Instructional Materials During Remote Learning
Reflection and Preparation Tool

Excerpted from: <https://edreports.org/resources/article/instructional-materials-during-remote-learning-reflection-and-planning-tool>

**What is this resource?**

This tool guides school leaders to consider via rubrics the context of and interaction between three critical elements: instructional materials, the school system, and the community.

# Part 1. High-Quality Instructional Materials

This section provides an opportunity to reflect on the quality and alignment of instructional materials, the support available for diverse learners, and the accessibility of materials for remote learning. This reflection can help you understand the strengths and gaps of your materials. **For each statement, consider the extent to which it has been true across your system during the previous school year, including during the pandemic: all, most, some, or none.**

## Alignment of Instructional Materials

Subject Area:

### Access to and use of aligned materials

| Statement | All | Most | Some | None | Don’t know | Evidence and/or Details |
| --- | --- | --- | --- | --- | --- | --- |
| Teachers **have access** to high-quality materials that reflect strong alignment to state standards, attend to the markers of quality instruction & the instructional shifts required by the standards, and are comprehensive and coherent. [*Consider EdReports’ review of materials to determine alignment, understand strengths and gaps of current materials.*](https://edreports.org/reports) |  |  |  |  |  |  |
| Teachers **consistently use** high quality instructional materials (see characteristics above).*We intentionally did not define consistent use here and recommend discussing your definition as a team for consistency across content areas.* |  |  |  |  |  |  |
| Materials offer tutorials, videos, or other integrated supports to help educators understand and/or utilize the materials. |  |  |  |  |  |  |

### Supports for all learners

| Statement | All | Most | Some | None | Don’t know | Evidence and/or Details |
| --- | --- | --- | --- | --- | --- | --- |
| Materials provide guidance and support for students with IEPs. |  |  |  |  |  |  |
| Materials provide guidance and support for multilingual learners. |  |  |  |  |  |  |
| Materials support a teacher’s ability to differentiate lessons, tasks, or other content for students. |  |  |  |  |  |  |

### Accessibility for remote learning

| Statement | All | Most | Some | None | Don’t know | Evidence and/or Details |
| --- | --- | --- | --- | --- | --- | --- |
| Materials provide print options for student-facing materials that could be utilized for in person and remote learning. |  |  |  |  |  |  |
| Materials can be accessed virtually through multiple devices (phones, tablets, laptops, etc.), either through their design or incorporation into a technology solution.  |  |  |  |  |  |  |
| Materials provide instruction so students can work independently (or with an adult at home).  |  |  |  |  |  |  |
| Materials provide formative assessment opportunities that can provide information to make instructional decisions during in person and remote learning. |  |  |  |  |  |  |
| Materials include resources in multiple languages for families or caregivers to support learning, whether in person or at home.  |  |  |  |  |  |  |

# Part 2. School System Landscape

This section provides an opportunity to reflect on the current context within your school system, including your vision and expectations for instruction, communication during remote learning, technical support and capacity, teacher support and collaboration, and students’ experience during remote learning. Some of these sections may highlight opportunities to strengthen practice in the upcoming school year, others may be areas of focus for years into the future. The technical capacity section may inform future choices about specific instructional materials. **For each statement, consider the extent to which it is true across grades and content areas within your system: all, most, some, or none.**

## School System Landscape

### Vision, expectations, and communication

| Statement | In all grades & content areas | In most grades & content areas | In some grades & content areas | In no grades & content areas | Don’t know | Evidence and/or Details |
| --- | --- | --- | --- | --- | --- | --- |
| Clear, well-communicated vision for teaching and learning that translates to remote learning.  |  |  |  |  |  |  |
| Explicit expectations for the use of materials in remote learning. |  |  |  |  |  |  |
| Clearly communicated expectations **for teachers** about whether instruction will occur asynchronously, synchronously, or a combination. |  |  |  |  |  |  |
| Clearly communicated expectations **for students** about whether instruction will occur asynchronously, synchronously, or a combination. |  |  |  |  |  |  |
| Clearly communicated expectations **for families and caregivers** about whether instruction will occur asynchronously, synchronously, or a combination. |  |  |  |  |  |  |

### Technical support and capacity

| Statement | In all grades & content areas | In most grades & content areas | In some grades & content areas | In no grades & content areas | Don’t know | Evidence and/or Details |
| --- | --- | --- | --- | --- | --- | --- |
| Systems are in place to understand student engagement during remote learning. |  |  |  |  |  |  |
| Teachers have necessary technical and pedagogical skills to teach remotely. |  |  |  |  |  |  |
| School and district staff are prepared and able to support teachers with the technical aspects of remote learning.  |  |  |  |  |  |  |
| Mechanisms in place to assess and address barriers to remote teaching and learning, including gathering feedback from students and families. |  |  |  |  |  |  |

### Teacher professional learning & collaboration

| Statement | In all grades & content areas | In most grades & content areas | In some grades & content areas | In no grades & content areas | Don’t know | Evidence and/or Details |
| --- | --- | --- | --- | --- | --- | --- |
| Teachers have opportunities to plan lessons, look at student work, and/or share best practices during remote learning.  |  |  |  |  |  |  |
| Teachers have opportunities to engage in professional learning on materials during remote learning.  |  |  |  |  |  |  |
| School and district staff are prepared and able to provide coaching and support to teachers during remote learning.  |  |  |  |  |  |  |

### Student experience during remote learning

| Statement | In all grades & content areas | In most grades & content areas | In some grades & content areas | In no grades & content areas | Don’t know | Evidence and/or Details |
| --- | --- | --- | --- | --- | --- | --- |
| Students are given regular feedback on their work during remote learning.  |  |  |  |  |  |  |
| Students have opportunities to collaborate and engage with peers during remote learning.  |  |  |  |  |  |  |
| Students have regular opportunities to share feedback on their experience with remote learning.  |  |  |  |  |  |  |

# Part 3: Community Experience

This section includes an opportunity to reflect on the experiences within your community, including the accessibility of materials and technology and communication and support for families and caregivers during remote learning. The communication and support section may illuminate opportunities to strengthen the partnership with families and caregivers in the upcoming school year. The accessibility section provides important context that can guide decisions made about instructional materials and structures for remote learning (e.g., digital or analog, synchronous or asynchronous). For each statement, consider the extent to which it is true for families within your community.

## Community Experience

### Accessibility of materials & technology

| Statement | All | Most | Some | None | Don’t know | Evidence and/or Details |
| --- | --- | --- | --- | --- | --- | --- |
| Families and caregivers are able to successfully access materials during remote learning to support students. |  |  |  |  |  |  |
| Students have consistent, individual access to devices on which to engage in instruction at home (it may be helpful to note the most prevalent devices in the details column: phone, tablet, laptop, desktop). |  |  |  |  |  |  |
| Students have consistent, reliable internet access at home.  |  |  |  |  |  |  |

### Communication and support

| Statement | All | Most | Some | None | Don’t know | Evidence and/or Details |
| --- | --- | --- | --- | --- | --- | --- |
| Families and caregivers receive regular communication (at least weekly) from teachers.  |  |  |  |  |  |  |
| Students and families have regular opportunities to provide feedback during remote learning.  |  |  |  |  |  |  |
| Tutorials, videos, or other integrated supports are available to help families and caregivers understand and/or utilize instructional materials. |  |  |  |  |  |  |

# Part 4: Putting it all together and preparing for next school year

After completing the reflection sections above, bring your full planning team together to examine and discuss your responses in each section. Use the following questions to guide your discussion.

## Putting It All Together

**What strengths can you build on as a system?**

**What are the most pressing areas to strengthen as a system?***Consider which are priorities this fall v. over the next several years.*

**What context do you need to consider as you begin planning?**