



Priorities and Aspirations for Reentry

This resource provides aspirations for the student experience with learning and culture for the reentry school year. These aspirations should be true across any scenario and serve as a clear focus for instruction and culture, responding to the core priority areas of 1) prioritizing priority groups of students, 2) supporting students' emotional needs and unfinished learning needs, and 3) advancing and preserving student learning no matter the scenario. These aspirations should be used to guide instructional decision making. For example, when considering materials, determine if the materials prioritize the aspirations for content disciplines.

Aspirations for Overall Student Experience

(with particular attention paid to our priority groups of students)

The bullets and chart below outline our aspirations for student experience with learning and culture:

- Students have regular, personal touchpoints with teachers and/or other school staff to check-in on their basic needs, social-emotional well-being, academic needs, and needed support for dealing with trauma.
- Students have regular touchpoints with their classmates to continue to build community.
- Students engage in learning experiences targeted to their specific learning needs as well as the most important work of the grade (including enabling content from the prior grade).
- Students are provided flexible, meaningful learning experiences that continue during school closures and/or distance learning.



Aspirations for Content Disciplines	Aspirations for Supporting Students' Social and Emotional Needs through Trauma-Informed Practice
<ul style="list-style-type: none">▪ Students access grade-level content▪ Teachers address unfinished learning in service of grade-level content▪ Teachers check for understanding and misconceptions▪ Students receive feedback on their work▪ Students own their learning▪ Tier 2 instruction supports Tier 1 instruction*	<ul style="list-style-type: none">▪ Students learn mindfulness practice to build self-awareness▪ Teachers, students, and families build relationships to foster a sense of safety and connection▪ Students build community through school and classroom structures▪ Students are given choice and voice to build a sense of self-efficacy and agency▪ Students experience consistency and predictability in routines and structures

*In addition, in ELA, foundational skills require special attention during reentry to ensure that students who are learning to read are not permanently disadvantaged compared to their peers who are a few years ahead or behind them in school.

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.