



Reentry Toolkit Essentials

Instruction

Step	Outcomes	Resources
Identify and understand the needs of your priority groups of students	<ul style="list-style-type: none">▪ During reentry planning, identify priority student groups to proactively mitigate obstacles for those students▪ Assign adults to support each student in the priority groups	<p>Feedback Survey to Students and Families</p> <p>Provides sample survey questions a school could ask students and families in order to ascertain the school and community supports that would most help them transition into the school year.</p>
Determine priorities and aspirations for reentry	<ul style="list-style-type: none">▪ Name aspirations for the student experience and plan how to measure progress towards realizing those aspirations	<p>Priorities and Aspirations for Reentry</p> <p>Offers an example of what learning aspirations for reentry could look like.</p> <p>ELA Guidelines for Distance Learning Models</p> <p>Describes how to actualize ELA-specific aspirations in the different scenarios.</p> <p>Math Guidelines for Distance Learning Models</p> <p>Describes how to actualize math-specific aspirations in the different scenarios.</p> <p>Science Guidelines for Distance Learning</p>



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		<p>Describes how to actualize science-specific aspirations in the different scenarios.</p> <p>ELA Observation Rubric Helps determine the current state of instruction and identifies focus areas for planning, acting, and continuously improving. The conversations and actions this rubric elevates are more important than numerical ratings or agreement on those ratings. <i>This rubric is adapted from Student Achievement Partners’ Instructional Practice Guide.</i></p> <p>Math Observation Rubric Helps determine the current state of instruction and identifies focus areas for planning, acting, and continuously improving. The conversations and actions this rubric elevates are more important than numerical ratings or agreement on those ratings. <i>This rubric is adapted from Student Achievement Partners’ Instructional Practice Guide.</i></p> <p>Science Observation Rubric Helps determine the current state of instruction and identifies focus areas for planning, acting, and continuously improving. The conversations and actions this rubric elevates are more important than numerical ratings or agreement on those ratings. <i>This</i></p>



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<p>Actualize aspirations</p> <ul style="list-style-type: none"> ▪ Utilize your curricular materials ▪ Plan for teaching and learning across multiple scenarios ▪ Plan your approach for unfinished learning ▪ Determine your assessment strategy 	<ul style="list-style-type: none"> ▪ Decide which instructional materials and assessments teachers and students will use across reentry scenarios ▪ Determine how teachers and students will be expected to use those resources ▪ Determine how instructional materials and assessments will support unfinished learning ▪ Determine how to support all students in accessing grade-level content ▪ Determine how to support families in accessing and using materials, with a focus on priority groups of students ▪ Determine how teaching and learning will look in each scenario (including feedback) ▪ Determine priority content for each grade level and content area 	<p>Sample Math Scope and Sequence and Guidance Provides a process for adjusting a curriculum's scope and sequence, as well as a sample adjusted pacing guide for Tier 1 instruction based on unfinished learning due to COVID-19. It reflects prioritization of current year content as well as bridges to learning for grade-level content from the prior year.</p> <p>Sample ELA Pacing Guidance: K–2 Provides a process for adjusting a curriculum's scope and sequence, with specific attention to the unique nature of K–2 ELA.</p> <p>Sample ELA Pacing Guidance: 3–12 This resource provides a process for adjusting a curriculum's scope and sequence.</p> <p>Effective Distance Learning Practices Builds a menu of strategies and practices to maintain high expectations for content and pedagogy during distance learning and to provide access for all children:</p> <ul style="list-style-type: none"> ▪ Building culture and community



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		<ul style="list-style-type: none"> ▪ Presenting grade-level content ▪ Making learning visible ▪ Facilitating discussion and collaboration ▪ Assessing student work and providing feedback <p>Priority Instructional Content by Grade Level Names the instructional content priorities in mathematics (K–8) and ELA/literacy (K–12) for the 2020–21 academic year. <i>Published by Student Achievement Partners.</i></p> <p>Distance Learning Platform Comparison Chart Outlines commonly used online platforms to help schools and systems determine a platform that best suits their needs.</p> <p>Key Considerations for Instructional Planning Shares emerging learnings and best practices when planning for instruction across scenarios.</p> <p>Guidance for Accelerating Student Learning Provides guidance on what to do and what not to do when planning to address unfinished learning from the previous school year.</p> <p>Talking Points on Accelerating Student Learning</p>



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		<p>Offers concrete language for how to talk about accelerating student learning with staff, as well as research that supports those recommendations.</p> <p>Teaching Comes First Outlines different purposes for assessment. <i>Published by Achievement Network.</i></p> <p>Principles for Choosing and Using Assessment for Reentry Outlines three principles for choosing and using assessments to address unfinished learning. <i>Published by Achievement Network.</i></p>

Culture

Step	Outcomes	Resources
<p>Determine the social-emotional needs of staff, students, and families</p>	<p>Prioritize the emotional needs of students and staff in planning based on a deep understanding of their solicited perspectives on their experiences</p>	<p>Definitions: Trauma-Informed Instruction and Social-Emotional Learning (SEL) Defines trauma-informed instruction and SEL.</p> <p>Feedback Survey to Staff Provides sample survey questions a school leader could ask the staff to ascertain what kinds of community and leadership supports would be most helpful</p>



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		<p>for them as they transition into the school year.</p> <p>Feedback Survey to Students and Families Provides sample survey questions a school could ask students and families to ascertain what kinds of school and community supports would be most helpful as they transition into the school year.</p> <p>Platforms for Gathering Stakeholder Feedback Describes some ways in which schools and systems can systematically gather ongoing stakeholder feedback to inform reentry planning and continuous improvement efforts.</p>
<p>Plan trauma-informed practices in culture and instruction</p>	<p>Plan how to authentically weave SEL and trauma-informed instruction into the fabric of the school to avoid creating a stand-alone initiative</p>	<p>Executive Summaries of Trauma-Informed and SEL Research Compiles research and resources on trauma-informed and SEL. While not exhaustive, it is meant to provide a jumping off point around these priorities and initiatives.</p> <p>Curated List of Trauma-Informed and SEL Resources Lists external tools, organizations, and trainings, identifying specific audiences for each resource.</p>



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		<p>Tier 1 Trauma-Informed Teaching Practices Lists research-based Tier 1 trauma-informed practices, examples of activities, and examples of each practice in core content. Inspired by the Aspirations for Reentry.</p> <p>Upfront Staff Training on SEL and Trauma-Informed Instruction Offers an upfront training that introduces all staff to SEL and trauma-informed instruction, and includes practical ways to embed these practices into the school community.</p>
<p>Create a stakeholder reengagement plan</p>	<ul style="list-style-type: none"> ▪ Identify families to reengage with for fall reentry. ▪ Identify trends in the data for those who were not as engaged and understand the contributed factors behind the trend ▪ Construct an engagement plan to ensure all students and families have the support they need to fully engage across different scenarios 	<p>Student and Family Engagement Resources Provides concrete strategies for engaging students and families. <i>Published by the Flamboyant Foundation.</i></p>

About Instruction Partners

Instruction Partners 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.