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presents

Accelerated Learning

Closing achievement gaps
with an integrated system
of support

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This resource was developed by the Pennsylvania Department of Education (PDE) in partnership with PA intermediate units (IUs) and Pennsylvania Training and Technical Assistance Network (www.pattan.net). The document draws on content from the Council of Chief State School Officers (ccsso.org), TNTP (tntp.org), and Education Resource Strategies (erstrategies.org).

education.pa.gov

Let's begin.

The landscape of education across Pennsylvania (PA) has changed—and ultimately, will be transformed—as we work to design more equitable and responsive school systems. As we plan for the 2021-22 school year, the Pennsylvania Department of Education (PDE), PA intermediate units (IUs) and Pennsylvania Training and Technical Assistance Network (PaTTAN) provide this resource bank for school leaders with the goal of helping teachers, support staff, families, and students emerge from these unprecedented times and start a new school year stronger than ever.

Cycles and Systems at Work for You

This past school year, school communities overcame many challenges to provide for students' learning needs. Responding rapidly and iteratively, schools responded to the effects of a global COVID-19 pandemic that impacted normal operations and caused frequent disruptions to planned learning activities. To help schools manage policies and procedures during their COVID response, PDE created the **Roadmap for Educational Leaders,** a bank of research, tools, resources, and professional learning opportunities designed for an historic moment and unprecedented challenges.

Even as school leaders work to create the conditions to bring students back for some level of in-person instruction this school year, they are already planning for the new year ahead, with a focus on new challenges: accelerating student learning to mitigate any learning gaps and emotional health concerns. To offer support, we turn our focus to these critical needs and opportunities and offer a new phase of the Roadmap: **Accelerated Learning through an Integrated System of Support**.

This new series provides a systematic process and technical support for school communities to make key decisions for the start of the new year. It introduces a Cycle of Continuous Improvement mindset that will lead to strategic vision, needs assessment, planning, implementation, monitoring, and adjusting. Most importantly, each system supports the success of the others. Key aspects of this guide include an updated collection of lessons learned, research, critical resources, and simplified planning templates with probing questions to guide decision-making. A robust series of synchronous and asynchronous professional learning activities is also offered, accessed by either: step-by-step, targeted professional learning webinars over the next few months; or by accessing individual components of the process based on local needs.
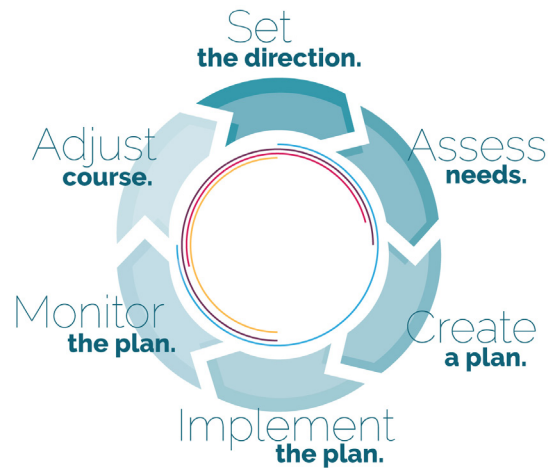
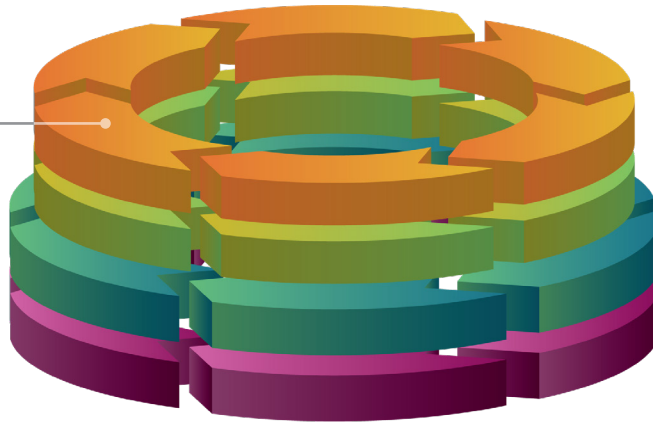**The Cycle of Continuous LEA & School Improvement**

A Roadmap for Equitable School Systems

Systems for Accelerated Learning

THE
Accelerated Learning System

When each component is planned with a **Cycle of Continuous Improvement** mindset, opportunities are created to assess ongoing needs, try new strategies, and make adjustments.

Academic achievement and **social/emotional well-being** are accelerated by a strong foundation of **healthy system conditions** and **scaffolded supports.**

Focus on
High-Quality Academics

Define the instructional changes needed for the new school year and cultivate a thriving data culture to ensure every student has access to the instructional strategies, resources and supports necessary to successfully engage with and master grade-level content.

Foster
Supportive Learning Environments

Place equitable, trauma-informed principles at the core of planning to create a safe and inclusive space for learning, form positive and supportive relationships, and support students and staff mentally and socially recover.

Establish
Healthy System Conditions

Engage stakeholders across your education community to fully understand the needs of your system and respond with staffing, technology, scheduling and continuous improvement processes that create the conditions for acceleration of learning.

Design a
System of Scaffolded Supports

Provide a continuum of evidence-based academic, behavioral, social, and emotional supports aligned with student needs.

Using this Guide

Worth It describes the usefulness, strategic advantage, multi-faceted impact, and overall value of the system. These statements are not only designed to motivate you to make positive change, but offer advantages that can be communicated when seeking support and buy-in from stakeholders.

Key Actions summarize the steps schools and LEAs should take to design a comprehensive system of integrated supports to accelerate learning for all students.

Tools include high-quality resources from leaders and experts in each system's space. Use these tools to inform your decision making, save time and energy in creating materials from scratch, or to discover new techniques.

Professional Learning Modules summarize the live (synchronous) and recorded (asynchronous) learning opportunities that the Pennsylvania Department of Education will offer on each system.

Find all professional learning recordings at:
youtube.com/PADeptOfEd

Systems Launchpad

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Design a
System of Scaffolded Supports

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Focus on High-Quality Academics

In 2021 and beyond, a learning acceleration strategy must empower educators to ensure every student has access to the resources and supports necessary to successfully engage with and master grade-level content. This section will help school systems answer the following questions:

- **Assess:** How will we develop a balanced approach to using formal and informal assessments, classroom-based evidence showing growth over time, and involving students in the evaluation of their own work?

- **Analyze and Interpret:** How is the analysis and interpretation of data being used to accelerate student learning?

- **Instruction:** What instructional changes need to occur for the 2021-2022 school year and beyond?

- **Reflect/Monitor/Share:** How do we create a data culture that focuses on effective use of data to inform instruction, support teacher collaboration, and engage parents and caregivers in their students' academic growth?

Assess

How will we support educators in making deliberate assessment choices within a comprehensive system to allow all students to effectively engage with grade-level work?

WORTH IT:

A highly developed assessment system includes a balanced approach to using formal and informal assessments, classroom-based evidence showing growth over time, and involving students in the evaluation of their own work. The adoption of a systemic approach enhances the use of assessment data to inform teaching and learning practices. This system should include assessment tools that are congruent with the district's values, goals, curriculum, teaching, and learning.

KEY ACTIONS:

How does your assessment plan reflect the district's values for teaching and learning?

- ☐ Identify the purpose of each assessment.
- ☐ Include four assessment types.
- ☐ Align assessments with values and goals.
- ☐ Ensure no unnecessary redundancy/overlap, or missing skill areas.
- ☐ Examine the assessment load for each grade level.
- ☐ Ensure feedback loop is maintained.
- ☐ Allow flexible scheduling.

How do you know that all assessments are high quality, are rigorous, and are implemented with fidelity?

- ☐ Convey learning goals to all stakeholders.
- ☐ Set assessment expectations for all stakeholders.
- ☐ Monitor implementation.
- ☐ Analyze outcomes of assessments.
- ☐ Adjust assessment plan as necessary.

How do you know that all assessments are equitable, accessible, and inclusive?

- ☐ Address the learning needs of all students.

- ☐ Monitor progress of students.

- ☐ Administer additional assessments as needed.

- ☐ Include a blend of qualitative and quantitative data.

- ☐ Include additional data such as demographics, classroom processes, and perceptions.

- ☐ Utilize multiple and varied methods of student performance.

- ☐ Provide opportunities for students to demonstrate knowledge through different modes or modalities.

- ☐ Apply UDL principles.

- ☐ Include assessment before, during, and after learning.

- ☐ Implement individual accommodations.

- ☐ Identify students in need of additional services.

- ☐ Identify students ready for adjustments in instructional content (next unit of study, course content, instructional path).

TOOLS:

» **PDE Website & Standards Aligned System (SAS)**

  » **The SAS Assessment Center (pdesas.org)** allows registered users to create and build assessments by searching the PDE database of standards-aligned items and/or creating their own assessment items.

  » **Pennsylvania State Literacy Plan (PaSLP) (education.pa.gov)** supports Pennsylvania's comprehensive approach to improving literacy outcomes for all children

  » **CDTs (pdesas.org)** contains online assessments, divided by content area, designed to provide diagnostic information in order to guide instruction, remediation, and/or acceleration.

  » **Pennsylvania's ESSA Plan (education.pa.gov)** aligns with Pennsylvania's education vision and presents two important opportunities – the chance to move away from the prescriptive policies and toward state-level efforts including more equitable and predictable funding for public schools and valid measures of school performance.

  » **Analyzing Root Cause (pdesas.org)** is designed to help teachers and administrators determine the root cause—or the "why"—to plan for improvement and enhancements leading to continuous growth for all students.

  » **Assessment Literacy (pdesas.org)** provides a process through which teachers can learn how to create quality assessments.

  » **PVAAS (education.pa.gov)** is designed to use growth and projection data, in conjunction with achievement data, to make sure students are on a path to proficiency and beyond.

» **Additional Resources:**

- » **Identifying and Implementing Educational Practices Supported By Rigorous Evidence (www2.ed.gov)** seeks to provide educational practitioners with user-friendly tools to distinguish practices supported by rigorous evidence from those that are not.

- » **IES: Connecting Research, Policy and Practice (ies.ed.gov)** provides scientific evidence on which to ground education practice and policy and shares this information in formats that are useful and accessible to educators, parents, policymakers, researchers, and the public.

- » **NWEA-MAP Testing (nwea.org)** supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency — and provide insights to help tailor instruction.

- » **Pennsylvania's Evidence Resource Center (evidenceforpa.org)** is a compilation of strategies, studies, summaries, reviews, opinions, and statements available to LEAs in Pennsylvania.

- » **Using Student Achievement Data to Support Instructional Decision Making (PDF)** formulates specific and coherent evidence-based recommendations for use by educators and education administrators.

- » **What Works Clearinghouse: Find What Works! (ies.ed.gov/ncee/wwc/)** reviews the existing research on different programs, products, practices, and policies in education.

- » **Formative Assessment - The Student's Role (PDF)** is a set of integrated formative assessment practices.

- » **Using Webb's Depth of Knowledge to Increase Rigor (edutopia.org)** is a framework and common language to define rigor in your classroom.

- » **PASA Eligibility Criteria (PDF)** can be provided to individualized education program (IEP) teams in PA to assist in determining eligibility for the PASA.

- » **Family Resources for Students with Complex Needs (sites.google.com)** is a website for families and general educators supporting complex learners in virtual learning.

- » **Essentialized Examples (pattan.net)** are resources developed by teachers that offer a demonstration of what alternate eligible content (AEC) can look like in practice by showing the AEC at varying levels of complexity.

- » **Video: Incorporating Essentialized Examples into Lessons and Unit Planning (youtube.com)** is intended to be used as written or adapted to meet the unique needs of students in instructional planning.

PROFESSIONAL LEARNING MODULES:

Overview of Comprehensive Academic Processes for Assessment and Data Utilization

April 27, 2021 | 11:30 a.m. – 1:00 p.m.

A highly developed assessment system includes a balanced approach to using formal and informal assessments, classroom-based evidence showing growth over time, and involving students in the evaluation of their own work. The adoption of a systemic approach enhances the use of assessment data to inform teaching and learning practices. This system should include assessment tools that are congruent with the district's values, goals, curriculum, teaching, and learning.

How do we create a data culture that focuses on effective use of data to inform instruction, support teacher collaboration, and engage parents and caregivers in their students' academic growth?

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Analyze and Interpret

How is the analysis and interpretation of data being used to accelerate student learning?

WORTH IT:

- Key team members of the LEA must be included in the analysis and interpretation process, so that these professionals have a voice in the decisions that promote the LEA's vision/mission/plan.

- We must continually assess the usefulness of the assessment tools and protocols that are used to inform instructional changes, and ensure the resulting data is tailored to empower the user to activate timely decisions.

- When we determine the unfinished learning of students, we can use this information to ensure the promotion of equitable access to and supports for learning.

- A collective understanding of the needs of individual students in the school allows educators to work as an organization to provide supports for all students.

KEY ACTIONS:

- ☐ Define the scope of the analysis and interpretation with a lens on which data are primarily for individual learning support and teacher/student interactions, and which are primarily for program evaluation and improvement.

- ☐ Dedicate structured time for staff collaboration through horizontal and vertical data team meetings, including: general education teachers, special education teachers, ELD teachers, data specialists, guidance counselors, school psychologists, Title staff, etc.

- ☐ Use multiple data sources to identify unfinished learning of prerequisite knowledge necessary for upcoming units of instruction, and adjust curricular scope and sequence to allow for just-in-time remediation.

- ☐ Ensure the identification of students' individual learning strengths and weaknesses so that teachers can differentiate their assignments, instructional methods, and feedback in ways that address those individual needs.

- ☐ Empower professional learning communities (PLCs) to be able to make decisions and take action based on the interpretation of data.

TOOLS:

- » **eMetric (pa.emetric.net)** is a data interaction site for PA student assessments.

- » The **DRC Insight Portal (drcedirect.com)** offers classroom diagnostic data.

- » **Central Beliefs About Data Inquiry Teams (eleducation.org)** is a resource developed by EL Education outlining the five core tenets of data inquiry teams.

» **PDE Standards Aligned System Vertical Standards View (pdesas.org)** is a tool within the SAS portal allowing the user to view standards related to one another across a three-year grade band.

» **Student Achievement Partner's Mathematics Coherence Map (achievethecore.org)** is an interactive tool specifically designed to illuminate the coherent connections of the mathematics standards.

» **Using Data: Data Inquiry Teams (eleducation.org)** was developed by EL Education, which provides tools referencing how to turn data into actionable knowledge, practical tips for structuring and supporting data inquiry teams, a data self assessment to support schools in analyzing their current reality and guiding first steps for improvement as well as a video of a data inquiry team in action.

» **IES Guide Regarding Data Analysis Protocols (PDF)** is a practice guide that formulates specific and coherent evidence-based recommendations for use by educators and education administrators to create the organizational conditions necessary to make decisions using student achievement data in classrooms, schools, and districts.

» **Digging Deeper Root Cause Analysis Questions (education.pa.gov)** documents include questions helpful in examining possible variables impacting student performance.

» Check out the Academic Section of the **Restart and Recovery Guide from CCSSO (PDF)**. After clicking on the Academics section, Appendix A provides a detailed overview of Priority Instructional Content. Appendix B provides detailed content considerations by topic (Mathematics, K-2 Reading Foundations, K-12 Reading Comprehension, Science, Students with Disabilities, English Learners).

» **Multi-Tiered Systems of Support (MTSS) from pattan.net** is a standards-aligned, comprehensive school improvement FRAMEWORK for enhancing academic, behavioral and social-emotional outcomes for ALL students.

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Instruction

What instructional changes need to occur for the 2021-2022 school year and beyond?

WORTH IT:

- Identifying unfinished learning allows educators to plan for the next year, address learning gaps, or provide acceleration, while ensuring a focus on essential skills and maintaining equity across grade levels and classrooms.

- When instructional best practices are expected and evident in classrooms, school leaders promote rigor, college and career readiness, student engagement, and ownership of learning.

- We must ensure that all students have access to an equitable educational experience and that what is written, what is taught, and what is assessed are consistent.

KEY ACTIONS:

☐ LEAs: Perform curriculum audits and verifications.

☐ Standards review: identify standards taught/not taught, introduced vs. mastered; at every level, determine the critical prerequisite content for each grade level standard.

☐ Examine previous year's unfinished learning with a data review and remediate within grade level content.

☐ Review building master schedule: are all courses being given appropriate time?

☐ Verify that assessments are aligned to instruction and adjust as necessary.

☐ Create common assessments.

☐ Examine alignment among course/grade level teachers.

☐ Analyze grading procedures and report cards.

☐ Ensure common planning time for teachers to plan consistent instruction and assessment.

☐ Implement accountability measures to ensure teachers are differentiating.

☐ Administrators: Ensure fidelity of instructional strategies and differentiation methods.

☐ Examine existing resources and teaching methods.

☐ Consider instructional practices for in-person, hybrid, and remote instructional models.

☐ Maximize allocation of instructional resources, including staff, technology, materials, etc.

TOOLS:

» **The Standards Aligned System (pdesas.org)** developed by the Pennsylvania Department of Education is a comprehensive, researched-based resource to improve student achievement. SAS identifies six elements that impact student achievement: Standards, Assessments, Curriculum Framework, Instruction, Materials & Resources, and Safe and Supportive Schools. Schools and educators across Pennsylvania are supported in their efforts to implement SAS by the development of a state-of-the-art portal.

» **SAS PD Center (pdc.pdesas.org)** provides access to Professional Development opportunities in the Standards Aligned System (SAS) Portal.

» **PA Roadmap to Effective Instruction (pdesas.org)** offers guidance documents designed to identify and define areas of high-level focus in content areas supported by key PA Academic Standards.

» **Analyzing Root Cause (pdesas.org)** provides Digging Deeper content area documents that are designed to help teachers and administrators move from the initial step of identifying strengths, weaknesses, and patterns in data to determining the "root cause"—or the "why"— in order to plan for improvement and enhancements leading to continuous growth for all students.

» **Teacher Effectiveness (pdesas.org)** is a resource where committees of educators worked to develop general and specific examples as an optional and potentially useful supplement to the existing and already validated Danielson Rubric for use with instructionally certified personnel. Pennsylvania has adopted Charlotte Danielson's Framework for Teaching as the overarching vision for effective instruction in the Commonwealth. The model focuses the complex activity of teaching by defining four domains of teaching responsibility: Domains 1 and 4 cover aspects of the teaching profession that occur outside the classroom, while Domains 2 and 3 address aspects that are directly observable in classroom teaching.

» **PDE College and Career Readiness Toolkit (pdesas.org)** introduces the PA Career Ready Skills (PA CRS) and Continuum and provides resources for LEA and teacher implementation. The integration of these skills into classrooms and schools is optional; however, when the PA CRS are woven into the mission and vision for each school and implemented with fidelity, schools will improve student capacity to engage in academic learning and meet college and career readiness standards.

» **PA STEM Toolkit (oercommons.org)** includes integrated K-12 STEM lessons that are coherent with the Pennsylvania Department of Education's vision, mission, and belief structure for STEM Education and have been identified, designed, reviewed, and/or curated by The STEM Toolkit Workgroup.

» **Missouri Department of Elementary & Secondary Education, Written Curriculum Audi Tool (PDF)** may be adapted to assist schools in a curriculum audit aligned to PA Academic Standards.

» **The Text Dependent Analysis (TDA) Toolkit (pdesas.org)** is designed to provide guidance and direction to teachers pertaining to the teaching, learning, and assessing of text dependent analysis.

» **The PA Equity Inclusion Toolkit (pdesas.org)** was developed in response to the rising acts of hate and violence occurring throughout the commonwealth. It provides resources that address these issues for the classroom, school, and district- to change the climate to one of equity and inclusion.

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Reflect / Monitor / Share

How do we create a data culture that focuses on effective use of data to inform instruction, support teacher collaboration, and engage parents and caregivers in their students' academic growth?

WORTH IT:

If data are not used to inform instruction, then time devoted to assessment is time wasted. Additionally, informing and engaging parents and caregivers of student progress creates a supportive learning environment beyond the classroom.

KEY ACTIONS:

☐ Develop a system/process that uses assessment data effectively to monitor student learning needs.

☐ Create formal and informal opportunities to promote teacher collaboration and ensure data-informed instructional practices.

☐ Promote practices to communicate progress regularly to families and caregivers.

TOOLS:

» Planning for Data Analysis: The **Data Analysis Team Checklist (iu08-my.sharepoint.com)** is a concise and practical checklist of how to structure a data analysis system.

» Getting started with Data Analysis: **LAUSD's Protocol for Examining Data (PDF)** is a more detailed look at what should be considered when establishing a data analysis culture.

» **SPS.org's Protocol for Examining Data (PDF)** offers a step-by-step agenda format, in which each times are set for each aspect of the meeting to keep it moving.

» **Data Analysis Meeting Protocol Template (PDF)** is also a step-by-step protocol, but this begins with a data inquiry process starting with College and Career Readiness.

» **Meeting Minutes Guide (iu08-my.sharepoint.com)** is a detailed template on addressing problem solving in the context of data analysis.

» Opportunity Culture's **Monitoring Learning Professional Learning Guide (opportunityculture.org)** is a guidebook with a multitude of curated resources on critical elements of instructional leadership and excellence for teachers, multi-classroom leaders, and principals, including: video clips of teacher-leaders and principals who have achieved high-growth student learning; discussion questions and printable study guides for developing your team and yourself, with real examples from educators; training links for ongoing professional development; and books, videos, articles, and tools.

» **The IES Practice Guide on Using Student Achievement Data to Support Instructional Decision Making (PDF)** helps K–12 teachers and administrators use student achievement data to make instructional decisions intended to raise student achievement. The panel believes that the responsibility for effective data use lies with district leaders, school administrators, and classroom teachers and has crafted the recommendations accordingly.

» Sharing – Communicating with Parents: **Building Parent Teacher Relationships (readingrockets.org)** describes benefits, strategies, and techniques for effective communication, which essential for building school-family partnerships and constitutes the foundation for all other forms of family involvement in education.

» Sharing – Communicating Data to Parents: In **Sharing Data to Create Stronger Parent Partnerships (edutopia.org)**, a teacher explains how she shares student progress more often and let parents in on the data that teachers were seeing. Included are such topics as acronyms, test scores, and trouble areas for their child, as well as providing tips and tricks for helping their student at home.

» Sharing – Communicating Student Progress to Parents: **Six Tips for Communicating Student Progress to Parents (adoptaclassroom.org)** explains how report cards typically don't paint a complete picture of a student's progress. Parents often want and appreciate more. And they deserve more. When parents and teachers work together, the impact on student progress can be significant. But the parent-teacher partnership, like any other, won't work without communication.

» **Sample Assessment Plan: Central Dauphin School District (cdschools.org)** This sample assessment plan offers a clear description of district assessments and is concise and parent friendly.

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Foster
Supportive Learning Environments

Social-emotional and behavioral supports have always been critical attributes of healthy school environments, but stakeholders throughout your school community have experienced varying levels of social isolation, stress, anxiety, and trauma. A deeper focus on wellbeing, connection, and other top-tier supports will thus be needed for each student, along with deeper mental health supports for some students and adults. This section will help school systems determine how equitable, trauma-informed learning environments to support staff and student wellness will be incorporated into policies, procedures, and practices school entities develop and revise moving forward into the 2021-22 school year and beyond.

How will equitable, trauma-informed learning environments to support staff and student wellness be incorporated into policies, procedures, and practices school entities develop and revise moving forward into the 2021-22 school year and beyond?

WORTH IT:

Safe, supportive learning environments have equitable, trauma-informed principles at the core of their planning, because addressing the mental wellness of staff and students frees up cognitive resources for learning. Meanwhile, healthy and supportive relationships between the school community and students and families both help our youth recover from chronic stress and trauma, and allow adults to lead healthier lives and better support their students.

KEY ACTIONS:

☐ **Develop a Staff and Student Wellness Communication Plan**

See: **PDE Staff & Student Communication Plan Key Considerations (education.pa.gov)**

- ☐ Determine how communication will be distributed based on communication modalities in your school (e.g. mail, social media, email, phone calls).

- ☐ Determine language needs of school community.

- ☐ Identify key personnel who will distribute communication for consistency.

- ☐ Identify talking points for staff to equip them with the ability to answer questions from families.

- ☐ Identify what information sheets need to be pre-generated for protocols and procedures to ensure consistent messaging.

- ☐ Identify organizational self-care strategies.

- ☐ Identify staff self-care strategies and post resources.

☐ **Social and Emotional Supports for Staff**

See: **PDE Staff & Student Communication Plan Key Considerations (education.pa.gov)**

- ☐ Identify supports available for staff.

- ☐ Assess social and emotional wellness of staff.

- ☐ Identify what additional training is necessary for staff to effectively perform their duties.

- ☐ Plan for professional development to address staff needs.

- ☐ Plan for staff check-in to monitor staff wellness and performance needs.

- ☐ Provide resources for staff self-care.

- ☐ Provide information to staff to help them recognize **the signs and impact of compassion fatigue (PDF)**.

- ☐ Address staff capacity in terms of time by reviewing existing teams to avoid duplication of efforts.

☐ **Social and Emotional Supports for Students**

See: **PDE Staff & Student Communication Plan Key Considerations (education.pa.gov)**

- ☐ Identify Student Assistance Team members and common meeting time.

- ☐ Ensure that procedures for referral to Student Assistance Teams are developed and posted.

- ☐ Assess building learning environment.

- ☐ Address learning environment needs to ensure students and families feel physically, emotionally, and behaviorally safe and supported.

- ☐ Communicate the importance of relationship building in addressing student's academic, social, and emotional needs.

- ☐ Identify staff who will be focusing on maintaining and building student connections and check-ins.

- ☐ Review existing teams with a focus on maintaining student engagement.

☐ **Alignment of Supplemental Student Supports**

See: **PDE Staff & Student Communication Plan Key Considerations (education.pa.gov)**

- ☐ Identify supplemental programs who work in or partner with the school entity.

- ☐ Identify key personnel for supplemental programs.

- ☐ Identify key childcare providers in the community.

TOOLS:

Data and Planning

» **The Pennsylvania Youth Survey (PAYS) from PCCD.pa.gov** is a bi-annual survey of students which asks questions about students' perspectives of their school environment, as well as attitudes, knowledge, and behaviors concerning alcohol, tobacco, other drugs, violence, depression, and other problem behaviors.

» **CASEL's Reunite, Renew, Thrive (PDF) guide** focuses on using SEL critical practices to support equity-focused SEL strategies centered on relationships and built on the existing strengths of a school community.

» **Teaching the Whole Child: Instructional Practices that Support Social-Emotional Learning in Three Teacher Evaluation Frameworks (PDF)** is a research-to-practice brief that identifies teaching practices that promote student social-emotional learning to support student academics.

Needs Assessment/Resource Mapping

» **Technical Guide for Alignment of Initiatives, Programs and Practices in School Districts (schoolguide.casel.org)** provides a structured alignment process with concrete steps for educational leaders.

» CASEL's **SEL Data Reflection Protocol (schoolguide.casel.org)** is an equity-focused tool that presents a structured reflection process for SEL teams and other school stakeholders to observe trends and discuss ideas for continuous improvement of SEL implementation.

» **Best Practices for Comprehensive School Planning for Mental Health Service (mhttcnetwork.org)** provides practices to consider when planning for mental health services.

» **PDE's Trauma-Informed Practices In Schools webpage (education.pa.gov)** offers a resource guide for trauma-informed practices in schools.

» **PDE's Trauma-Informed Care Common Language (PDF)** provides common language used in trauma-informed care environments.

» **Educator Resilience and Trauma-Informed Self-Care: Self-Assessment and Planning Tool (PDF)** from the Center on Great Teachers and Leaders at American Institutes for Research (AIR) is a self-care assessment that asks teachers to first reflect on their current self-care practices, and then helps them build a plan for the future.

Teaming for Success

» This **School Mental Health Quality Guide: Teaming (PDF)** provides guidance to school mental health systems to advance the qualify of their services and support by providing background information on teaming, best practices, possible action steps, examples from the field, and resource guidance.

Mobilization of Staff and Student Wellness

» **Building a Culture of Staff Wellness Through a Multi-Tiered System of Support (PDF)** promotes a proactive, preventative approach by emphasizing the use of a continuum of evidence-based social-emotional-behavioral and mental health supports. The core features of the framework could also address and support the needs of staff.

» **PDE's Equitable Practices Hub (education.pa.gov)** establishes a coherent collection of resources that an educational community may use in promoting intentional equity in their communities.

» **The Compassion Resilience Toolkit (compassionresiliencetoolkit.org)** explores ways to maintain a compassionate presence in our interactions with students, families, and colleagues.

» **PDE's Staff/Student Wellness Guide (education.pa.gov)** is designed to highlight elements that are vital to addressing staff and student wellness as part of a school entity's action level planning.

» This **Staff and Student Wellness Checklist (drive.google.com)** can assist with data collection and planning for reopening.

» This **Organizational Self-Care Checklist (drive.google.com)** assists with data collection and planning for addressing self-care from an organizational standpoint.

» **National Center on Safe Supportive Learning Environments (safesupportivelearning.ed.gov)** offers information and technical assistance to States, districts, schools, institutions of higher learning, and communities focused on improving school climate and conditions for learning.

PROFESSIONAL LEARNING MODULES:

Overview of Comprehensive Mental Health Systems in Schools for Students and Staff: Supporting Learning Environments

April 29, 2021 | 11:30 a.m. – 1:00 p.m.

By using frameworks to support social-emotional and behavioral instruction we can improve conditions for learning. This includes the creation of safe, supportive learning environments that have equitable, trauma-informed principles at the core of their planning. The use of data and universal practices can ensure equity and inclusion through a multi-level approach that provides services to ensure all students are provided access to academic and behavioral instruction.

How will equitable, trauma-informed learning environments to support staff and student wellness be incorporated into policies, procedures, and practices school entities develop and revise moving forward into the 2021-22 school year and beyond?

Professional Learning Series:

Process Series to Develop Comprehensive Mental Health System
Posted April 29

    a. Planning for Success

    b. Moving to Action

    c. Teaming for Success

    d. Mobilization of Staff and Student Wellness

Establish Healthy System Conditions

School systems have a number of critical decisions to make and stakeholders to engage at the start of the planning process. These decisions will frame the system's approach to student support and learning. This section will help school systems answer the following questions:

- **Stakeholder Engagement:** How will the needs of students and families, especially the most vulnerable, and the voices of educators be incorporated into the structures and decisions school systems make for the 2021-22 school year?

- **Technology:** How will each student access learning every day, whether in-person or remote?

- **Staffing:** How can decisions about retention, assignment, recruitment and professional learning: (a) consider what student and educator data we have available, and what we should begin to collect and analyze; (b) disaggregate data to consider equity in student learning; and (c) base decisions in data about student learning needs?

- **Scheduling:** How can we use data about health, safety, and student needs to inform scheduling decisions that prioritize staff and student wellbeing (social, emotional, and academic)?

- **Managing and Improving:** How do we know what's working well and what needs to be adjusted?

Stakeholder Engagement

How will the needs of students and families, especially the most vulnerable, and the voices of educators be incorporated into the structures and decisions school systems make for the 2021-22 school year?

WORTH IT:

Making decisions in an inclusive and transparent way leads to better decisions, and encourages stakeholders to contribute and become partners in achieving the goals in the state and local community. Communities will support improvement strategies that they help to develop. Partnerships with a diversity of stakeholders, including parents, philanthropy, community-based organizations, and others will build local capacity to implement innovative and ambitious strategies for meeting the needs of all students.

KEY ACTIONS:

- [ ] Gather input from families, students, and educators through community conversations.
    - [ ] Decide on community conversation objectives and participant groups.
    - [ ] Decide who will facilitate and the breadth of their role.
    - [ ] Coordinate logistics and invite attendees.
    - [ ] Confirm community conversation protocol and questions.
    - [ ] Implement community conversation(s).
    - [ ] Summarize findings and report back to stakeholders.
- [ ] Build a two-way communication plan with staff, families, and students to keep them engaged and informed throughout planning for and implementation in the upcoming school year.
- [ ] Collect and analyze data to measure student, staff, and family engagement.
    - [ ] Identify data collection tools or metrics to measure stakeholder engagement.
    - [ ] Analyze the data.
    - [ ] Identify those who are less engaged or would benefit from increased engagement.
    - [ ] Develop a strategy to increase engagement.
- [ ] Develop and implement a strategy for partnering with local businesses, community organizations, and other agencies aligned to the needs of the school community.

- [ ] Identify a lead or team that will serve as the primary liaison for managing community partnerships.

- [ ] Identify community partners aligned with student, family, and staff needs where the school system needs support.

- [ ] Establish a clear memorandum of understanding with each partner outlining the deliverables, specific goals, and method by which the effectiveness of the partnership will be evaluated.

TOOLS:

General tools focused on engagement:

» **Meaningful Local Engagement under ESSA: A Handbook for LEA and School Leaders (PDF)** provides guidance and tools to assist school system leaders as they engage stakeholders to effectively implement programs and services under the Every Student Succeeds Act

» The Center for Global Development's developed **Planning for School Reopening and Recovery After COVID-19 (PDF),** and other briefs, draw on rigorous evidence relevant to the COVID-19 emergency to formulate recommendations for policymakers on five critical dimensions of school reopening and recovery.

Gather input from educators, students, and families through community conversations.

» **Five Essentials for Engaging Families and Community Partners in Reopening (PDF)** will help schools systems consider how they will engage families, caregivers, and a wide range of community organizations as full partners in student learning.

» This **Pennsylvania Teachers Advisory Committee Report on Equity and Education Practices in Pennsylvania Schools (PDF)** includes recommendations for improving system conditions to better support educators meet the needs of all students.

» Panorama Education developed the **Panorama Teacher and Staff Survey (panoramaed.com)** to assist school systems in gathering educators' perceptions of their professional well-being; capacity and efficacy around supporting academic, social, and emotional learning; professional learning opportunities; cultural competency and awareness; school climate and culture; and relationships with colleagues, families, and school leadership.

» Use or adapt **these TNTP Fall Learning Experience Survey Questions for Students and Families** to understand the quality of students' learning experiences.

» TNTP developed **this Community Conversation Planning Guide (PDF)** guide to support the implementation of community conversations with families and students.

» This **Community Conversation Planning Guide companion (.docx)** provides sample focus group protocols, logistics template, and note-taking template.

» TNTP's **Sharing Stakeholder Feedback Reflection & Planning Guide (PDF)** is designed to help you prepare to share stakeholder feedback with your community in a way that is honest, productive, and focused on solutions.

Build systems for ongoing two-way communication and partnership with educators, families, and students to keep them engaged and informed throughout planning for and implementation in the upcoming school year:

» **Communicating Through Uncertainty (tntp.org)** This document provides high-level guidance for how to approach communications in two common and difficult scenarios: when you are forced to communicate information that is incomplete or likely to soon change, and when you must announce a policy that is likely to be unpopular.

» The **Community Engagement Self-Assessment and Reflection Tool (PDF)** from TNTP helps school and system leaders assess and reflect on the quality of their family and community engagement practices.

» These six **Enhancing Family Engagement Training Modules (pattan.net)** have been developed by PaTTAN to assist with the planning and implementation of a successful program to enhance family engagement in your school.

» The National PTA developed **the National Standards for Family-School Partnerships Implementation Guide (PDF)**, a tool for empowering schools and families to work together to ensure student success.

» **Learn more about the Academic Parent-Teacher Teams (APTT) here**. APTT is a model of family engagement that is grounded in the notion that schools can thrive when families and teachers work together, as genuine partners, to maximize student learning inside and outside of school.

Collect and analyze data to determine student, educator, and family engagement.

» **Hanover Research's Best Practices for Teacher Engagement (hanoverresearch. com)** provides school systems with strategies for increasing and measuring educator engagement in systemic improvement efforts.

» **The Flamboyan Foundation's Strategies to Engage Unreached Families (PDF)** resource offers a set of strategies to engage families that have not been reached through previous outreach efforts.

» Commissioned by Carnegie Corporation of New York, **Joining Together to Create a Bold Vision for Next-Generation Family Engagement: Engaging Families to Transform Education (globalfrp.org)** is intended to spark a conversation around the power of family, school, and community engagement.

Develop and implement a strategy for partnering with local businesses, community organizations, and other agencies aligned to the needs of the school community.

» **Strengthening Partnerships: Community School Assessment Checklist (PDF)** contains a series of checklists to assist school and community leaders in creating and/or strengthening community school partnerships.

PROFESSIONAL LEARNING MODULES:

Overview of the Systems Approach - Managing and Improving, include Cycle of Improvement

April 13, 2021 | 11:50 a.m. - 1:00 p.m.

I. Stakeholder Engagement:
Students benefit when families and community members form powerful partnerships with schools and school systems. Making decisions in an inclusive and transparent way leads to better decisions and encourages stakeholders to contribute and become partners in achieving the goals in the state and local community. Communities will support improvement strategies that they help to develop. Partnerships with a diversity of stakeholders, including parents, philanthropy, community-based organizations, and others will build local capacity to implement innovative and ambitious strategies for meeting the needs of all students.

How will the needs of students and families, especially the most vulnerable, and the voices of educators be incorporated into the structures and decisions school systems make for the 2021-22 school year?

Professional Learning Series:

1. Part I: What Administrators Need to Know about Family Engagement (PaTTAN)
   April 14, 2021

2. Part II: What Administrators Need to Know about Family Engagement (PaTTAN)
   May 3, 2021

3. Stakeholder Mapping
   Posted April 27

4. Developing District-Wide Procedures for Online and Hybrid Learning Programs
   Posted April 27

Technology

How will each student access learning every day, whether in-person or remote?

WORTH IT:

To maintain effective and fluid instructional models, equitable access to common devices, connectivity, and similar instructional technology tools are critical. The development of internal systems and structures to support all users is a key component to facilitate continuity of learning. Utilizing quality instructional technology enhances instruction and learning across virtual, hybrid, and in-person models.

KEY ACTIONS:

- [ ] Plan and determine a consistent set of technology tools to use across the district.
  - [ ] Build technology integrations for ease of access (i.e., single sign-on to various platforms and tools).
  - [ ] Develop a system of support for technology access and use for staff, students, and families.
  - [ ] Create a professional learning plan to ensure all staff, students, and families know how to use the system's technology tools and how to effectively teach and engage students while using them.
  - [ ] Use technology to provide "voice and choice" to learners in different instructional settings.
- [ ] Develop a process/timeline to address technology device improvement, maintenance, and updates.
  - [ ] Develop a plan to collect, inventory, clean, repair, and redistribute.
  - [ ] Update the equipment to meet the specifications set forth for the upcoming school year.
  - [ ] Develop a plan to redistribute devices to students and staff.
- [ ] Create system-wide technology standards for virtual, hybrid, and in-person delivery models.
  - [ ] Create a set of expectations to build an efficient and positive learning environment.
  - [ ] Develop guidelines for attendance, pacing, work completion, extensions, and submission.

TOOLS:

Plan and determine a consistent set of technology tools to use across the district.

» **This K-12 school infrastructure guide (tech.ed.gov)** provides practical, actionable information to help school and district leaders (including superintendents, principals, and senior technology staff) navigate the many decisions required to build a technology infrastructure that supports digital learning.

» Several guides from the US Department of Education's Office of Educational Technology, including **the School Leader Digital Learning Guide (tech.ed.gov)**, the **Parent and Family Digital Learning Guide (tech.ed.gov)**, and the **Teacher Digital Learning Guide (tech.ed.gov)**, inform school leaders, teachers and families as they navigate technology used for teaching and learning.

» **The National Education Technology Plan (NETP) from tech.ed.gov** sets a national vision and plan for learning enabled by technology through building on the work of leading education researchers; district, school, and higher education leaders; classroom teachers; developers; entrepreneurs; and nonprofit organizations. The 2021 NETP will incorporate new developments in education technology and share a vision for how school systems can continue to use technology to improve equity and opportunity for all students - including guidance on infrastructure needs in order for the vision to become a reality.

» The US Department of Education's Office of Educational Technology provides **Guiding Principles for Use of Technology with Early Learners (tech.ed.gov)**.

» TechPudding developed **a checklist for evaluating technology (techpudding.com)**, including hardware, software, tools, and everything in between.

» **The Evidence to Insights Coach (e2icoach.org)** by Mathematica is a powerful tool that helps you analyze your own data to evaluate the use of a strategy in your school.

» The brief **The Future Ready District: Professional Learning Through Online Communities of Practice (tech.ed.gov)** summarizes research on the role of online communities of practice and social networks in supporting the professional performance of educators.

Create system-wide technology standards for virtual, hybrid, and in-person delivery models.

» **Mere Engagement: Reflections about the Connections Between Online Learning, Student Agency, and Student Engagement (PDF)** offers school leaders seven action steps to support students' sense of mastery and ownership of their learning, along with promoting their sense of connection and belonging.

» **Rubric for Assessing Interactive Qualities of Distance Courses (PDF)** provides school systems with a tool to self-assess a course's level of interactive qualities.

» **National Standards for Quality (NSQ) Online Learning (nsqol.org)** provide a framework for school systems to improve online teaching and learning.

NOTE: *The professional learning for Technology is provided in the session, "Developing District-Wide Procedures for Online and Hybrid Learning Programs" (p. 36).*

Staffing

How can decisions about retention, assignment, recruitment and professional learning:

- *Consider what student and educator data we have available, and what we should begin to collect and analyze;*

- *Disaggregate data to consider equity in student learning; and*

- *Base decisions in data about student learning needs?*

WORTH IT:

Decisions about how best to retain, assign, recruit and train educators are key levers for improving student achievement and equity. Going into SY 2021-22, leaders are working hard to support student growth and achievement in a nontraditional learning environment, while addressing a wide variety of student achievement levels and missed learning experiences. The process begins with retaining effective educators at a time when they are facing unforeseen challenges in their work. Planning for, implementing, and monitoring strategies to support all staff members' mental wellbeing is key for ensuring their effectiveness, providing healthy learning environments, and increasing their likelihood of remaining in the school. In the midst of various, high-stress considerations for school and LEA leaders, taking time to make strategic and data-informed decisions about the following staffing topics can create a high-leverage impact on teacher and student success in the coming school year.

KEY ACTIONS:

For all retention, assignment, recruitment and professional learning decisions:

- ☐ Consider what student and educator data we have available, and what we should begin to collect and analyze;

- ☐ Disaggregate data to consider equity in student learning; and

- ☐ Base decisions in data about student learning needs.

Retention

- ☐ Analyze data on educator turnover—including who leaves and why—and use this to inform future strategies to improve retention.

- ☐ Gather perceptual feedback regarding working conditions, learning environment, and culture to inform future decisions.

- ☐ Analyze practices and data on how our system supports staff mental wellness.

- ☐ Communicate safety and learning plans to staff.

- ☐ Solicit confirmation of staff intent to return for the upcoming year.

- ☐ Acknowledge staff accomplishments in spite of challenges and respond to their professional and social/emotional needs.

Deployment/assignment

- ☐ Consider novel ways of utilizing nonprofessional staff in a support role.

- ☐ Consider various nontraditional funding sources for staffing, including classroom roles and other roles to support accelerated learning.

- ☐ Use data to strategically match educator strengths with student needs to create effective and equitable learning environments.

- ☐ Define staff roles in order to meet students' social/emotional and safety needs, whether through in-person, hybrid, or remote learning.

Recruitment

- ☐ Plan how to recruit for new roles specific to accelerated learning.

- ☐ Plan how to adapt recruitment and hiring for hybrid or remote interactions.

- ☐ Engage with educator preparation programs and other partner organizations for future educator recruitment and for immediate recruitment of support roles (e.g., tutors, substitutes).

Professional learning

- ☐ Identify the skills and knowledge our educators need to effectively provide hybrid/remote learning, based on data from observations.

- ☐ Identify the skills and knowledge our educators need to effectively provide accelerated learning, based on data from observations.

- ☐ Adapt protocols for formal/informal observations and teacher supports in order to improve accelerated learning.

- ☐ Identify the skills and knowledge our educators need to effectively support students' ongoing social/emotional needs, based on data from observations.

- ☐ Differentiate which educators participate in specific professional learning activities, based on educators' needs.

- ☐ Plan how to determine the effectiveness of professional learning activities in improving educator practice and student outcomes, including in effective practices for accelerated learning.

- ☐ Adapt plans for implementing and monitoring induction and mentoring supports in response to current conditions.

TOOLS:

Analyze recent retention data.

» The **PA Human Capital Self-Assessment (iu13.org)** provides a tool that school systems can use to assess the strengths and opportunities for improvement in their human capital systems.

» **Bensalem Township School District Sample Exit Survey Items (bensalemsd.org)** can help a school consider how to develop/adjust items in existing surveys or interviews.

Learn about educator needs, perspectives and future plans.

» Compare your practices/plans for retention check-in conversations with practices described in the **Remote Retention Conversations with Educators (PDF)** guide.

» The **PA School Climate Survey (paschooolclimatesurvey.org)** can provide support to help school systems better understand needs of educators and their perspectives on climate and culture for educators.

» **The Educator Context and Stress Spectrum during COVID-19 (PDF)** from American Institutes for Research was designed to support teachers and principals in gaining a greater awareness of how their current personal and professional context affects their levels of stress in the time of COVID-19.

Plan to meet educators' mental wellness needs and improve retention

» Assess your school system's implementation of recommended practices to support educators wellbeing using the **Organizational Self-Care Checklist (docs.google. com)** from PaTTAN.

» Look for the presence of trauma warning signs in your school, and assess your use of school self-care practices using the **School Self-Care Plan Checklist (PDF),** pages 10-12, from the US Department of Education.

» View an example of how to communicate priority information and expectations to staff and other stakeholders about plans for various pandemic scenarios and their implications for teaching and learning in the **Berks County Intermediate Unit Health and Safety Plan (PDF)**.

» Review suggested practices and reflection questions to refine your supports for educators' social-emotional needs during the pandemic using **Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School (PDF)** from CASEL, specifically pages 19 to 25.

» Follow steps to apply the Multi-Tiered System of Support framework toward addressing staff mental wellness needs, particularly in response to stressors from the past year using **Building a Culture of Staff Wellness through MTSS (PDF)** from Positive Behavioral Interventions & Supports.

Assign educators to fulfill roles specific to accelerated learning and pandemic conditions.

» **Restart & Recovery: Considerations for Teaching & Learning: System Conditions (PDF)** from the Council of Chief State School Officers (Appendix A, pages 65-68) provides descriptions of educator roles relevant to pandemic conditions and the desired knowledge and competencies for these roles.

» **The Strategic Staff Deployment Template (.docx)** from PDE's *Creating Equitable School Systems: A Roadmap for Education Leaders* provides a template to help school systems plan or adjust assignments aligned with three critical priorities: ensuring connectedness to school, ensuring social and emotional wellness, and accelerating learning.

» Find information on how LEAs can allocate emergency funding for temporary staffing changes to support accelerated learning (e.g., to hire additional tutors or paraprofessionals) in **ESSER II (Elementary and Secondary School Emergency Relief) Funds (education.pa.gov)**.

» Learn about how your schools can plan and deploy coordinated staff teams to enhance support for student mental health in **School Mental Health Quality Guide: Teaming (PDF)** from School Health Assessment and Performance Evaluation System (SHAPE).

Plan educator assignment to promote equitable learning experiences

» Assess whether all student groups have equitable access to effective educators, and whether your system is implementing/planning practices that can increase equitable access to educators using the **PA Human Capital Self-Assessment (iu13.org)**.

» Identify strengths and opportunities for improvement in your system's recruitment practices and whether your schools are implementing/planning promising practices to expand your pool of quality candidates using the **PA Human Capital Self-Assessment (iu13.org)**.

» Identify and plan practices that can help your schools enhance your recruitment and hiring practices while adapting to remote or hybrid processes using the **Remote Recruitment and Hiring Toolkit (PDF)** from Pennsylvania's System for LEA/School Improvement.

» Learn about sequential steps for school systems to form productive relationships with educator preparation programs that lead to increased teacher recruitment and read about exemplar partnerships in **Ensuring High-Quality Teacher Talent (PDF)** from Education First.

» The National Student Support Accelerator developed a **Toolkit for Tutoring Programs (studentsupportaccelerator.org)** that provides implementation guidance and tools for each of the seven elements of high-impact tutoring - including recruitment and preparation of tutors.

» Review key teacher practices for effective remote learning; apply this framework to gauge your teachers' strengths and areas for growth in remote learning, which will inform the feedback and professional learning you provided in **The Framework for Remote Teaching (PDF)** from The Danielson Group.

» Use **this Planning Template for Remote Professional Learning (education.pa.gov)** to plan how you will design, deliver, and evaluate professional learning, including specific steps and tips for professional learning that will occur remotely.

PROFESSIONAL LEARNING MODULES:

Overview of the Systems Approach - Managing and Improving, include Cycle of Improvement

April 13, 2021 | 11:50 a.m. - 1:00 p.m.

III. Staffing
Decisions about how best to retain, assign, recruit, and train educators are key levers for improving student achievement and equity.

How can decisions about retention, assignment, recruitment and professional learning optimally involve the following?

- *Consider what student and educator data we have available, and what we should begin to collect and analyze;*

- *Disaggregate data to consider equity in student learning; and*

- *Base decisions in data about student learning needs.*

Professional Learning: Four-Part Series

1. How to assess educators' capacity and needs re: effectively teaching for accelerated learning
   Posted April 13

2. Staff wellness and working climate and conditions
   May 4, 2021 | 11:30 a.m. - 1:00 p.m.

3. Staffing recruitment, hiring and training of extended learning opportunities
   Posted April 27

4. Mentoring and induction
   June 10, 2021 | 11:30 a.m. - 1:00 p.m.

Scheduling

How can we use data about health, safety, and student needs to inform scheduling decisions that prioritize staff and student wellbeing (social, emotional, and academic)?

WORTH IT:

Strategic scheduling of educators and students provides an opportunity to support equity and growth in student learning. As leaders plan schedules for SY 2021-22, they will consider how scheduling plans can prioritize health and safety while also meeting student academic needs. In particular, leaders can consider how schedules can support accelerated learning for all students. Plans for scheduling should apply "lessons learned" from the past school year, such as preparing to be flexible and shift among remote, hybrid, or in-person learning environments. By considering various scenarios, LEAs can be prepared for when external factors (e.g., new information from the local health department) require schools to make changes. Through thorough and strategic scheduling, school and LEA leaders will also be prepared to share clear plans and rationales with stakeholders.

KEY ACTIONS:

For health and safety:

- ☐ Consider the most recent guidance provided by the CDC and the Pennsylvania Department of Health in regards to strategies for phased mitigation and school instructional models.

- ☐ Develop processes and protocols for transitioning students and families among instructional models that are in-person, hybrid, or remote.

- ☐ Communicate these processes and protocols to families, staff, and students.

- ☐ Strategically gather and consider feedback from stakeholder groups about our plans for transitioning across learning environment models.

- ☐ Analyze strengths and areas for improvement based on our scheduling and transitioning practices over the past year – including analyzing feedback from stakeholder groups.

- ☐ Consider the implications of our decisions from a culturally responsive perspective.

For academics and accelerating learning:

- ☐ Use data on gaps in learning to inform decisions about classes and other learning experiences to offer, and how to schedule them.

☐ Conduct a student needs assessment and equity audit to help determine student needs and corresponding scheduling decisions (e.g., decisions about which students will have more in-person instruction, more synchronous instruction, and/or small-group instruction).

☐ Consider special education, English learner, and other high-need populations, and ways to prioritize their needs when scheduling students and educators.

☐ Consider nontraditional approaches to offering learning opportunities (such as mastery-based learning, differentiated tutoring groups, etc.), in order to optimally accelerate learning –rather than starting from our typical approach to scheduling classes, students, and teachers.

☐ In designing schedules, consider whether and how to use non-teaching staff (e.g., paraprofessionals, tutors or instructional coaches) to provide differentiated instruction, based on student data.

TOOLS:

Health and Safety:

» Familiarize yourself with updated guidance on health and safety considerations that apply to school scheduling, including a section on learning modes in **Operational Strategy for K-12 Schools through Phased Mitigation (cdc.gov)** from the Centers for Disease Control and Prevention.

» Review action steps to promote culturally responsive-sustaining learning environments as part of school reopening plans, including sections on scheduling (specifically pages 8-10) in **Guidance on Culturally Responsive-Sustaining School Reopenings (PDF)** from New York University.

Academics & Accelerating Learning:

» View steps and tools for leaders and teachers to use in determining student needs for accelerated learning in pages 14-16 of the **Learning Acceleration Guide (PDF)** from TNTP.

» Consider whether you might apply elements from this staffing model, which some experts suggest can be particularly relevant to remote/hybrid learning and accelerated learning in **Leveraging a Multi-Classroom Teaching Model to Accelerate Student Learning (education.pa.gov)**.

» Use the checklist and rubric in the **Tutoring Program Model Dimensions Planning Tool (studentsupportaccelerator.com)** from Brown University's National Student Support Accelerator—a larger toolkit to help plan school-embedded tutoring programs—to help determine what type of tutoring approach and schedule may best meet your school's goals.

PROFESSIONAL LEARNING MODULES:

Overview of the Systems Approach - Managing and Improving, include Cycle of Improvement

April 13, 2021 | 11:50 a.m. - 1:00 p.m.

IV. Scheduling
Strategic scheduling of educators and students provides an opportunity to support equity and growth in student learning. As leaders plan schedules for SY 2021-22, they will consider how scheduling plans can prioritize health and safety while also meeting student academic needs.

What is the best scheduling strategy for our schools to ensure equity for all students and growth in student learning?

Professional Learning:

Lessons learned from scheduling and transitions across learning environments over the past year
April 22, 2021 | 11:30 a.m. - 1:00 p.m.

Managing and Improving

How do we know what's working well and what needs to be adjusted?

WORTH IT:

Making sustainable change takes time and involves collective effort, is context specific, and requires constant adaptation, data collection, and learning. This toolkit is intended to provide school entities with a cyclical process focused on results and applied tools to set goals, select strategies backed by evidence to attain those goals, and monitor implementation and effectiveness of strategies in order to adjust and continuously improve.

KEY ACTIONS:

Set the direction:

☐ Define the purpose of our system's planning process based on our mission and vision and local context.

☐ Identify a point person to manage the logistics and lead the continuous improvement process.

☐ Establish a diverse group of stakeholders and ensure supports are in place so all members of the group feel welcomed, safe, and valued in the decision-making process.

Assess needs:

☐ Collect and analyze a variety of data and artifacts – including quantitative and qualitative indicators of quality, access and implementation, and impact on students, educators, and families.

☐ Include the voices of students, educators, families, and administrators into our assessment of needs – with an intentional focus on ensuring voices are representative of the demographics of our local education community.

☐ Identify strengths and opportunities for improvement, supported by data from the needs assessment.

☐ Identify the primary root cause of each challenge to focus goal setting and selection of strategies.

Create a plan:

- [ ] For each prioritized focus area, establish specific, measurable, attainable/ambitious, relevant, time-bound, inclusive, and equitable goals.

- [ ] Develop a data collection strategy for each goal, identify the person(s) responsible for collection and access to the data, and develop a plan to train staff on new data collection strategies.

- [ ] Identify a few high-leverage strategies that are backed by evidence that meets one of ESSA's four tiers of evidence.

- [ ] For each strategy, develop a detailed action plan that includes:
  - [ ] Detailed, sequential action steps;
  - [ ] Indicators of implementation (key milestones or anticipated outputs); and
  - [ ] Indicators of impact in the form of measurable quarterly targets.

Implement the plan:

- [ ] Ensure all stakeholders across our education community understand how the strategies will result in improved access, program quality, and outcomes for students; and are committed to sharing responsibility for implementation.

- [ ] Ensure readiness for implementation through the following:
  - [ ] Everyone on the implementation team(s) has access to all materials, resources, and support required to implement each strategy.
  - [ ] All stakeholders who will be involved in implementing the strategies have received the necessary training and demonstrated mastery of the knowledge, skills, and behaviors required to launch each strategy.
  - [ ] System leaders have developed all data collection tools required to assess implementation and impact.

Monitor the plan:

- [ ] Establish a bi-weekly implementation routine for strategy leaders to assess and update the status of each action plan.

- [ ] Establish a monthly monitoring routine for system leaders to assess the status of each action plan.

- [ ] Establish a quarterly monitoring routine for system leaders to assess the status of implementation and attainment of quarterly targets that includes the following:
  - [ ] **Collaborate and calibrate:** Bring cross-organizational teams together around shared system goals across strategies;
  - [ ] **Monitor performance:** Understand if the system is on track to meet the established goals;
  - [ ] **Determine gaps:** Disaggregate data to assess whether there are inequities in access, quality, and/or outcomes;
  - [ ] **Diagnose problems:** Surface issues that are inhibiting progress and analyze data to pinpoint causes; and

☐ **Develop solutions:** Develop solutions in response to the root cause of challenges in implementation or impact.

Adjust course:

☐ Use implementation and monitoring routines to adjust action plans and milestones to keep the work on track toward the established goals.

☐ Monitor adjustments carefully to determine if they are positively impacting implementation, access, quality, and outcomes.

TOOLS:

» **Pennsylvania's Cycle of Continuous Improvement (education.pa.gov)** is grounded in an evidence-based process for managing and leading improvement efforts focused on results.

» These guides will provide questions to facilitate improvement planning with your school community:

- **Future Ready LEA Comprehensive Planning Offline Documents: Districts (sites. google.com)**

- **Future Ready LEA Comprehensive Planning Offline Documents: Charters and CTCs (sites.google.com)**

- **Future Ready LEA Comprehensive Planning Offline Documents: Schools (sites. google.com)**

» **The PDE Planning Template (COMING SOON)** can be used to document your system's planning for SY 2021-2022.

» For goals to be effective in driving an organization's performance, they need to be: Strategic, Measurable, Attainable/Ambitious, Realistic, Time-Bound, Inclusive, and Equitable:

- Explore the **CASEL SMARTIE Goals Tool** (casel.org)

- Download the **SMARTIE Goals Worksheet** (managementcenter.org)

» Use the **TNTP Planning for System Conditions (PDF)** resource to evaluate the system conditions component of your reopening plans and decide next steps.

» **The PDE Monitoring Routines Template (COMING SOON)** provides a recommended structure and template for monitoring implementation and impact of your plan for SY 2021-22.

PROFESSIONAL LEARNING MODULES:

Overview of the Systems Approach - Managing and Improving, include Cycle of Improvement

April 13, 2021 | 11:50 a.m. - 1:00 p.m.

V. Managing and Improving
Making sustainable change takes time and involves collective effort, is context specific, and requires constant adaptation, data collection, and learning. This toolkit is intended to provide school entities with a cyclical process focused on results and applied tools to set goals, select strategies backed by evidence to attain those goals, and monitor implementation and effectiveness of strategies in order to adjust and continuously improve.

How do we know what's working well and what needs to be adjusted?

Professional Learning:

1. Framing Community Conversations
   April 15, 2021 | 11:30 a.m. - 1:00 p.m.

2. Implementation and Monitoring Routines
   June 8, 2021 | 11:30 a.m. - 1:00 p.m.

Design a
System of Scaffolded Supports

A Multi-Tiered System of Support (MTSS) is a data-driven, problem-solving framework to improve outcomes for all students. MTSS relies on a continuum of evidence-based practices matched to student needs. This section will help school systems consider best approaches to: (1) accelerating learning through universal supports (2) addressing the core learning landscape through explicit instruction (3) implementing class-wide interventions and supports, (4) systemically addressing strategic and intensive supports, (5) accessing additional accelerated learning experiences, (6) ensuring considerations are in place for supporting students with significant learning and behavioral needs, and (7) meeting the needs of gifted learners.

How will scaffolded supports be incorporated into policies, procedures, and practices school entities develop and revise moving forward into the 2021-22 school year and beyond?

- *What data do we possess or need to target an area for improvement (i.e., core, tiered, intensive, additional supports [e.g. tutoring])?*

- *What training do teachers/tutors need in order to improve the use of explicit instruction and application of Universal Design for Learning principles?*

WORTH IT:

The intent of providing scaffolded supports through academics, behavior and social-emotional competencies are to accelerate learning for all students through an equitable and trauma-informed lens, thus decreasing current skill gaps. The information provided will offer Local Educational Agencies (LEAs) the opportunity to consider best approaches to initiating the start of the new school year with guidance to provide: (1) accelerated learning through universal supports (2) addressing the core learning landscape through explicit instruction (3) classwide interventions and supports (4) systemically addressing strategic and intensive supports, (5) accessing additional accelerated learning experiences, (6) ensuring considerations are in place for supporting students with significant learning and behavioral needs and (7) meeting the needs of gifted learners.

KEY ACTIONS:

Accelerating Learning through Foundational Supports

- ☐ Create a plan to universally plan lessons to provide students with ways to interact with content in flexible ways.

- ☐ Create a plan to universally plan lessons to create and foster safe places to fail, to learn, and to grow.

- ☐ Create a plan to universally plan lessons to ensure lessons honor and celebrate the contributions of racially, culturally, and linguistically diverse students.

- ☐ Develop strategies to ensure flexible options for students to demonstrate what they know/learned.

- ☐ Develop strategies to ensure equity in education through student engagement to provide opportunities for motivation and interest in learning (e.g. explicit instruction,

build and prime background knowledge, increase opportunities to respond, and provide performance feedback [Chapparo, Nese & McIntosh, 2015]).

Accelerating Learning through Universal/ Core Landscape

☐ Align instructional processes through the cycle of: Assess, Analyze, Interpret, Instruct, Reflect, and Monitor to provide explicit instruction targeting PDE's prioritized content standards.

☐ Identify essential components of explicit instruction in lessons (e.g. opportunities to respond, purposeful practice opportunities, priming and activating background knowledge, etc.).

☐ Ensure lesson delivery infuses the features of explicit instruction (I do, We do, You do) into daily instruction.

Classwide Supports

☐ Create a plan to ensure there are ways to deliver classwide interventions through academic, behavioral, and social/emotional domains.

☐ Determine a process to collect and analyze data to determine if classwide intervention is needed (50% of the students are demonstrating difficulty in a skill).

☐ Assess the ability to schedule classwide interventions to be provided for 10-15 minutes daily during core subject areas.

☐ Align practices through the process of: Assess, Analyze, Interpret, Instruct, Reflect, and Monitor to determine when students are ready to move to the next skill for classwide intervention.

Strategic and Intensive Supports

☐ Assess the ability for the school/district to collect and analyze data to determine which students need strategic supports and intensive supports.

☐ Determine a plan to consider the category of the problem (e.g., computational fluency for sums to 20) and select an intervention designed to improve that skill.

☐ Take inventory of interventions available in the district/school to mitigate strategic and intensive need, ensuring an appropriate match.

☐ Assess human capital to provide targeted/intensive support to students (in addition to core instruction and supports).

☐ Align practices through the process of: Assess, Analyze, Interpret, Instruct, Reflect, and Monitor to monitor student progress and determine when supports need to be intensified for students who are not making adequate progress or faded/removed for students who are meeting/exceeding goals.

Additional Accelerating Opportunities

☐ Determine, through data-based decision making, what additional scaffolded supports could be provided to students most placed at-risk in key content areas through high-dosage tutoring, or acceleration academies.

☐ Align practices through the process: Assess, Analyze, Interpret, Instruct, Reflect, and Monitor to determine which students need additional support outside of the typical class day and when they have made sufficient progress.

☐ Identify current staff, substitutes, or recent retirees to provide the necessary additional scaffolded supports after school or during break.

☐ Develop external partnerships with local colleges, universities (e.g., educators in training), or community partners to identify educational staff who can provide additional scaffolded support after school or during breaks.

Supporting Students with Significant Learning and Behavioral Needs

☐ Determine the data your school will collect and analyze to determine specific supports for students and to prioritize target skills for each student and select interventions designed to establish and/or improve those skills.

☐ Determine how your school will engage in data-based decision-making processes and adjust instruction to meet specific student needs.

☐ In addition to the current instructional schedule for core content/programs, determine what other times during and/or outside of the school day might you be able to provide targeted instruction for remediation/accelerated learning opportunities.

☐ Plan for professional development, training, and technical support opportunities, and resources to support remediation and meaningful outcomes.

☐ Apply antecedent strategies such as motivation, reinforcement, and effective teaching practices to increase student cooperation and participation in active learning.

Supporting Gifted Students

☐ Determine areas where differentiation of content, process, and product can be applied where appropriate.

☐ Determine how the district provides access for students in a variety of best practices to include acceleration, enrichment, and in-depth investigation.

☐ Determine how districts can create opportunities for the range of perspectives and talents in classrooms to leverage learning for all.

TOOLS:

» **The Pennsylvania Evidence Resource Center (evidenceforpa.org)** aims to help Pennsylvania's school communities thoughtfully apply high-quality, relevant research to their own settings. Explore the topics on this site to brush up on research basics, ESSA tiers, and the fundamentals of evidence-based decision making. Important resources include: Key Issues in PA, Evidence-Based Decision Making.

» Additional school improvement resources include the PA Department of Education's **Essential Practices for Schools and Communities (PDF)**, **Essential Practices for LEAs (PDF)** and **A Theory of Action for School Improvement (PDF)**.

» **PaTTAN's Supporting Students with Disabilities in Virtual Environments (SSDVE) Technology Tools & Resources (docs.google.com)** is aligned with UDL principles

and contains resources curated for use by educators and related service providers as they support students with disabilities in virtual environments.

» **Video: PaTTAN Teaching Matters – Metacognition (2012)**. This four-minute video highlights the importance of creating conditions in classrooms where students can begin to embrace their own thinking through examples, such as think-alouds and think-pair-share.

» **Video: PaTTAN Teaching Matters – Scaffolded Instruction (2012)**. This five-minute video highlights the importance of scaffolding in classroom instruction. This speaks to meeting students at their needs through examples, such as: chunking content, guided notes, and teacher prompts.

» **Notable Books & Journal Articles:**

  » Council of the Great City Schools **Supporting English Learners in the COVID-19 Crisis (PDF)** is a comprehensive guide on assessing in culturally responsive ways, providing strategic scaffolding and linguistic accommodations during distance learning.

  » Hall, T. & Vue, G. (2004). *Explicit Instruction*. Wakefield, MA: National Center on Accessing the General Curriculum.

  » Teach Plus California Policy Fellows. **Considerations for an asset-oriented and needs-responsive school for emergent bilinguals (teachplus.org)**.

Scaffolded Supports: Foundational Supports

» Center for Exceptional Children (2021). **High Leverage Practices for Students with Disabilities (highleveragepractices.org)** is a comprehensive webpage offering resources designed to support and strengthen educators' understanding of the high-leverage practices for students with disabilities — including how they were developed, what they are, the supporting evidence (as available), and how they can be used in classrooms.

» **PaTTAN Supporting Students with Disabilities in Virtual Environments (SSDVE) Technology Tools & Resources (docs.google.com)** contains digital tools and resources curated for use by educators and related service providers as they support students with disabilities in virtual environments.

» Posey, A. (2021). **Lesson planning with Universal Design for Learning (UDL) (understood.org)**. Understood. **NOTE:** This article presents a three-step process for approaching lesson planning with the UDL framework.

» **Understood: Step-by-step planner: UDL lesson design (PDF)** is linked in the Posey article above and is a printable PDF with guiding questions for lesson planning with UDL.

» **Notable Books & Journal Articles:**

  » Fritzgerald, A., (2020). *Antiracism and universal design for learning*. Building expressways to success. CAST Inc.

  » Murawski, W.W. (ed.), & Scott, K. L. (ed.) (2019). *What really works with universal design for learning*. Corwin.

» Project LEE. (2012). *IDEAs that work: The PLUSS framework.* Sanford, Brown & Turner. **NOTE:** The PLUSS Framework was created to enhance existing instructional and intervention programs with linguistic and cultural supports for English learners.

» Ralabate, P. K., & Nelson L. L. (2016). *Culturally responsive design for English learners: The UDL approach.* CAST Inc.

Scaffolded Supports: Universal / Core Landscape

» In the five-minute video, **"Utilizing Explicit Instruction" (youtube.com),** explicit instruction expert, Dr. Anita Archer, provides the rationale and overview of explicit instruction and its benefit to students.

» Center for Exceptional Children (2021). **High Leverage Practices for Students with Disabilities (highleveragepractices.org)** is a comprehensive webpage offering resources designed to support and strengthen educators' understanding of the high-leverage practices for students with disabilities — including how they were developed, what they are, the supporting evidence (as available), and how they can be used in classrooms.

» **Explicit Literacy Instructional Routines (fcrr.org)** from the Florida Center for Reading Research are provided for you to use during small group instruction. Choose the routines you will use with each small group based on individual student need. These routines require a variety of common classroom materials, and the specific items needed are listed at the beginning of each routine. All of the Instructional Routines are organized using a standard format so that you can substitute easier or more challenging words if you would like to. Select the reading component of interest below for grade specific Instructional Routines.

» **High-Leverage Practices: Administrators Guide for Explicit Instruction (PDF)** is intended to support school leaders looking to embed the HLPs in professional development, implementation, teacher observation and feedback efforts at their school site.

» **Explicit Instruction Big Ideas (PDF)** offers reproducible items highlighting the key components of explicit instruction.

» **High-Leverage Principles of Effective Instruction for English Learners (PDF)** presents evidence-based instructional strategies to help English learners become proficient in English and achieve challenging state academic standards. It recognizes that EL students are a highly diverse group of students hailing from various cultural, linguistic, and educational backgrounds. Five principles are described for best instructional strategies for English learners.

» **Supporting Multilingual Learners' social-emotional learning in a virtual classroom (tesol.org)** offers six social-emotional learning practices for teachers who are teaching remotely during the COVID-19 pandemic and primarily focused on multilingual learners.

» **Notable Books & Journal Articles:**

   » Archer, A. L., & Hughes, C. A. (2010). *Explicit instruction: Effective and efficient teaching.* Guilford Publications.

» Hughes, C. A., Morris, J. R., Therrien, W. J., & Benson, S. K. (2017). *Explicit instruction: Historical contemporary contexts.* Learning Disabilities Research & Practice, 32, 140– 148

Scaffolded Supports: Classwide Supports

» **Classwide Math Intervention Protocol (nasponline.org)** from The National Association of School Psychologists offers guidance on how to implement classwide intervention for mathematics.

» **Considerations for Reading Intervention Upon the Return to School (nasponline. org)** from The National Association of School Psychologists offers guidance on how to implement classwide intervention for reading.

» **How To: Build Vocabulary Knowledge through Classwide Tutoring (PDF)** from Intervention Central is a resource on how to build students' vocabulary knowledge for a variety of content areas through classwide tutoring.

» **Explicit Literacy Instructional Routines (fcrr.org)** by The Florida Center for Reading Research offers explicit instructional routines that range from Kindergarten to Grade 3. Instructional routines are offered for the big five ideas of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension.

» Varied Practice Reading (VPR) is an instructional method developed by the Iowa Reading Research Center for teaching reading skills. Teachers can learn how to implement this practice in their classrooms through the **Iowa Reading Research Center's eLearning Varied Practice Reading Module (iowareadingresearch.org)**.

» **Notable Books & Journal Articles:**

  » Ardoin, S. P., Witt, J. C., Connell, J. E., & Koenig, J. L. (2005). Application of a three-tiered response to intervention model for instructional planning, decision making, and the identification of children in need of services. *Journal of Psychoeducational Assessment*, 23(4), 362-380.

  » Codding, R. S., VanDerHeyden, A. M., Martin, R. J., Desai, S., Allard, N., & Perrault, L. (2016). Manipulating treatment dose: Evaluating the frequency of a small group intervention targeting whole number operations. *Learning Disabilities Research & Practice*, 31(4), 208-220

Scaffolded Supports: Strategic and Intensive Supports

» **PaTTAN Multi-Tiered System of Supports (pattan.net).** The Pennsylvania Training and Technical Assistance Network (PaTTAN) has many resources on its website to assist LEAs in establishing and sustaining a comprehensive MTSS.

» **Data-Based Individualization (intensiveintervention.org)** from The National Center on Intensive Intervention provides guidance on a research-validated process for individualizing interventions for students with the most intensive needs.

» **Defining the Dimensions of the Taxonomy of Intervention Intensity and Considerations for English Learners (intensiveintervention.org)** is a two-page handout that highlights how to use the **Taxonomy of Intervention Intensity (intensiveintervention.org)** when selecting, evaluating, and intensifying

interventions for students who are English learners (ELs). Specific considerations for ELs are provided across the dimensions of strength, dosage, alignment, attention to transfer, comprehensiveness, behavioral support, and individualization.

Scaffolded Supports: Additional Accelerating Opportunities

» The EdResearch for Recovery brief **School Practices to Address Student Learning Loss (PDF)** is a partnership between Annenberg Brown University, Results for America, and University of Chicago Consortium on School Research and highlights several high-impact recovery strategies including accelerating learning through summer and after-school programs.

» **High Leverage Practice (highleveragepractices.org)** from The Council for Exceptional Children and the CEEDAR Center provides a summary of important instructional practices. This correlates with the meta-analysis of mathematics interventions indicating that explicit instruction led to large improvements in students' learning of mathematics (Gersten, et al., 2009).

» **The National Student Support Accelerator (studentsupportaccelerator.com)** provides comprehensive resources for those interested in implementing high-impact tutoring.

» **Notable Books & Journal Articles:**

  » Gersten, R., Chard, D. J., Jayanthi, M., Baker, S. K., Morphy, P., & Flojo, J. (2009). Mathematics instruction for students with learning disabilities: A meta-analysis of instructional components. Review of Educational Research, 79(3), 1202-1242.

Scaffolded Supports: Considerations for Supporting Students with Significant Learning and Behavioral Needs

» The Pennsylvania Training and Technical Assistance Network (PaTTAN) offers Autism Initiative Office Hours. Please contact a PaTTAN Autism Initiative Consultant to set up an appointment at: **autism@pattan.net**

» The **Success over Stress Series (SOS) from PaTTAN (pattan.net)** is an asynchronous offering that will provide teams with brief tutorials on a variety of topics to assist teachers and classroom teams in achieving successful outcomes with students. New training videos will be available monthly.

» **PaTTAN: Autism (pattan.net).** The Pennsylvania Training and Technical Assistance Network (PaTTAN) has many resources on its website to assist LEAs in the implementation of effective practices for students with significant learning and behavioral needs.

» **National Autism Conference Archives (autism.outreach.psu.edu)** contains years of archived presentations (and handouts) available for immediate use and covers a variety of topics. While the conference has a primary audience of educators for students with autism, it offers a wide range of sessions highlighting evidence-based practice s that are applicable to varying learning and behavioral needs.

» **Students with Significant Learning and Behavioral Needs - Articles and Resources (drive.google.com)** includes articles as well as links to video sessions that are organized by topics of Effective Instruction and Behavior Analysis, Behavior Management, and Social Skills/Social Thinking.

» **English Learners with Significant Cognitive Disabilities**

» **Alternate English Language Learning Assessment (ALTELLA) (altella. wceruw.org)** researches instructional practices, accessibility features and accommodations, and assessment of English learners with significant cognitive disabilities to develop an evidence-centered design approach that informs our understanding of alternate English language proficiency assessment for these students.

- Gholson, Melissa (2018) **What Do We Know about English Learners with Significant Cognitive Disabilities (PDF)**. Alternate English Language Learning Assessment Project (ALTELLA).

The following ALTELLA Project Briefs were developed to support and meet the unique learning needs of English learners with significant disabilities:

- **ALTELLA Brief No. 1: Establishing a Definition of English Learners With Significant Cognitive Disabilities (PDF)**

  English learners with significant cognitive disabilities are a small, but important group of students in U.S. schools with unique learning needs. States, districts, and schools must ensure these students have meaningful access to instructional content. In addition, because federal law requires states to assess the English language proficiency of such students (34 CFR § 200.6(h)(5)), states should include them in subgroups in accountability reports as both English learners and students with disabilities. As of April 2018, no state has established its own definition of English learners with significant cognitive disabilities. Having such a definition is critical in helping educators identify these students appropriately and ensure learning needs are met. This brief defines "English learners with significant cognitive disabilities" for the broader ALTELLA project and explores related key concepts.

- **ALTELLA Brief No. 2: Considerations for Educators Serving English Learners With Significant Cognitive Disabilities (PDF)**

  This brief focuses on: the identification of English learners with significant cognitive disabilities; collecting information on multiple measures; a team approach to decision making; approaches to accessibility and accommodations; professional development needs.

- **ALTELLA Brief No. 3: Nonverbal Communication in Diverse Classrooms: Intercultural Competence Considerations for Supporting English Learners with Significant Cognitive Disabilities (PDF)**

  English learners who have significant cognitive disabilities are a small but important subgroup of students in U.S. schools. One characteristic of this group is that communication may be a greater challenge for them than for other students. Nonverbal communication is an important component of communication, and so it is important to consider the individual cultural differences in nonverbal communication for these English learners with significant cognitive disabilities.

- **ALTELLA Brief No. 4: Individualized Education Programs for English Learners With Significant Cognitive Disabilities (PDF)**

  English learners who have significant cognitive disabilities are a small but important subgroup of students in U.S. schools. These students may have language- and disability-related needs that teams of educators and family members should address when developing those students' Individualized Education Programs (IEPs). Identifying the appropriate instructional supports for English learners with significant cognitive disabilities can be challenging. This brief highlights some key elements to remember, including the importance of the student's home language in identification, assessment,

and instruction, and the need to build cultural responsiveness among all educators. Educators and family members who participate in IEP meetings for English learners with significant cognitive disabilities can use this brief to plan for quality meetings and successful school experiences for their students and children.

- **ALTELLA Brief No. 5: A Framework for Understanding English Learners With Disabilities: Triple the Work (PDF)**

  English learners who have disabilities are a small but important subgroup of students in U.S. schools. Despite this subgroup's small size, these students have diverse needs related to language and disability. This brief focuses on considerations of students' language- and disability-related needs and their implications for instruction and assessment.

- **ALTELLA Brief No. 6: Case Examples of English Learners With Significant Cognitive Disabilities (PDF)**

  This brief provides case examples of English learners who have significant cognitive disabilities. The Alternate English Language Learning Assessment (ALTELLA) project defines these students as individuals who have one or more disabilities that significantly limit their intellectual functioning and adaptive behavior as documented in their Individualized Education Programs (IEPs), and who are progressing toward English language proficiency in speaking, reading, writing, and understanding.

- **ALTELLA Brief No. 7: The Role of Language and Communication in the Education of English Learners With Significant Cognitive Disabilities (PDF)**

  Two foundational components of education are language and communication. Without communication, learning cannot happen. However, among English learners with significant cognitive disabilities, communication may look different. Language may also manifest somewhat differently in this population, but its structure and consistent shared meaning allow for more complex thoughts and learning. Therefore educators must have a deep understanding of communication and language, and of how students in this population use both. When seeking to identify how English learners with significant cognitive disabilities learn language and communicate, educators must clearly distinguish between language and communication.

- **ALTELLA Brief No. 8: Talking Points for State Leaders: Alternate English Language Proficiency Standards and Assessments (PDF)**

  States have an exciting opportunity to support a population of students who may not have been fully included or served in English language development and English language proficiency assessments: English learners with significant cognitive disabilities. This brief provides an overview of alternate English language proficiency standards and assessments and policy and assessment development the implications for state leaders. This brief also includes a number of resources for state leaders to consider, no matter at what stage in the development process they are.

Scaffolded Supports: Supporting Gifted Students

» **Differentiation for Advanced Learners Padlet (padlet.com)** is full of resources for teachers includes sections on study contracts, mentorship, learning logs, interest centers, tiered assessments, and differentiation in the content areas.

» McAulay, Janine (nd). **Differentiation and Enrichment for Gifted (drive.google.com)** offers a list of options to provide differentiated opportunities for gifted learners and a list of appropriate adaptations for gifted learners.

» Azzam, Amy (2016). **Six Strategies for Challenging Gifted Learners (ascd.org)** from the 2016 ASCD newsletter shares strategies for challenging gifted students.

» Berger, S. (1991). **Differentiating Curriculum for Gifted Students (davidsongifted.org)** was curated by the Davidson Institute, a non-profit dedicated to the support of the nation's profoundly gifted. This article by Sandra L. Berger discusses how gifted students "need an appropriately differentiated curriculum designed to address their individual characteristics, needs, and interests."

» This **Gifted Teacher Padlet (padlet.com)** of online resources was curated by the gifted team in Pennsylvania. Resources include blogs, Twitter feeds, and gifted organizations that are appropriate for teachers and administrators. Other links include virtual data collection tools and links to enrichment and acceleration.

» **The Gifted Administration Padlet (padlet.com)** is a collection of resources for administrators that includes where to find information in the state as well as links to important articles, Twitter feeds, blogs and more.

» **The Strategies to Support Gifted Learners Padlet (padlet.com)** is a collection of resources that were submitted by teachers for teachers. There is information included on social emotional support, push in versus pull out, enrichment, and parent resources.

» This **NAGC "Acceleration" Parent Tip Sheet (PDF)** from the National Association for Gifted Children (NACG) focuses on acceleration and can be printed and shared with parents.

» **NACG's "Enrichment" Parent Tip Sheet (PDF)** focuses on enrichment and can be printed and shared with parents.

» **The Acceleration Institute at the Belin-Blank Center (accelerationinstitute.org)** at the University of Iowa empowers and serves the international gifted community through exemplary leadership in programs, research, and advocacy. They have many resources, including research, on acceleration. Their report, *A Nation Empowered*, provides research and information on acceleration, and how educators can use that to make informed decisions on acceleration for their brightest students.

» Newitt, Stephanie (2014) **Asynchronous Development by Gilbert Supporters of the Gifted (gilbertgifted.blogspot.com)** provides the reader with a deeper understanding of what asynchronous development is and explains how it can look different for each gifted child.

» **Supporting the Emotional Needs of the Gifted (sengifted.org)** is a group dedicated to supporting the emotional needs of gifted learners. This is a direct link to their online library.

PROFESSIONAL LEARNING MODULES:

Overview of Comprehensive Scaffolded Support Systems: Academics and Social-Emotional

May 6, 2021 | 11:30 a.m. – 1:00 p.m.

The intent of providing scaffolded supports through academics, behavior and social-emotional competencies are to accelerate learning for all students through an equitable and trauma-informed lens, thus decreasing current skill gaps. The information provided will offer Local Educational Agencies (LEAs) the opportunity to consider best approaches to initiating the start of the new school year with guidance to provide: (1) accelerated learning through universal supports (2) addressing the core learning landscape through explicit instruction (3) class-wide interventions and supports (4) systemically addressing strategic and intensive supports, (5) accessing additional accelerated learning experiences and (6) ensuring considerations are in place for supporting students with significant learning and behavioral needs.

- *How will scaffolded supports be incorporated into policies, procedures, and practices school entities develop and revise moving forward into the 2021-22 school year and beyond?*

- *What data do we possess or need to target an area for improvement (i.e., core, tiered, intensive, additional supports [e.g. tutoring])?*

- *What training do teachers/tutors need to improve the use of explicit instruction and application of Universal Design for Learning principles?*

Professional Learning Series:

1. Foundational Supports – Universal Design
   May 11, 2021 | 11:30 a.m. – 1:00 p.m.

2. Universal/Core Landscape – Explicit Instruction
   May 13, 2021 | 11:30 a.m. – 1:00 p.m.

3. Content Series to Develop Scaffolded Supports
   Posted May 6

   a. Classwide Supports

   b. Strategic and Intensive Supports

   c. Additional Accelerated Opportunities

   d. Supporting Students with Significant Learning and Behavioral Needs

   e. Supporting Gifted Learners

Coming in August 2021:

Local Assessment- Additional Supports and Guidance

With the cancellation of the 2019-20 state assessments and the extension of the 20-21 test window, local assessments will provide additional growth and performance data points for LEAs. Analysis of local "gap" data may identify unfinished teaching and learning resulting from school closures and modified delivery schedules instituted to mitigate the COVID pandemic. This data would serve as an internal resource for LEAs to use to guide decision-making, resource allocation, and program design.

Design a system through which LEAs can voluntarily submit local assessment data and receive analytics to inform policy and programmatic decisions.

Professional Learning Series:

1. Local Assessments - Assessment Literacy Design

2. Local Assessment Planning

3. Data Analysis Protocols

4. Communicating Student Progress to Families and Caregivers

5. Local Growth Reports

6. Individual Test Analysis

Appendix

Key Actions

Focus on High Quality Academics: Assess

How does your assessment plan reflect the district's values for teaching and learning?

- ☐ Identify the purpose of each assessment.
- ☐ Include four assessment types.
- ☐ Align assessments with values and goals.
- ☐ Ensure no unnecessary redundancy/overlap, or missing skill areas.
- ☐ Examine the assessment load for each grade level.
- ☐ Ensure feedback loop is maintained.
- ☐ Allow flexible scheduling.

How do you know that all assessments are high quality, are rigorous, and are implemented with fidelity?

- ☐ Convey learning goals to all stakeholders.
- ☐ Set assessment expectations for all stakeholders.
- ☐ Monitor implementation.
- ☐ Analyze outcomes of assessments.
- ☐ Adjust assessment plan as necessary.

How do you know that all assessments are equitable, accessible, and inclusive?

- ☐ Address the learning needs of all students.
- ☐ Monitor progress of students.
- ☐ Administer additional assessments as needed.
- ☐ Include a blend of qualitative and quantitative data.
- ☐ Include additional data such as demographics, classroom processes, and perceptions.
- ☐ Utilize multiple and varied methods of student performance.

- [ ] Provide opportunities for students to demonstrate knowledge through different modes or modalities.

- [ ] Apply UDL principles.

- [ ] Include assessment before, during, and after learning.

- [ ] Implement individual accommodations.

- [ ] Identify students in need of additional services.

- [ ] Identify students ready for adjustments in instructional content (next unit of study, course content, instructional path).

Focus on High Quality Academics:
Analyze and Interpret

- [ ] Define the scope of the analysis and interpretation with a lens on which data are primarily for individual learning support and teacher/student interactions, and which are primarily for program evaluation and improvement.

- [ ] Dedicate structured time for staff collaboration through horizontal and vertical data team meetings, including: general education teachers, special education teachers, ELD teachers, data specialists, guidance counselors, school psychologists, Title staff, etc.

- [ ] Use multiple data sources to identify unfinished learning of prerequisite knowledge necessary for upcoming units of instruction, and adjust curricular scope and sequence to allow for just-in-time remediation.

- [ ] Ensure the identification of students' individual learning strengths and weaknesses so that teachers can differentiate their assignments, instructional methods, and feedback in ways that address those individual needs.

- [ ] Empower professional learning communities (PLCs) to be able to make decisions and take action based on the interpretation of data.

Focus on High Quality Academics:
Instruction

- [ ] LEAs: Perform curriculum audits and verifications.

- [ ] Standards review: identify standards taught/not taught, introduced vs. mastered; at every level, determine the critical prerequisite content for each grade level standard.

- [ ] Examine previous year's unfinished learning with a data review and remediate within grade level content.

- [ ] Review building master schedule: are all courses being given appropriate time?

- [ ] Verify that assessments are aligned to instruction and adjust as necessary.

- [ ] Create common assessments.

- [ ] Examine alignment among course/grade level teachers.

- ☐ Analyze grading procedures and report cards.
- ☐ Ensure common planning time for teachers to plan consistent instruction and assessment.
- ☐ Implement accountability measures to ensure teachers are differentiating.
- ☐ Administrators: Ensure fidelity of instructional strategies and differentiation methods.
- ☐ Examine existing resources and teaching methods.
- ☐ Consider instructional practices for in-person, hybrid, and remote instructional models.
- ☐ Maximize allocation of instructional resources, including staff, technology, materials, etc.

Focus on High Quality Academics: Reflect/Monitor/Share

- ☐ Develop a system/process that uses assessment data effectively to monitor student learning needs.
- ☐ Create formal and informal opportunities to promote teacher collaboration and ensure data-informed instructional practices.
- ☐ Promote practices to communicate progress regularly to families and caregivers.

Develop Supportive Learning Environments

☐ **Develop a Staff and Student Wellness Communication Plan**

See: **PDE Staff & Student Communication Plan Key Considerations (education.pa.gov)**

- ☐ Determine how communication will be distributed based on communication modalities in your school (e.g. mail, social media, email, phone calls).
- ☐ Determine language needs of school community.
- ☐ Identify key personnel who will distribute communication for consistency.
- ☐ Identify talking points for staff to equip them with the ability to answer questions from families.
- ☐ Identify what information sheets need to be pre-generated for protocols and procedures to ensure consistent messaging.
- ☐ Identify organizational self-care strategies.
- ☐ Identify staff self-care strategies and post resources.

☐ **Social and Emotional Supports for Staff**

See: **PDE Staff & Student Communication Plan Key Considerations (education.pa.gov)**

- ☐ Identify supports available for staff.

- ☐ Assess social and emotional wellness of staff.

- ☐ Identify what additional training is necessary for staff to effectively perform their duties.

- ☐ Plan for professional development to address staff needs.

- ☐ Plan for staff check-in to monitor staff wellness and performance needs.

- ☐ Provide resources for staff self-care.

- ☐ Provide information to staff to help them recognize **the signs and impact of compassion fatigue (PDF)**.

- ☐ Address staff capacity in terms of time by reviewing existing teams to avoid duplication of efforts.

☐ **Social and Emotional Supports for Students**

See: **PDE Staff & Student Communication Plan Key Considerations (education.pa.gov)**

- ☐ Identify Student Assistance Team members and common meeting time.

- ☐ Ensure that procedures for referral to Student Assistance Teams are developed and posted.

- ☐ Assess building learning environment.

- ☐ Address learning environment needs to ensure students and families feel physically, emotionally, and behaviorally safe and supported.

- ☐ Communicate the importance of relationship building in addressing student's academic, social, and emotional needs.

- ☐ Identify staff who will be focusing on maintaining and building student connections and check-ins.

- ☐ Review existing teams with a focus on maintaining student engagement.

☐ **Alignment of Supplemental Student Supports**

See: **PDE Staff & Student Communication Plan Key Considerations (education.pa.gov)**

- ☐ Identify supplemental programs who work in or partner with the school entity.

- ☐ Identify key personnel for supplemental programs.

- ☐ Identify key childcare providers in the community.

Establish Healthy System Conditions:
Stakeholder Engagement

☐ Gather input from families, students, and educators through community conversations.

- [ ] Decide on community conversation objectives and participant groups.

- [ ] Decide who will facilitate and the breadth of their role.

- [ ] Coordinate logistics and invite attendees.

- [ ] Confirm community conversation protocol and questions.

- [ ] Implement community conversation(s).

- [ ] Summarize findings and report back to stakeholders.

- [ ] Build a two-way communication plan with staff, families, and students to keep them engaged and informed throughout planning for and implementation in the upcoming school year.

- [ ] Collect and analyze data to measure student, staff, and family engagement.

  - [ ] Identify data collection tools or metrics to measure stakeholder engagement.

  - [ ] Analyze the data.

  - [ ] Identify those who are less engaged or would benefit from increased engagement.

  - [ ] Develop a strategy to increase engagement.

- [ ] Develop and implement a strategy for partnering with local businesses, community organizations, and other agencies aligned to the needs of the school community.

  - [ ] Identify a lead or team that will serve as the primary liaison for managing community partnerships.

  - [ ] Identify community partners aligned with student, family, and staff needs where the school system needs support.

  - [ ] Establish a clear memorandum of understanding with each partner outlining the deliverables, specific goals, and method by which the effectiveness of the partnership will be evaluated.

Establish Healthy System Conditions:
Technology

- [ ] Plan and determine a consistent set of technology tools to use across the district.

  - [ ] Build technology integrations for ease of access (i.e., single sign-on to various platforms and tools).

  - [ ] Develop a system of support for technology access and use for staff, students, and families.

  - [ ] Create a professional learning plan to ensure all staff, students, and families know how to use the system's technology tools and how to effectively teach and engage students while using them.

  - [ ] Use technology to provide "voice and choice" to learners in different instructional settings.

- [ ] Develop a process/timeline to address technology device improvement, maintenance, and updates.

  - [ ] Develop a plan to collect, inventory, clean, repair, and redistribute.

  - [ ] Update the equipment to meet the specifications set forth for the upcoming school year.

  - [ ] Develop a plan to redistribute devices to students and staff.

- [ ] Create system-wide technology standards for virtual, hybrid, and in-person delivery models.

  - [ ] Create a set of expectations to build an efficient and positive learning environment.

  - [ ] Develop guidelines for attendance, pacing, work completion, extensions, and submission.

Establish Healthy System Conditions:
Staffing

For all retention, assignment, recruitment and professional learning decisions:

- [ ] Consider what student and educator data we have available, and what we should begin to collect and analyze;

- [ ] Disaggregate data to consider equity in student learning; and

- [ ] Base decisions in data about student learning needs.

Retention

- [ ] Analyze data on educator turnover—including who leaves and why—and use this to inform future strategies to improve retention.

- [ ] Gather perceptual feedback regarding working conditions, learning environment, and culture to inform future decisions.

- [ ] Analyze practices and data on how our system supports staff mental wellness.

- [ ] Communicate safety and learning plans to staff.

- [ ] Solicit confirmation of staff intent to return for the upcoming year.

- [ ] Acknowledge staff accomplishments in spite of challenges and respond to their professional and social/emotional needs.

Deployment/assignment

- [ ] Consider novel ways of utilizing nonprofessional staff in a support role.

- [ ] Consider various nontraditional funding sources for staffing, including classroom roles and other roles to support accelerated learning.

- [ ] Use data to strategically match educator strengths with student needs to create

effective and equitable learning environments.

☐ Define staff roles in order to meet students' social/emotional and safety needs, whether through in-person, hybrid, or remote learning.

Recruitment

☐ Plan how to recruit for new roles specific to accelerated learning.

☐ Plan how to adapt recruitment and hiring for hybrid or remote interactions.

☐ Engage with educator preparation programs and other partner organizations for future educator recruitment and for immediate recruitment of support roles (e.g., tutors, substitutes).

Professional learning

☐ Identify the skills and knowledge our educators need to effectively provide hybrid/remote learning, based on data from observations.

☐ Identify the skills and knowledge our educators need to effectively provide accelerated learning, based on data from observations.

☐ Adapt protocols for formal/informal observations and teacher supports in order to improve accelerated learning.

☐ Identify the skills and knowledge our educators need to effectively support students' ongoing social/emotional needs, based on data from observations.

☐ Differentiate which educators participate in specific professional learning activities, based on educators' needs.

☐ Plan how to determine the effectiveness of professional learning activities in improving educator practice and student outcomes, including in effective practices for accelerated learning.

☐ Adapt plans for implementing and monitoring induction and mentoring supports in response to current conditions.

Establish Healthy System Conditions:
Scheduling

For health and safety:

☐ Consider the most recent guidance provided by the CDC and the Pennsylvania Department of Health in regards to strategies for phased mitigation and school instructional models.

☐ Develop processes and protocols for transitioning students and families among instructional models that are in-person, hybrid, or remote.

☐ Communicate these processes and protocols to families, staff, and students.

☐ Strategically gather and consider feedback from stakeholder groups about our plans for transitioning across learning environment models.

- [ ] Analyze strengths and areas for improvement based on our scheduling and transitioning practices over the past year – including analyzing feedback from stakeholder groups.

- [ ] Consider the implications of our decisions from a culturally responsive perspective.

For academics and accelerating learning:

- [ ] Use data on gaps in learning to inform decisions about classes and other learning experiences to offer, and how to schedule them.

- [ ] Conduct a student needs assessment and equity audit to help determine student needs and corresponding scheduling decisions (e.g., decisions about which students will have more in-person instruction, more synchronous instruction, and/or small-group instruction).

- [ ] Consider special education, English learner, and other high-need populations, and ways to prioritize their needs when scheduling students and educators.

- [ ] Consider nontraditional approaches to offering learning opportunities (such as mastery-based learning, differentiated tutoring groups, etc.), in order to optimally accelerate learning –rather than starting from our typical approach to scheduling classes, students, and teachers.

- [ ] In designing schedules, consider whether and how to use non-teaching staff (e.g., paraprofessionals, tutors or instructional coaches) to provide differentiated instruction, based on student data.

Establish Healthy System Conditions:
Managing and Improving

Set the direction:

- [ ] Define the purpose of our system's planning process based on our mission and vision and local context.

- [ ] Identify a point person to manage the logistics and lead the continuous improvement process.

- [ ] Establish a diverse group of stakeholders and ensure supports are in place so all members of the group feel welcomed, safe, and valued in the decision-making process.

Assess needs:

- [ ] Collect and analyze a variety of data and artifacts – including quantitative and qualitative indicators of quality, access and implementation, and impact on students, educators, and families.

- [ ] Include the voices of students, educators, families, and administrators into our assessment of needs – with an intentional focus on ensuring voices are

representative of the demographics of our local education community.

- ☐ Identify strengths and opportunities for improvement, supported by data from the needs assessment.

- ☐ Identify the primary root cause of each challenge to focus goal setting and selection of strategies.

Create a plan:

- ☐ For each prioritized focus area, establish specific, measurable, attainable/ambitious, relevant, time-bound, inclusive, and equitable goals.

- ☐ Develop a data collection strategy for each goal, identify the person(s) responsible for collection and access to the data, and develop a plan to train staff on new data collection strategies.

- ☐ Identify a few high-leverage strategies that are backed by evidence that meets one of ESSA's four tiers of evidence.

- ☐ For each strategy, develop a detailed action plan that includes:
  - ☐ Detailed, sequential action steps;
  - ☐ Indicators of implementation (key milestones or anticipated outputs); and
  - ☐ Indicators of impact in the form of measurable quarterly targets.

Implement the plan:

- ☐ Ensure all stakeholders across our education community understand how the strategies will result in improved access, program quality, and outcomes for students; and are committed to sharing responsibility for implementation.

- ☐ Ensure readiness for implementation through the following:
  - ☐ Everyone on the implementation team(s) has access to all materials, resources, and support required to implement each strategy.
  - ☐ All stakeholders who will be involved in implementing the strategies have received the necessary training and demonstrated mastery of the knowledge, skills, and behaviors required to launch each strategy.
  - ☐ System leaders have developed all data collection tools required to assess implementation and impact.

Monitor the plan:

- ☐ Establish a bi-weekly implementation routine for strategy leaders to assess and update the status of each action plan.

- ☐ Establish a monthly monitoring routine for system leaders to assess the status of each action plan.

- ☐ Establish a quarterly monitoring routine for system leaders to assess the status of implementation and attainment of quarterly targets that includes the following:

- [ ] **Collaborate and calibrate:** Bring cross-organizational teams together around shared system goals across strategies;
- [ ] **Monitor performance:** Understand if the system is on track to meet the established goals;
- [ ] **Determine gaps:** Disaggregate data to assess whether there are inequities in access, quality, and/or outcomes;
- [ ] **Diagnose problems:** Surface issues that are inhibiting progress and analyze data to pinpoint causes; and
- [ ] **Develop solutions:** Develop solutions in response to the root cause of challenges in implementation or impact.

Adjust course:

- [ ] Use implementation and monitoring routines to adjust action plans and milestones to keep the work on track toward the established goals.
- [ ] Monitor adjustments carefully to determine if they are positively impacting implementation, access, quality, and outcomes.

Design a System of Scaffolded Supports:

Accelerating Learning through Foundational Supports

- [ ] Create a plan to universally plan lessons to provide students with ways to interact with content in flexible ways.
- [ ] Create a plan to universally plan lessons to create and foster safe places to fail, to learn, and to grow.
- [ ] Create a plan to universally plan lessons to ensure lessons honor and celebrate the contributions of racially, culturally, and linguistically diverse students.
- [ ] Develop strategies to ensure flexible options for students to demonstrate what they know/learned.
- [ ] Develop strategies to ensure equity in education through student engagement to provide opportunities for motivation and interest in learning (e.g. explicit instruction, build and prime background knowledge, increase opportunities to respond, and provide performance feedback [Chapparo, Nese & McIntosh, 2015]).

Accelerating Learning through Universal/ Core Landscape

- [ ] Align instructional processes through the cycle of: Assess, Analyze, Interpret, Instruct, Reflect, and Monitor to provide explicit instruction targeting PDE's prioritized content standards.
- [ ] Identify essential components of explicit instruction in lessons (e.g. opportunities to respond, purposeful practice opportunities, priming and activating background knowledge, etc.).
- [ ] Ensure lesson delivery infuses the features of explicit instruction (I do, We do, You do) into daily instruction.

Classwide Supports

☐ Create a plan to ensure there are ways to deliver classwide interventions through academic, behavioral, and social/emotional domains.

☐ Determine a process to collect and analyze data to determine if classwide intervention is needed (50% of the students are demonstrating difficulty in a skill).

☐ Assess the ability to schedule classwide interventions to be provided for 10-15 minutes daily during core subject areas.

☐ Align practices through the process of: Assess, Analyze, Interpret, Instruct, Reflect, and Monitor to determine when students are ready to move to the next skill for classwide intervention.

Strategic and Intensive Supports

☐ Assess the ability for the school/district to collect and analyze data to determine which students need strategic supports and intensive supports.

☐ Determine a plan to consider the category of the problem (e.g., computational fluency for sums to 20) and select an intervention designed to improve that skill.

☐ Take inventory of interventions available in the district/school to mitigate strategic and intensive need, ensuring an appropriate match.

☐ Assess human capital to provide targeted/intensive support to students (in addition to core instruction and supports).

☐ Align practices through the process of: Assess, Analyze, Interpret, Instruct, Reflect, and Monitor to monitor student progress and determine when supports need to be intensified for students who are not making adequate progress or faded/removed for students who are meeting/exceeding goals.

Additional Accelerating Opportunities

☐ Determine, through data-based decision making, what additional scaffolded supports could be provided to students most placed at-risk in key content areas through high-dosage tutoring, or acceleration academies.

☐ Align practices through the process: Assess, Analyze, Interpret, Instruct, Reflect, and Monitor to determine which students need additional support outside of the typical class day and when they have made sufficient progress.

☐ Identify current staff, substitutes, or recent retirees to provide the necessary additional scaffolded supports after school or during break.

☐ Develop external partnerships with local colleges, universities (e.g., educators in training), or community partners to identify educational staff who can provide additional scaffolded support after school or during breaks.

Supporting Students with Significant Learning and Behavioral Needs

☐ Determine the data your school will collect and analyze to determine specific supports for students and to prioritize target skills for each student and select interventions designed to establish and/or improve those skills.

☐ Determine how your school will engage in data-based decision-making processes and adjust instruction to meet specific student needs.

- [ ] In addition to the current instructional schedule for core content/programs, determine what other times during and/or outside of the school day might you be able to provide targeted instruction for remediation/accelerated learning opportunities.

- [ ] Plan for professional development, training, and technical support opportunities, and resources to support remediation and meaningful outcomes.

- [ ] Apply antecedent strategies such as motivation, reinforcement, and effective teaching practices to increase student cooperation and participation in active learning.

Supporting Gifted Students

- [ ] Determine areas where differentiation of content, process, and product can be applied where appropriate.

- [ ] Determine how the district provides access for students in a variety of best practices to include acceleration, enrichment, and in-depth investigation.

- [ ] Determine how districts can create opportunities for the range of perspectives and talents in classrooms to leverage learning for all.

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