

Designing for Instructional Quality, Continuity, and Coherence

Module 1 : July 27, 2020

In partnership with



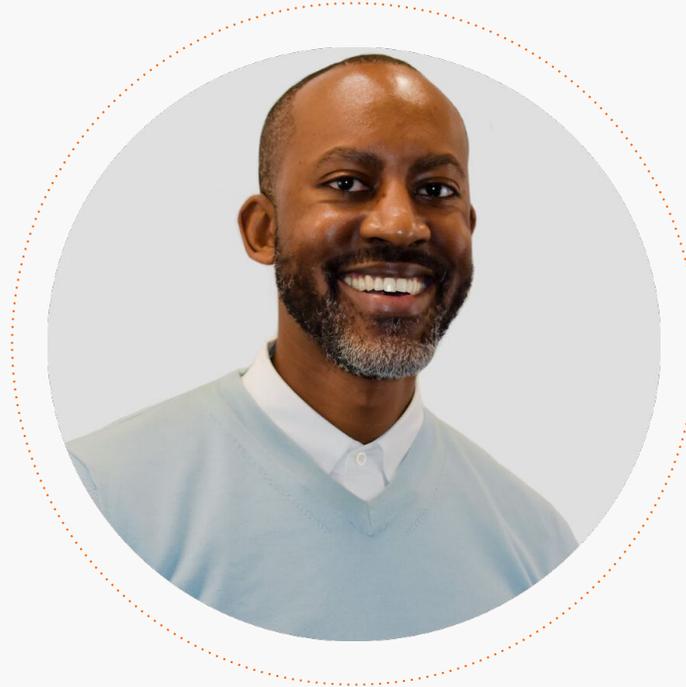


Meet the Team!



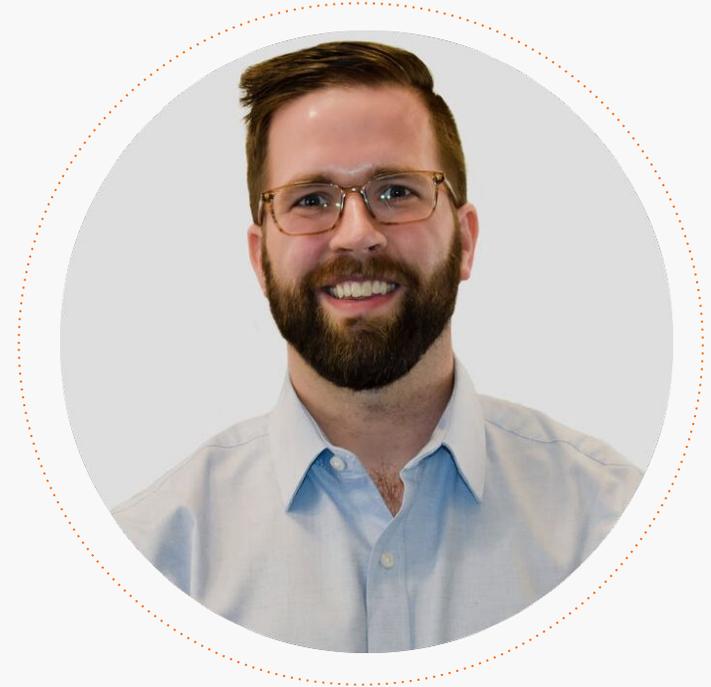
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Our mission continues . . . in context

Instruction Partners works shoulder to shoulder **(and screen to screen)** with educators **to support care and continued learning for students during the COVID-19 pandemic, from crisis through recovery**, with a specific focus on supporting the needs of students in poverty, students of color, students learning English, and students with disabilities.





Our current reality

- The pandemic and subsequent rapid evolution of school models has further illuminated inequities that have always existed.
- Students of color, students experiencing poverty, and emerging bilingual students have had less access to rich, engaging instruction at grade-level. This was exacerbated in the spring.
- Teachers have been asked to perform a daunting task—recreating materials to serve the needs of students across fully in-person, hybrid, and fully remote settings.
- Access to the technology required to engage virtually is varied and there's an added challenge in providing appropriate remote instruction for young learners (Pre-K–2) and diverse learners.



Two Essential Questions

How do I make sure all of my students experience high-quality, TEKS-aligned instruction, regardless of their learning environment, level of connectivity, etc.?

How do I do that without seeing all or some of my students in-person every day?



Our path forward

- Consistent opportunities to work on assignments aligned to grade-level standards
- Strong instruction where students do most of the thinking in a lesson
- Deep engagement in what students are learning
- Teachers who hold high expectations for students and believe they can meet grade-level standards

Even with the unique challenges of our current reality . . .



Module 1: Designing for Instructional Quality, Coherence, and Continuity

Module 2: Adapting or Adopting Pre-K Curriculum for Remote Settings

Module 3: Adapting or Adopting Math Curriculum for Remote Settings

Module 4: Adapting or Adopting Reading Language Arts Curriculum for Remote Settings

Module 5: Adapting or Adopting Science & Social Studies Curriculum for Remote Settings

Module 6: Implementing Texas Home Learning 3.0





Connecting to Sample Guiding Principles

- **Protect the health** of all students and staff and incorporate public health guidance.
- **Incorporate feedback and ideas** from stakeholders including students, families, educators, and staff.
- **Identify and meet the needs of students**, especially those most in need of additional support.
- Implement **high-quality curriculum** and instructional delivery mechanisms that can transition between on-campus, hybrid and remote instruction for all students.
- Provide **mental health and wellness** supports for students and teachers, whether they are on-campus or remote.
- **Build for long-term, sustainable change** in how we “do school.” Seek transformative changes that could persist beyond the current crisis.
- **Assume the need for iteration and improvement** during the course of the school year.



Agenda and Outcomes

Agenda

- Opening
- Framework Overview
- Case Study Deep Dive
- Application
- Q&A

Outcomes

- Identify the key considerations for instructional quality, coherence, and continuity across instructional models in the fall.
- Provide a deeper understanding of how to leverage TEA's Reflection Tool to support upcoming instructional materials decisions.



FRAMEWORK TO SUPPORT DESIGN TOWARDS QUALITY, COHERENCE, AND CONTINUITY FOR REMOTE LEARNING

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What should be true for teaching, learning, and student support across all school models?



Sample Aspirations

Overall student experience aspirations, with an emphasis on students living in poverty, students of color, emerging bilingual students, and students with disabilities:

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



Design for instructional quality, coherence, and continuity

- To ensure a consistent and high-quality learning experience, despite the challenging circumstances, LEAs should address three key issues:





High-Quality Instructional Materials Include . . .

- ❑ TEKS-aligned content
- ❑ Support for all learners
- ❑ Support for content connections
- ❑ Progress monitoring
- ❑ Support for educators, including support for unfinished learning
- ❑ **Usability both on-campus and in a virtual, remote setting**
- ❑ **Usability and additional supports for families**

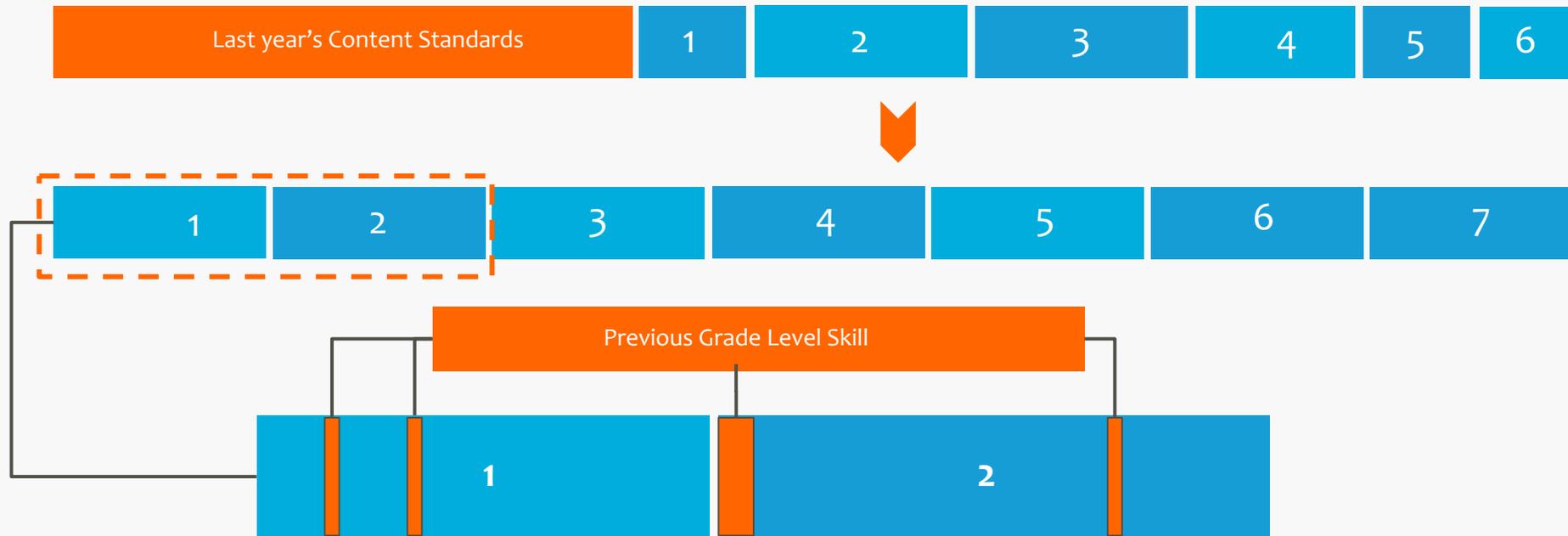


High quality instructional materials are not just a scope and sequence



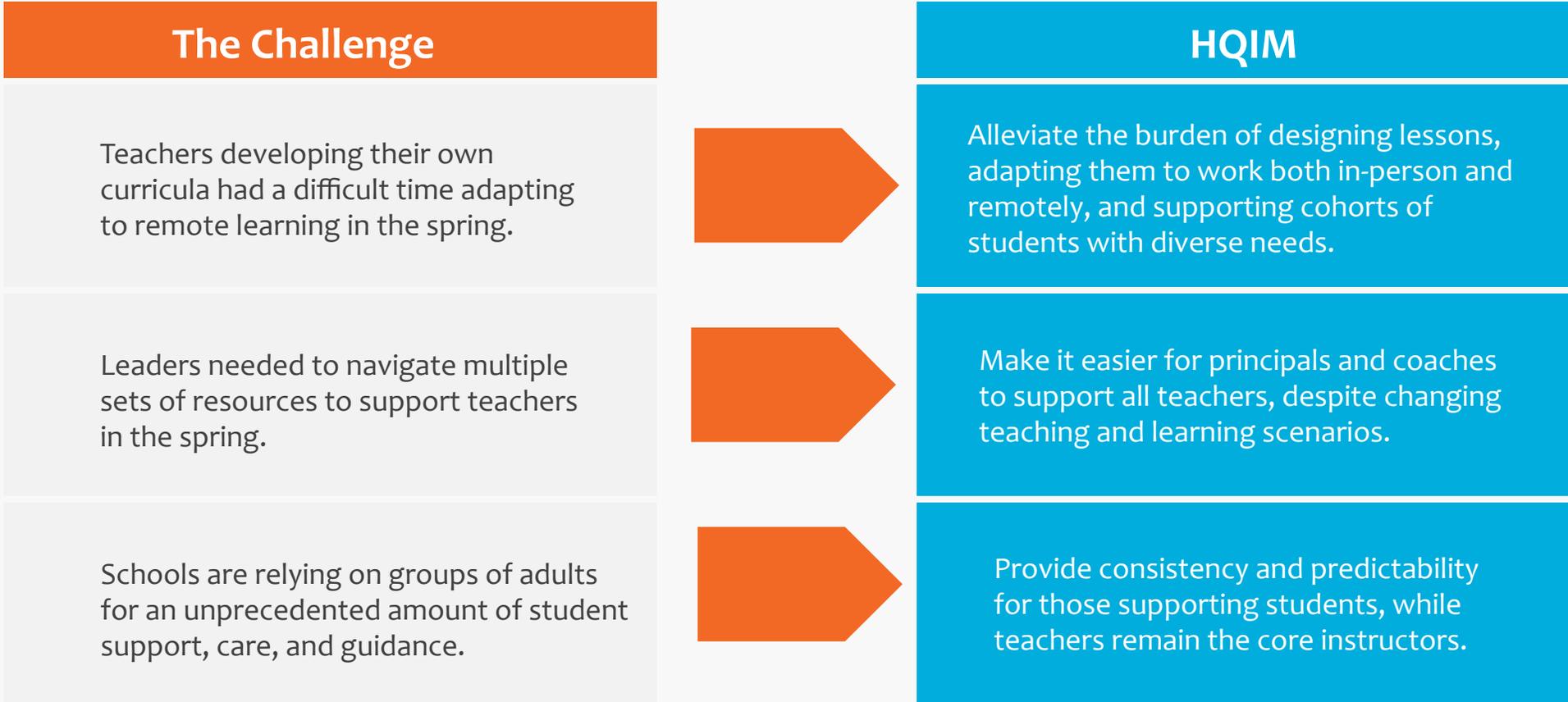
Defining Unfinished Learning

- Unfinished learning refers to any prerequisite knowledge or skills that students need for future work that they haven't yet acquired.





High-Quality Instructional Materials (HQIM) and COVID-19





Can I adapt my current materials to meet the definition of HQIM and the needs of remote settings?

Should I adopt HQIM to meet the needs of remote settings?



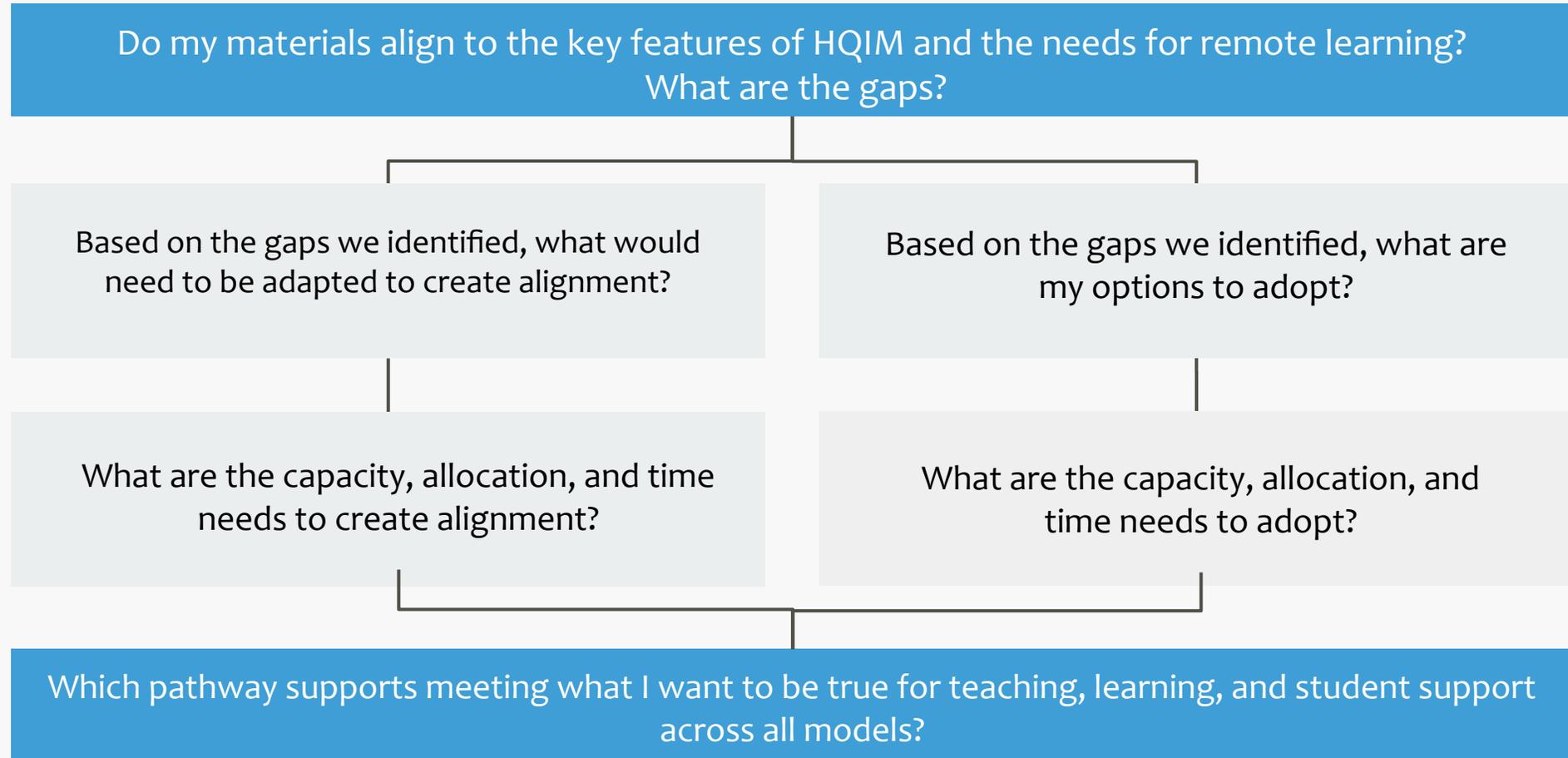


TEA School System Reflection Tool

Category	Looking Back	Looking Forward
Instructional Materials	<ul style="list-style-type: none">• Did you use a common set of instructional materials across your LEA, or were decisions made at the school level for the remote learning?• How effective were instructional materials in providing a high level of instruction to all students?<ul style="list-style-type: none">○ Consider by content area and in terms of continuity of learning.	<ul style="list-style-type: none">• Does your LEA have or is it planning to have a curriculum that provides high-quality instruction for all students and can easily transition between remote and on-campus learning environments for SY20-21?• Will decisions regarding curriculum be made at the school or LEA level? Would you consider implementing an LEA-wide curriculum for SY20-21?



Considerations for Adapting and Adopting





Avoid the Pitfall

Neither pathway is simple.

Decisions should be grounded in your response to what you want to be true for teaching, learning, and student support across instructional models.



A Tale of Two Districts...

District A:

- Mid-size urban district
- Common ELAR curriculum
- Teachers are expected to leverage the curriculum as their primary resource.

District B:

- Mid-size urban district
- Common ELAR curriculum
- Teachers are expected to leverage the curriculum as their primary resource.



Aspirations

What do we want to be true for teaching, learning, and student support across all models?

- Students have regular, personal touchpoints with teachers and/or other school staff to check-in on their basic needs, social and 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 the enabling content from the prior grade).
- Students are provided flexible, meaningful learning experiences that continue during school closures and/or distance learning.



High-Quality Instructional Materials Include . . .

- ❑ TEKS-aligned content
- ❑ Support for all learners
- ❑ Support for content connections
- ❑ Progress monitoring
- ❑ Support for educators, including support for unfinished learning
- ❑ **Usability both on-campus and in a virtual, remote setting**
- ❑ **Usability and additional supports for families**



Tracing the Decision to Adapt or Adopt

Do my current instructional materials meet the key features of HQIM, including those needed for remote instruction?

District A Materials:

- Are TEKS aligned
 - Yes
- Provide support all learners
 - Provide built-in supports for all learners including suggested scaffolds for students with disabilities and those above grade-level.
- Support content connections
 - Each unit has an overview that includes prerequisite standards.
- Include progress monitoring
 - No.
- Provide support for educators
 - Lessons include supports for instructional delivery.
- Address unfinished learning
 - No.
- Are usable both on-campus and for remote instruction
 - Yes. Includes videos and is compatible with our LMS.
- Provide support for families
 - Yes

District B Materials:

- Are TEKS aligned
 - Yes
- Provide support all learners
 - Provide built-in supports for all learners including suggested scaffolds for students with disabilities and those above grade-level.
- Support content connections
 - Each unit has an overview that includes prerequisite standards.
- Include progress monitoring
 - Lessons include embedded assessments.
- Provide support for educators
 - Lessons include supports for instructional delivery.
- Address unfinished learning
 - No.
- Are usable both on-campus and for remote instruction
 - No. Teachers had to modify resources to be delivered virtually.
- Provide support for families
 - Yes



Tracing the Decision to Adapt or Adopt

Identify what's needed to create alignment

District A:

Unfinished Learning

- Adapt scope and sequence to create just-in-time scaffolds across the year
- Train leaders and teachers on executing just-in-time scaffolds
- Provide ongoing supports for teachers on addressing unfinished learning

Progress Monitoring

- Create common assessments aligned with curricular materials
- Provide guidance on common student work analysis to schools by content area
- Provide teachers with suggested cadence of feedback to students

District B:

Unfinished Learning

- Adapt scope and sequence to create just-in-time scaffolds across the year
- Train leaders and teachers on executing just-in-time scaffolds
- Provide ongoing supports for teachers on addressing unfinished learning

Usable both on-campus and for remote instruction

- Identify common LMS to be used
- Train teachers and leaders on LMS
- Create appropriate adaptations to materials by grade-level and content area for remote instruction
- Train teachers and leaders on updated materials



Tracing the Decision to Adapt or Adopt

Identify the capacity, allocation, and time needs

District A:

	To Create Alignment	Owner	Timeline
Unfinished Learning	<ul style="list-style-type: none"> Adapt scope and sequence to create just-in-time scaffolds across the year Train leaders and teachers on executing just-in-time scaffolds Provide ongoing supports for teachers on addressing unfinished learning 	<ul style="list-style-type: none"> Central office content supervisors Central office content supervisors School-based instructional coaches 	<ul style="list-style-type: none"> Full year is completed two weeks prior to start of school Roll-out during teacher PD day Ongoing—implement touch points with content supervisors on a weekly basis
Progress Monitoring	<ul style="list-style-type: none"> Create common assessments aligned with curricular materials Provide guidance on common student work analysis to schools by content area Provide teachers with suggested cadence of feedback to students 	<ul style="list-style-type: none"> Central office content supervisors, with opt-in teacher committee Central office content supervisors Central office content supervisors 	<ul style="list-style-type: none"> Quarter 1 assessments are completed two weeks prior to start of school Roll-out during teacher PD day Roll-out during teacher PD day—follow up during first three weeks of transitional period



Tracing the Decision to Adapt or Adopt

Identify the capacity, allocation, and time needs

District B:

	To Create Alignment	Owner	Timeline
Unfinished Learning	<ul style="list-style-type: none"> Adapt scope and sequence to create just-in-time scaffolds across the year Train leaders and teachers on executing just-in-time scaffolds Provide ongoing supports for teachers on addressing unfinished learning 	<ul style="list-style-type: none"> Central office content supervisors Central office content supervisors School leaders 	<ul style="list-style-type: none"> Full year is completed two weeks prior to start of school Roll-out during teacher PD day Ongoing—implement touch points with content supervisors on a weekly basis
Usable both on-campus and for remote instruction	<ul style="list-style-type: none"> Identify common LMS to be used Train teachers and leaders on LMS Create appropriate adaptations to materials for remote instruction by grade-level and content area Train teachers and leaders on updated materials 	<ul style="list-style-type: none"> Director of Instructional Technology Director of Instructional Technology Content supervisors with opt-in teacher team Content supervisors 	<ul style="list-style-type: none"> Next week Roll-out during teacher PD day Quarter 1 completed two weeks prior to start of school Online training module completed one week prior to teacher PD day



Considerations

- Who needs to own and execute this effort?
- How many hours will it take? What is the timeline?
- Does pursuing this option take people away from another high-priority decision/action? Which priority is more essential?
- If you go down the alternative (adapt or adopt) pathway, could you re-prioritize effectively?
- Who needs to be brought in to this work to provide input or feedback, build buy-in, etc.?
- Does the bandwidth, personnel, and time exist to implement this pathway?

District A:

We have the capacity to adapt our current materials. We are going to move forward with that decision.

District B:

We decided it is higher priority for our content supervisors to support unfinished learning and want to move forward with adoption of materials that will work for both in-person and remote instruction. We will decide how we do this by content area.



District C

- Small, rural district
- Common math curriculum
- Teachers are expected to leverage the materials as their primary resource
- Similar aspirations to Districts A and B

District C Materials:

- Are TEKS aligned
 - Yes
- Provide support for all learners
 - Provide built-in supports for all learners including suggested scaffolds for students with disabilities and those above grade level.
- Support content connections
 - Each unit has an overview that includes prerequisite standards.
- Include progress monitoring
 - No.
- Provide support for educators
 - Lessons include supports for instructional delivery.
- Address unfinished learning
 - No.
- Are usable both on-campus and for remote instruction
 - Yes. Materials include videos and are compatible with our LMS.
- Provide support for families
 - Yes



Tracing the Decision to Adapt or Adopt

Identify what's needed to create alignment

District C	
Unfinished Learning	<ul style="list-style-type: none">● Adapt scope and sequence to create just-in-time scaffolds across the year● Train leaders and teachers on executing just-in-time scaffolds● Provide ongoing supports for teachers on addressing unfinished learning
Progress Monitoring	<ul style="list-style-type: none">● Create common assessments aligned with curricular materials● Provide guidance on analyzing student work to schools by content area● Provide teachers with suggested cadence of feedback to students



Tracing the Decision to Adapt or Adopt

Identify the capacity, allocation, and time needs

District C:

	To Create Alignment	Owner	Timeline
Unfinished Learning	<ul style="list-style-type: none"> Adapt scope and sequence to create just-in-time scaffolds across the year Train leaders and teachers on executing just-in-time scaffolds Provide ongoing supports for teachers on addressing unfinished learning 	<ul style="list-style-type: none"> Director of Curriculum and Instruction, with opt-in teacher committee Director of Curriculum and Instruction, support from ESC Director of Curriculum and Instruction 	<ul style="list-style-type: none"> Full year is completed two weeks prior to start of school Roll-out during teacher PD day Ongoing—implement touch point with content supervisors on a weekly basis
Progress Monitoring	<ul style="list-style-type: none"> Create common assessments aligned with curricular materials Provide guidance on common student work analysis to schools by content Provide teachers with suggested cadence of feedback to students 	<ul style="list-style-type: none"> Director of Curriculum and Instruction, with opt-in teacher committee Director of Curriculum and Instruction, support from ESC Director of Curriculum and Instruction, support from ESC 	<ul style="list-style-type: none"> Quarter 1 assessments are completed two weeks prior to start of school Roll-out during teacher PD day Roll-out during teacher PD day—follow up during first three weeks of transitional period



Considerations

- Who needs to own and execute this effort?
- How many hours will it take? What is the timeline?
- Does pursuing this option take people away from another high-priority decision/action? Which priority is more essential?
- If you go down the alternative (adapt or adopt) pathway, could you re-prioritize effectively?
- Who needs to be brought in to this work to provide input or feedback, build buy-in, etc.?
- Does the bandwidth, personnel, and time exist to implement this pathway?

District C:

We need our Director of Curriculum and Instruction to lead decision making and efforts around curriculum and instructional delivery, ensuring alignment to our aspirations. We want to leverage our ESC support in other high-priority places. We do not have the bandwidth internally to adapt our materials. We will adopt something to meet the moment.



To maximize student learning in spite of this difficult context, students need:

- Instructional coherence from one lesson to the next, with coherence embodied in the materials themselves, in case students miss a class
- Consistency across lessons and routines, so lessons follow a predictable pattern and are easy to use
- Materials with built-in accommodations, where feasible, for students with disabilities and emerging bilingual students
- The flexibility to be used across in-person and remote learning scenarios

HQIM address these requirements.





THE “HOW” OF ADAPTING OR ADOPTING BY CONTENT

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Three Key Questions

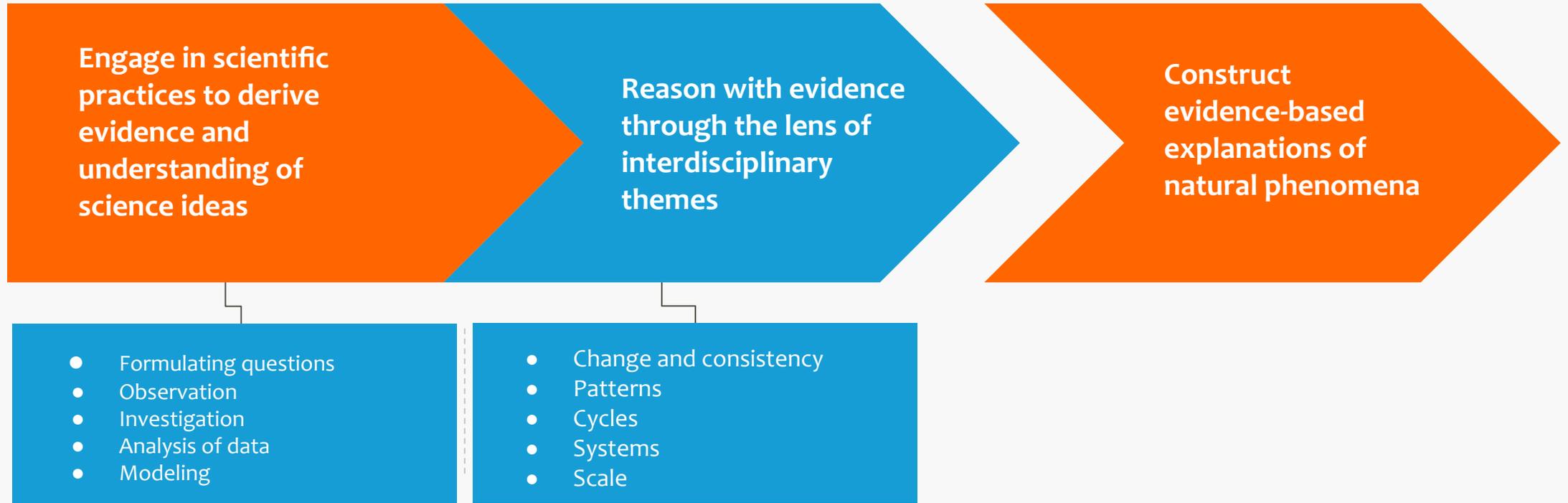
What is the priority content?

How are we going to understand the required prerequisite knowledge? How will we manage that in the appropriate context of the content?

How are we going to figure out what about the content we're teaching works for remote instruction?

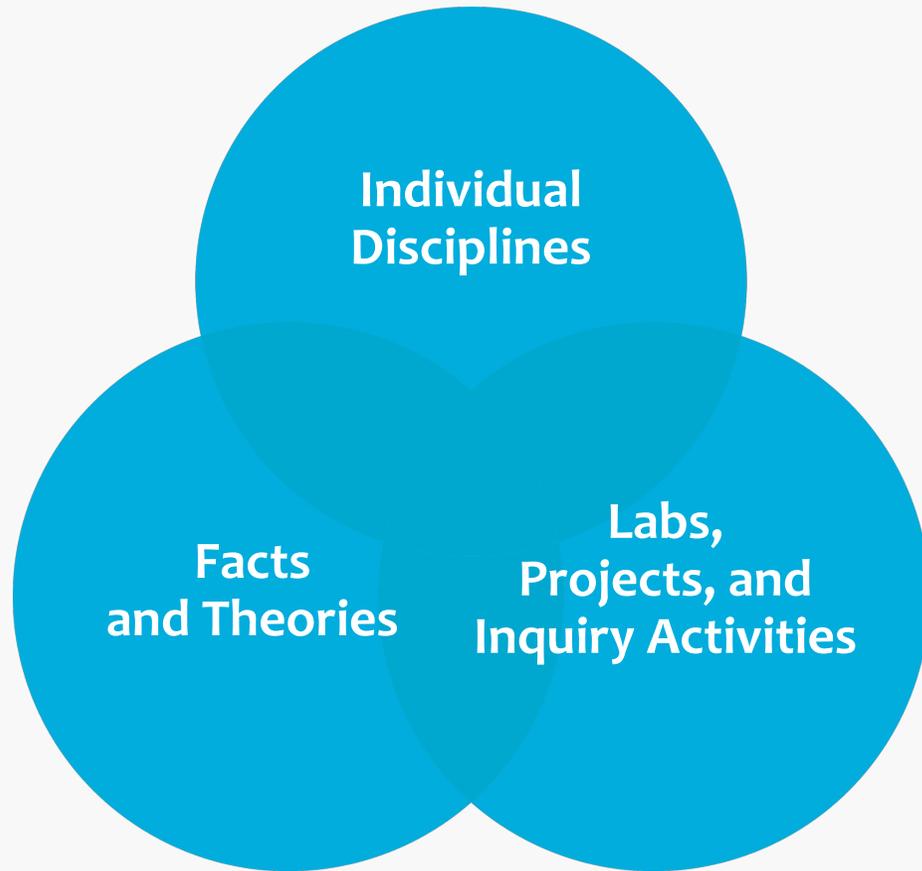


The Structure of Science Is...





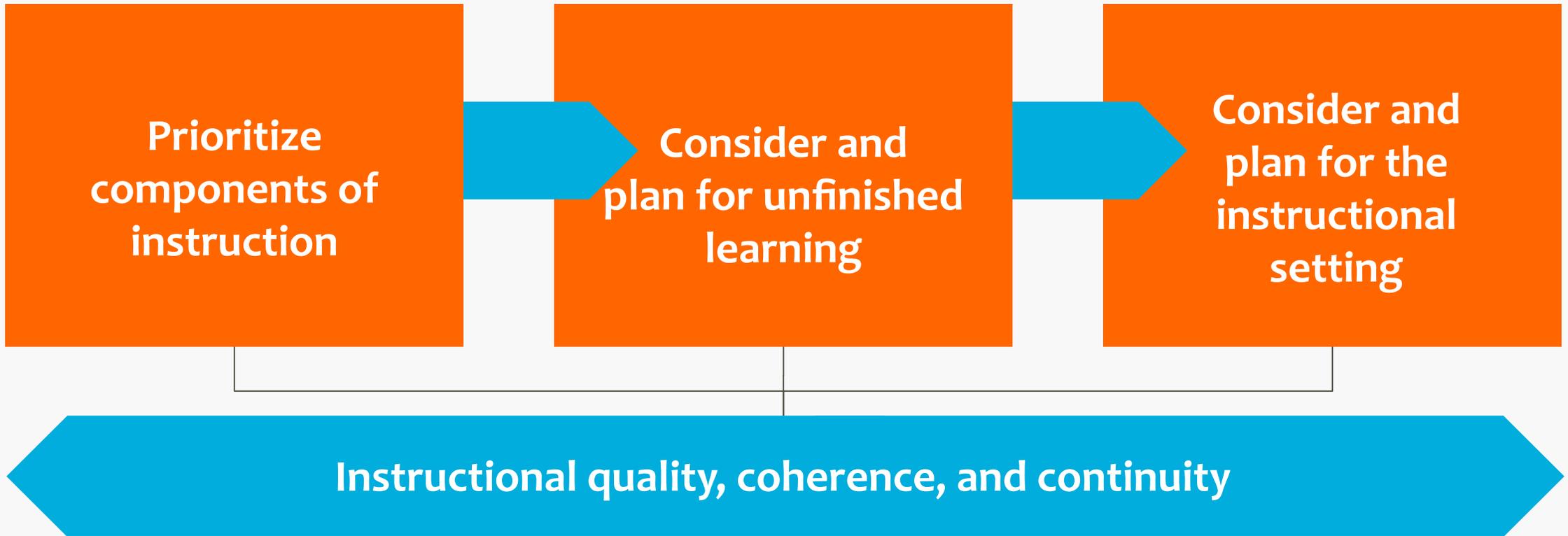
The Structure of Science Is Not...



- Students learn the facts and theories that are foundational to science by engaging in learning experiences that are relevant and causes them to ask questions and wonder
- Science disciplines should be integrated where possible so that students can make connections
- Labs, projects and inquiry activities are a process and without a phenomena to figure out or problem to solve, the learning is usually at the surface level

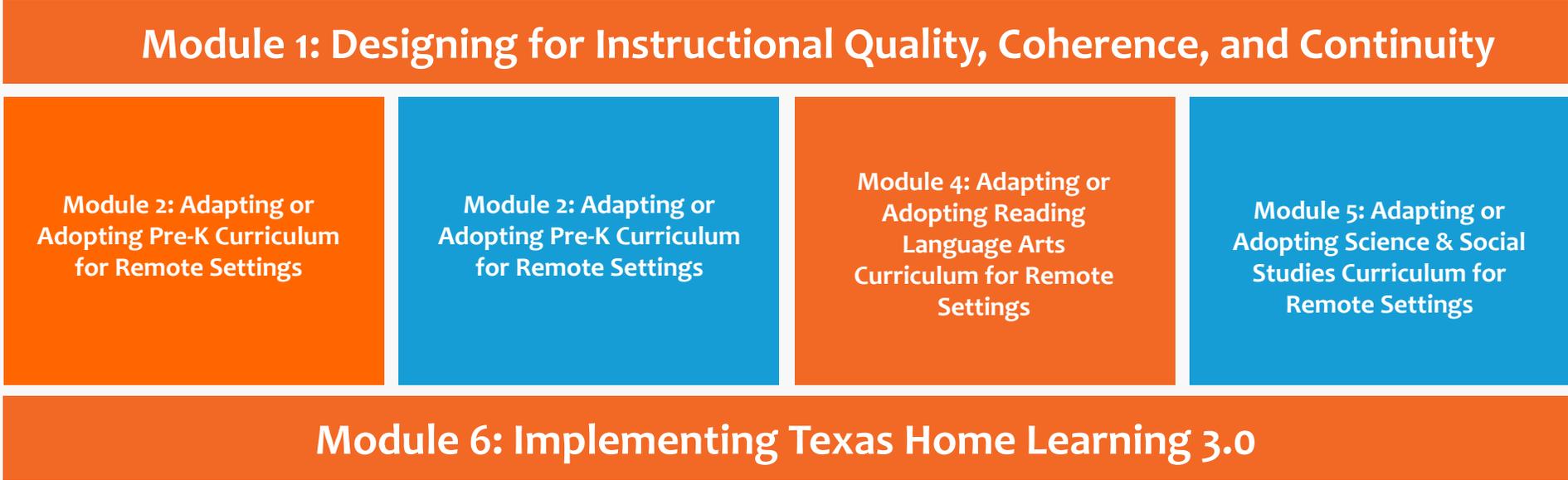


The Science Framework





Still to Come





Suggested Actions

Review district survey data, if applicable, on remote learning from spring to inform approach



Assign staff roles and responsibilities for curriculum review and ongoing implementation



Conduct materials reviews for each content area for alignment to key features of HQIM, including those needed for remote instruction



Review Texas Home Learning 3.0 materials, when available, to see if any meet local needs



Texas Home Learning 3.0 Overview

THL 3.0 is a freely accessible, optional, aligned suite of resources that educators can use fully or in-part to support the new learning environment

Texas Home Learning 3.0

CURRICULUM



PreK-12 digitized, standards-aligned curricular content customized for Texas and the current learning environment

TECHNOLOGY



Suite of technology tools including a learning management system to support student engagement and instructional collaboration

PROFESSIONAL DEVELOPMENT



Content and technology focused professional development to support educators with implementation both in classroom and remote settings

Districts may optionally adopt none, part, or all of any of the three components above



Texas Home Learning 3.0 Overview

THL 3.0 offers free access to TEKS-aligned, digitized resources to be facilitated by teachers that are customized for Texas



Districts/schools can choose to adopt any portion or subset of the materials as they see fit

Subject	Grades Offered
Math	PreK through 12 th grade
English Language Arts and Reading*	PreK through 12 th grade
Spanish Language Arts and Reading	PreK through 5 th grade
Science	PreK through 5 th grade
Social Studies	PreK through 5 th grade

Works with required asynchronous plans for remote teaching

Each grade level and subject resource is customized to Texas and includes:

Unit plans and daily lesson plans aligned to Texas standards



Formative & summative unit assessments



Built in progress monitoring



Teacher, student, and family supports



Digital format with printing capability



Accessibility supports for all learners



*Includes foundational skills and phonics in K-2



Q&A





Survey and Recording

https://bit.ly/tea_module1



You can find the recording of today's webinar and the Strong Start Reflection tool [here](#).



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