you have clarity on what is working and what is not working and to provide practical resources to support your improvement efforts. Think through your responses to the guiding questions and record your notes in this document.
* **Use it as a resource bank:** Our supporting [**resources**](#resources) provide free and customizable samples, templates, and/or guidance. Please leverage them, as well as any other [**Instruction Partners resources**](https://instructionpartners.org/tools/), and adjust the tools to meet your needs.

# Key terms and elements

* **Antiracism:** The active process of identifying and eliminating racism by changing systems, organizational structures, policies, practices, and attitudes, so that power is redistributed and shared equitably.[[1]](#footnote-1)
* **Components:**The categories of work (in this case: instruction, culture, operations).
* **Example templates:** Examples of the work to download, adjust, and use.
* **Framework:** A table that outlines the full scope of work for reentry through the 2020–21 school year, organized by time-bound phases of work and broken down into specific components.
* **Guidance:** Tools to inform your thinking and execution.
* **Guiding questions:** Leader-facing questions to guide actions and decision-making.
* **Phases:** Period of time and focus of the work.
* **Priority groups of students:** Students who are systemically disadvantaged and therefore disproportionately impacted by COVID-19, including students of color, students in poverty, students learning English, and students with disabilities.
* **Resources:**Practical tools aligned to the steps, guiding questions, and common improvement focus areas.
* **Social-emotional learning:** Explicit and intentional instruction about cognitive, emotional, and social skills, as well as competencies, traits, values, and mindsets that systematically empower students to be successful as learners throughout their education and life.
* **Steps:** Actions and decisions leaders need to make. Some steps in the toolkit contain links to other steps, acknowledging the interrelated sets of decision-making between instruction, culture, and operations.
* **Trauma-informed instruction:** The utilization of a set of skills and competencies that enable educators to recognize indications, signals, or expressions of trauma in their students; deploy appropriate support strategies in real time; and proactively plan and implement instructional practices that support all students, not just those who experienced trauma.

# 2020–21 Framework

| Component | Phase 1: Summer/Fall 2020Reentry[Review our Reentry Essentials](https://drive.google.com/file/d/1enfM4u-RmjGLDbP49CY-UTR7HWwFgI69/view?usp=sharing) | Phase 2: Fall/Winter 2020Continuous Improvement | Phase 3: Winter/Spring 2021Continuous Improvement and Prepare for Recovery |
| --- | --- | --- | --- |
| Instruction | * [Assemble a reentry advisory committee](#3znysh7)
* [Identify and understand the needs of your priority groups of students](#4hxelbajuwj)
* [Reflect on previous distance learning](#tyjcwt)
* [Determine priorities and aspirations for reentry](#dzuwyhaypg4w)
* [Actualize aspirations](#iv57q1gx3a5)
	+ [Utilize your curricular materials](#2s8eyo1)
	+ [Plan for teaching and learning across multiple scenarios](#17dp8vu)
	+ [Plan your approach for unfinished learning](#3rdcrjn)
	+ [Determine your assessment strategy](#26in1rg)
* [Determine supporting systems and structures](#27rqkv8vd42w)
	+ [Create academic calendar and master schedule](#35nkun2)
	+ [Decide on roles and responsibilities for instruction](#1ksv4uv)
	+ [Plan teacher training support, coaching support, and planning expectations](#2jxsxqh)
* Determine a plan for grading
* Communicate instructional plans with families and staff
* Train teachers for beginning of year
 | * [**Confirm priorities and aspirations for student learning and culture**](#tb106lpsk3e2)
* [**Set up sources of data and progress monitoring**](#e0yjj246h62f)
* [**Set up leadership structures and routines for reviewing data and make a plan for adjustment**](#zhl68jb7tgli)
* [**Identify focus areas for improvement and review resources to support with constructing a plan**](#voirml1ccmn3)
* [**Set up (or confirm) systems and structures for supporting teachers and staff with training, planning, and coaching**](#ltyrfrjsalgo)
* [**Communicate to all stakeholders the findings, proposal, and rationale for response**](#nu5nyvlp43ua)
* [**Quickly build capacity of teachers and staff**](#e482kwyz6sv8)
 | * Step back and adjust plans based on data
* Revise instructional model and plans as needed
* Support teachers on any adjustments through training, coaching, and planning
 |
| Culture | * [Determine the social-emotional needs of staff, students, and families](#672j89j4mqiz)
* Identify supporting programs and partners
* [Plan trauma-informed practices in culture and instruction](#cmxzzfgdgghi)
* Adjust school culture plan
* [Create stakeholder reengagement plan](#xc566q1mizx)
* Decide on roles and responsibilities for culture
 | * Communicate culture plans with families and staff
* Refine your tool for assessing school culture
* [**Gather data on student and staff engagement and wellbeing**](#5tgmc2kdi9eo)
* [**Check in with families**](#Check_in_with_families)
 | * Step back and adjust plans based on data
* Launch any additional student supports for social-emotional learning or trauma
 |
| Operations | * Revise 2020–21 budget
* Hire for vacancies informed by scenarios
* Perform tech audit and create distribution plan
* Update food distribution plan
* Create safety plan for different scenarios
* Determine student and classroom supply lists
* Update family and teacher handbooks
* Update performance evaluations informed by scenarios
* Decide on roles and responsibilities for operations
* Create contingency plans for staff absences
* Communicate operational plans with families and staff
 | * Determine communication systems and structures
* Observe and refine schoolwide operations and procedures
* Adjust plans based on scenarios
 | * Set re-enrollment projections
* Hold teacher retention meetings
* Adjust budget as needed
* Perform tech audit
 |

# Continuous Improvement: Instruction

Need a refresher on prerequisite activities around instruction? Check out our [**Reentry Toolkit essentials**](https://instructionpartners.org/wp-content/uploads/2020/10/Essentials_-Phase-I-.pdf).

# Confirm priorities and aspirations for student learning and culture

In this step, leaders will:

* reflect on the priorities and aspirations of reentry and make any adjustments that may be necessary;
* update the list of priority students; and
* determine a plan for progress monitoring towards the priorities and aspirations.

| Guiding Questions | Notes |
| --- | --- |
| Do our priorities and aspirations that we outlined in the spring/summer hold true? Do we need to make adjustments? |   |
| Do we have the most up to date list of priority students?  |  |
| Have we ensured our priorities and aspirations include the need for affirming relationships, particularly with priority students? |  |

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# Set up sources of data and progress monitoring

In this step, leaders will determine systems and/or structures that can be used to progress monitor vision and aspirations, specifically around student attendance, student connection, worthy work, student completion of work, and student learning.

| Guiding Questions | Notes |
| --- | --- |
| Are students showing up? How do we know? What data do we need to collect? |  |
| Are students connecting to each other? Teachers? How do we know? What data do we need to collect? |  |
| Are students being given worthy work? How do we know? What data do we need to collect? |  |
| Are students doing the work? How do we know? What data do we need to collect? |  |
| Are students learning? How do we know? What data do we need to collect? |  |
| What is our plan for measuring progress towards these priorities and aspirations? |  |

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# Set up leadership structures and routines for reviewing data and make a plan for adjustment

In this step, leaders will determine practices and routines—Who? What? When?—for data collection and analysis and how data will be used to make adjustments to current plans.

| Guiding Questions | Notes |
| --- | --- |
| Based on our identified data sources, when will we collect data? |  |
| When will we step back and review the data? Who needs to be a part of those stepback meetings? Are priority students and families’ voices represented? |  |
| How are we ensuring we are putting additional focus on the data of students from identified priority groups? |  |
| Are the originally identified priority groups still accurate? Are there new priority groups? |  |
| Who are the decision makers when it comes to making adjustments? |  |
| Who owns the execution of those action steps? |  |
| Is there a system or structure that needs to be established to ensure execution of those action steps? |  |

# Identify focus areas for improvement and review resources to support with constructing a plan

In this step, leaders will:

* identify focus area(s) for improvement;
* determine what should be different if improvement is successful; and
* locate [**resources**](#a92oxyuhtk2y)(inside and outside this toolkit) that support the focus area(s) for improvement.

| Guiding Questions | Notes |
| --- | --- |
| Based on our data analysis and continuous improvement cycles, what are the focus areas we are aiming to improve?  |  |
| What do we want to see be different and by when? |  |
| Who are the key players in this improvement effort? |  |
| What [**resources**](#a92oxyuhtk2y) provided in this toolkit will be helpful in our improvement efforts? How will we use them? |  |

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# Set up (or confirm) systems and structures for supporting teachers and staff with training, planning, and coaching

In this step, leaders will:

* determine a professional learning schedule for teachers and staff;
* determine individual and collaborative planning expectations for teachers; and
* identify, reflect on, and make adjustments to current coaching practices.

| Guiding Questions | Notes |
| --- | --- |
| When will teachers receive ongoing training? Who decides the topics of those trainings?  |  |
| What evidence will we use to determine the type of training needs? |  |
| What are our individual and collaborative planning expectations for teachers? Do adjustments need to be made?  |  |
| What are our current coaching practices, and who provides the coaching? How does coaching support teachers in noticing and addressing bias (e.g., documenting response rates, analysis of seating arrangements, student partnerships, selected work for whole group analysis, academic vs. compliance feedback to students)? |  |

# Communicate to all stakeholders the findings, proposal, and rationale for response

In this step, leaders will:

* determine the adjustments that need to be made to the existing plan and the key stakeholders to whom they should be communicated;
* identify coaching and training implications of adjustments; and
* determine the appropriate communication structure for all stakeholders.

| Guiding Questions | Notes |
| --- | --- |
| What are the adjustments we plan to make and how do we want to communicate those adjustments? |   |
| Who are the stakeholders that need to be made aware? |  |
| How will we communicate the rationale for changes to stakeholders? |  |
| What communication avenues will we use to ensure everyone is in the know? |  |

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# Quickly build capacity of teachers and staff

In this step, leaders will:

* identify the highest leverage supports teachers and staff will need based on adjustments;
* determine the person(s) best equipped to deliver the necessary supports;
* identify what teacher progress would look like, sound like, and feel like;
* identify how teacher progress would translate into stronger student outcomes; and
* confirm a structure to measure teacher progress.

| Guiding Questions | Notes |
| --- | --- |
| Based on the adjustments we plan to make, what supports do teachers and leaders need? In what form will those supports take? |  |
| Who will be responsible for the necessary support? |  |
| What is the timeline for these supports? |  |
| How will we measure if we are seeing teacher progress translate into stronger outcomes for students? |  |

# Continuous Improvement: Culture

Need a refresher on prerequisite activities around culture? Check out our [**Reentry Toolkit essentials**](https://instructionpartners.org/wp-content/uploads/2020/10/Essentials_-Phase-I-.pdf).

# Gather data on student and staff engagement and wellbeing

In this step, leaders will:

* determine the information to be collected from students and staff and the appropriate data collection structure;
* create structures to ensure that they have heard from every identified priority student; and
* identify the person(s) responsible for determining the response to the collected data and executing the action steps.

| Guiding Questions | Notes |
| --- | --- |
| What information do we want to gather from students and staff? |   |
| How are we ensuring we are hearing from every student in our identified priority groups? |  |
| How do we want to gather data? |  |
| Based on the data we gather, what adjustments will we make? Who will make those decisions? |  |
| How are we looking at data across different groups? What are we learning from this data? |  |
| Who will execute those action steps? |  |

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# Check in with families

In this step, leaders will:

* determine the information to be collected by families and the appropriate data collection structure;
* create a schedule for checking in with families, paying close attention to families of priority students; and
* identify the person(s) responsible for determining the response to the collected data and executing the action steps.

| Guiding Questions | Notes |
| --- | --- |
| What are some ways we have worked/need to work to build relationships with families? |  |
| What information do we want to gather from families when we check in? |   |
| How often are we checking in with all families? |  |
| How often are we checking in with families of priority students? |  |
| How do we want to gather the data? |  |
| Based on the data we gather, what adjustments will we make? Who will make those decisions? |  |
| Who will execute those action steps? |  |

# Resources

Based on your findings from the analysis, planning, and continuous improvement cycles, what focus areas require additional attention and adjustments? Review the common focus areas below and peruse the corresponding resources that most closely align with your identified focus areas.

* [**Vision Setting**](#kix.teahnbbx807r)
* [**Student Attendance**](#kix.jxyde4m8n62t)
* [**Relationships and Connections**](#kix.azi2attvpa6f)
* [**Professional Learning and Coaching**](#kix.vlx7pa6xw1dl)
* [**Pacing**](#kix.hzdez9ni72sl)
* [**Lesson Preparation and Internalization**](#kix.dq0snjnxvfko)
* [**Distance Learning Practices**](#kix.k5wg8gbjz6f4)

# Vision Setting

[**Priorities and Aspirations for Reentry**](https://instructionpartners.org/wp-content/uploads/2020/10/Priorities-and-Aspirations-for-Reentry-1.pdf)

An example of what learning priorities and aspirations for reentry could look like.

[**Stepback and Reflection Checklist**](https://instructionpartners.org/wp-content/uploads/2020/10/Stepback-and-Reflection-Checklist-3.docx)

A checklist school and/or system leadership teams can use to reflect on their current state. Leaders can use the responses to help guide continuous improvement efforts.

[**Roles and Responsibilities for Supporting Instruction**](https://instructionpartners.org/wp-content/uploads/2020/10/Roles-and-Responsibilities-for-Supporting-Instruction.pdf)

An outline that offers guidance to school leaders, teachers, and families regarding instruction in a traditional in-person setting and considerations for distance learning. As you consider the role and responsibilities of each stakeholder, consider if they are serving to advance and preserve learning for all students, particularly priority groups of students.

# Student Attendance

[**Attendance and Assignment Completion Tracking Processes**](https://instructionpartners.org/wp-content/uploads/2020/10/Attendance-Assignment-Completion-Tracking-Processes.pdf)

An example of a process schools and/or systems can follow to keep timely track of student attendance and assignment completion in distance learning as a way to ensure early intervention.

[**Attendance Processes: More than Just Morning Attendance**](https://instructionpartners.org/wp-content/uploads/2020/10/Attendance-Processes-More-than-Just-Morning-Attendance.pdf)

A document that highlights the importance of tracking attendance multiple times a day to ensure an accurate and complete picture of student attendance, and provides a sample process for schools and/or systems to follow.

# Relationships and Connections

[**Executive Summaries of Trauma-Informed and Social-Emotional Learning Research**](https://instructionpartners.org/wp-content/uploads/2020/10/Social-and-Emotional-Learning-and-Trauma-Informed-Research.pdf)

A compilation of research and resources on trauma-informed and social-emotional learning. While not exhaustive, this compilation provides a jumping off point around these priorities and initiatives.

[**Social-Emotional Learning and Trauma-Informed Practice Resources for Families and Staff**](https://instructionpartners.org/wp-content/uploads/2020/10/SEL-and-Trauma-Informed-Practice-Resources-for-Families-and-Staff.pdf)

A curated list of external tools, organizations, and trainings, with specific audiences identified for each resource.

[**Student Survey Questions**](https://instructionpartners.org/wp-content/uploads/2020/10/Student-Survey-Questions.docx)

An example of a student survey teachers can use to gain insight into students’ academic and social-emotional perspectives.

[**Tier 1 Trauma-Informed Teaching Practices**](https://instructionpartners.org/wp-content/uploads/2020/10/Trauma-Informed-Teaching-Practices-.pdf)

Informed by the [**Aspirations for Reentry**](https://instructionpartners.org/wp-content/uploads/2020/10/Priorities-and-Aspirations-for-Reentry-1.pdf), this resource provides a list of research-based Tier 1 trauma-informed practices, sample activities, and examples of each practice in core content.

[**Up**](https://drive.google.com/file/d/1azeY9qajE1B8nMEfdN9lDg2hzRRVIn9l/view?usp=sharing)[**front Staff Training on SEL and Trauma-Informed Instruction**](https://instructionpartners.org/wp-content/uploads/2020/10/SEL_Trauma-Informed-Upfront-Training.pptx)

An introductory-level training that introduces all staff to the topics of social-emotional learning and trauma-informed instruction, and that includes practical ways to embed these practices into the school community.

# Professional Learning and Coaching

[**Example Aspirations for the PLC Experience**](https://instructionpartners.org/wp-content/uploads/2020/10/Example-Aspirations-for-PLCs.pdf)

Example of how a system or school could articulate their priorities and aspirations for professional learning and development.

[**PLC Launch/Relaunch Deck**](https://instructionpartners.org/wp-content/uploads/2020/10/PLC.Launch.2020-.pptx)

This is a PowerPoint deck that can be modified and used to launch or relaunch professional learning communities at the school or system level.

[**PLC Scope and Sequence Guidance**](https://instructionpartners.org/wp-content/uploads/2020/10/PLC-Scope-and-Sequence-Guidance-.docx)

Example of a PLC scope and sequence that can be modified to fit school time constraints.

[**PLC Survey**](https://instructionpartners.org/wp-content/uploads/2020/10/PLC-survey.docx)

A survey that can be provided to teachers to gather input on their current experience with professional learning and what they are looking for as supports.

[**Sample Coaching Model**](https://instructionpartners.org/wp-content/uploads/2020/10/Sample-Coaching-Model-.pdf)

This coaching model demonstrates how coaching cycles can be structured and executed at the school-level regardless of scenario (distance or in-person).

[**Sample Observation and Feedback Structures**](https://instructionpartners.org/wp-content/uploads/2020/10/Sample-Observation-and-Feedback-Structures-.docx)

This document provides guidance for frequency and type of observations based on role and reentry scenario. Refer to your aspirations measurement tool for observation look-fors for each type of observation.

[**Student Feedback Guidance and Expectations**](https://instructionpartners.org/wp-content/uploads/2020/10/Student-Feedback-Expectations.pdf)

This document provides guidance and expectations for teachers when giving feedback on student work, including suggestions for delivery based on various instructional scenarios. Use this resource as is or modify based on school needs.

[**Virtual Coaching Launch Call**](https://instructionpartners.org/wp-content/uploads/2020/10/Virtual-Coaching-Launch-Call-Questions.docx)

This is a sample agenda for launching virtual coaching with teachers whether teaching is occurring in-person or virtually.

[**Virtual Professional Development Look-Fors**](https://instructionpartners.org/wp-content/uploads/2020/10/Virtual-Professional-Development-Look-Fors.docx)

This guide to planning and executing virtual professional development can also be used as an observation and coaching tool.

# Pacing

**Curriculum-Specific Resources**

The following folders provide example scope and sequence recommendations for the Engage New York Math curriculum using different instructional day scenarios (100, 120, 140). The guidance includes recommendations for what lessons to cut, consolidate, guidance for how to consolidate, and the rationale for the decisions:

* **[Engage NY 100-Day Pacing Guidance by Module: K–8](https://drive.google.com/file/d/1feHHN_HjE01Yd2nnGzw3eTT2_TUfz-7h/view?usp=sharing)**
* [**Engage NY 120-Day Pacing Guidance by Module: K–8**](https://drive.google.com/file/d/1Xid3kmBC0yISRVTVCrdNEDBfmfUBlKuQ/view?usp=sharing)
* [**Engage NY 140-Day Pacing Guidance by Module: K–8**](https://drive.google.com/file/d/1-JBAbz7BiA3ZsSjWVxiJ2XfjL-emq3Q5/view?usp=sharing)

[**Priority Instructional Content by Grade Level**](https://achievethecore.org/page/3267/2020-21-priority-instructional-content-in-english-language-arts-literacy-and-mathematics)

This page names the instructional content priorities in mathematics (K–8) and ELA/literacy (K–12) for the 2020–21 academic year. *Published by Student Achievement Partners.*

[**Sample Math Scope, Sequence, and Pacing Guidance**](https://instructionpartners.org/wp-content/uploads/2020/10/Sample-Pacing-Guide-for-Tier-1-Instruction.pdf)

This document provides a process for adjusting a curriculum’s scope and sequence to account for unfinished learning from the prior year, as well as a sample adjusted pacing guide for Tier I instruction.

[**Sample ELA K–2 Pacing Guidance**](https://instructionpartners.org/wp-content/uploads/2020/10/Pacing-Guidance-for-ELA-Tier-1-Foundational-Skills-.pdf)

This document provides guidance for adjusting a curriculum’s scope and sequence for Tier 1 Foundational Skills instruction for the 2020-21 school year. It reflects prioritization of current-year foundational skills content as well as how to attend to unfinished learning from the prior year.

[**Sample ELA 3–12 Pacing Guidance**](https://instructionpartners.org/wp-content/uploads/2020/10/Pacing-Guidance-for-ELA-3-12-Tier-1-Instruction.pdf)

This document provides a process for adjusting a curriculum’s scope and sequence to account for unfinished learning from the prior year.

# Lesson Preparation and Internalization

**Curriculum-Specific Resources**

* [**Expeditionary Learning Quick-Click Resources**](https://instructionpartners.org/wp-content/uploads/2020/10/EL-Education-Quick-Click-Resources.pdf)

The following resources and descriptions were lifted from EL Education Flex Curriculum: 2021 in an effort to condense the resources found there and make it easier to identify what it is, who would use it, and where to find it.

* [**Guidebooks Quick-Click Resources**](https://instructionpartners.org/wp-content/uploads/2020/10/Guidebooks-Quick-Click-Resources.pdf)

The following resources and descriptions were lifted from Louisiana Curriculum Hub and Strong Start 2020 Library in an effort to condense the resources found there and it make it easier to identify what it is, who would use it, and where to find it.

* [**Illustrative Mathematics Model Lesson**](https://drive.google.com/file/d/1siD84lDblAGIt4BkpHK8STl-TqZoQ03v/view?usp=sharing)

This is a recorded Illustrative Mathematics virtual model lesson that is intended to highlight the ways in which a teacher could effectively adapt an Illustrative Mathematics lesson for a distance learning environment.

* [**Illustrative Mathematics in Distance Learning Guidance**](https://instructionpartners.org/wp-content/uploads/2020/10/IM-Lesson-Components.pdf)

This resource supports teachers in making lesson adaptations for in person, socially distant learning, and virtual learning for Illustrative Mathematics. It is organized by Illustrative Mathematics lesson components and includes the rationale for each component.

[**Guidance for Accelerating Student Learning**](https://instructionpartners.org/wp-content/uploads/2020/10/Guidance-for-Accelerating-Student-Learning-2.pdf)

This document provides guidance on what to do and what not to do when planning to address unfinished learning from the prior school year.

[**Guidance for Addressing Unfinished Learning in Science**](https://instructionpartners.org/wp-content/uploads/2020/10/Identifying-and-Addressing-Unfinished-Learning-in-Science.pdf)

This resource provides action steps for addressing unfinished learning in science from the prior school year. It reflects a prioritization of current grade-level content as well as supports for identifying and addressing key ideas that support student learning.

[**In-Person/Distance Lesson Study for ELA**](https://instructionpartners.org/wp-content/uploads/2020/10/In-Person_Distance-Lesson-Study-for-ELA.pdf)

This resource supports internalization and execution of lessons for in-person or at-home learning when a teacher is using a high-quality curriculum. All internalization considerations for facilitating at-home learning, are bolded.

[**In Person/Distance Lesson Study for Math**](https://instructionpartners.org/wp-content/uploads/2020/10/Lesson-Internalization-and-Execution-for-Math-1.pdf)

This resource supports internalization and execution of lessons for in-person or at-home learning when a teacher is using a high-quality curriculum. All internalization considerations for facilitating at-home learning are bolded.

[**Guidance for Designing the Student Experience for a Distance Learning Lesson**](https://instructionpartners.org/wp-content/uploads/2020/10/Designing-the-Student-Experience-Guide-.pdf)

This document supports teachers in designing and executing for the student experience in a lesson. This resource supports execution of lessons for in-person or at home learning when a teacher is using a high-quality curriculum.

[**Designing and Planning for the Student Experience in Distance Learning**](https://drive.google.com/file/d/1rsXcxG5Smz-27gz6YOFc-qfEH8pObRNm/view)

This video walks you through the process for effectively planning for how students will engage with a lesson in synchronous, distance learning instruction.

[**K–2 Foundational Skills Planning Guidance: Synchronous and Asynchronous**](https://instructionpartners.org/wp-content/uploads/2020/10/FinalDraft.FSDistanceLearningPlanningTool.Synchronous_Asynchronous-1-1.docx)

This planning guidance document is designed for use with an aligned and systematic Foundational Skills Curriculum. The document was adapted from the version provided by Amplify CKLA.

[**Talking Points on Accelerating Student Learning**](https://instructionpartners.org/wp-content/uploads/2020/10/Talking-Points-on-Accelerating-Student-Learning.pdf)

These talking points provide concrete language for how to talk about accelerating student learning with staff, as well as research that supports those recommendations.

# Distance Learning Practices

[**Effective Distance Learning Practices**](https://live-instruction-partners.pantheonsite.io/wp-content/uploads/2020/09/2020%E2%80%9321-Guidelines-for-Effective-Distance-Learning-Practices-.pdf)

This document shares specific strategies that support distance learning and offers examples of each strategy in action—topics include:

* Building culture and community
* Presenting grade-level content
* Making learning visible
* Soliciting student responses, facilitating meaningful discussion, and encouraging collaboration
* Assessing student work and providing feedback

[**Content-Agnostic**](https://drive.google.com/file/d/1ZZ6QKafTZLY1GejLvruGk3wjRvf-yK1t/view?usp=sharing) [**Engagement Strategies**](https://instructionpartners.org/wp-content/uploads/2020/10/Student-Engagement-Content-Agnostic.pdf)

This document provides examples of concrete strategies a teacher can employ in an effort to ensure high student engagement during distance learning. This resource is intended to be content-agnostic and can be used in conjunction with content-specific resources (below).

**Content-Specific Guidelines for Distance Learning**

These guidelines describe adjustments teachers can make to their content and pedagogy to advance and preserve student learning during distance learning. Leaders can use these to guide teacher training, planning, and coaching.

* [**Math Guidelines for Distance Learning**](https://live-instruction-partners.pantheonsite.io/wp-content/uploads/2020/09/Math-Guidelines-for-Distance-Learning-Models.pdf)
* [**ELA Guidelines for Distance Learning**](https://live-instruction-partners.pantheonsite.io/wp-content/uploads/2020/09/ELA-Guidelines-for-Distance-Learning-Models.pdf)
* [**Science Guidelines for Distance Learning**](https://live-instruction-partners.pantheonsite.io/wp-content/uploads/2020/10/Science-Guidelines-for-Distance-Learning-Models.pdf)

[**Technology Platform Engagement Resources**](https://instructionpartners.org/wp-content/uploads/2020/10/Distance-Learning-Platforms-Comparison-Chart.pdf)

This chart outlines key features, communications capabilities, and instructional considerations for various learning platforms. When engaging with the chart, it may be helpful to consider the materials students will be asked to use and the primary purpose of the interaction. Two or more of these platforms can likely be integrated to meet various needs in the learning environment.

[**Virtual Lesson Structure Considerations**](https://instructionpartners.org/wp-content/uploads/2020/10/Virtual-Lesson-Structure-Considerations.pdf)

This resource offers an example of how a teacher could reimagine a 60-minute synchronous lesson to provide more opportunities for students to do the work and more chances for teachers to provide meaningful one-on-one support.

**About Instruction Partners**

[**Instruction Partners**](http://instructionpartners.org/) works alongside educators to support great teaching, accelerate student learning, name and address unconscious bias, and ensure equitable access to great instruction—particularly for students in poverty, students of color, students learning English, and students with disabilities.

1. NAC International Perspectives: Women and Global Solidarity [↑](#footnote-ref-1)