

Planning for Teaching, Learning, Assessments, and Supporting Vulnerable Populations using Alabama's Roadmap to Reopening Schools

July 6, 2020



ROADMAP TO REOPENING SCHOOLS

**Every Child.
Every Chance.
Every Day.**



Learning Outcomes & Presenters

OUTCOMES

- Become familiar with the resources located in the Teaching and Learning and Assessment Frameworks
- Consider guidance and suggestions for reopening

PRESENTERS

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Remote Meeting Norms

- Begin and end on time (or earlier)
- Mute your microphone when not speaking
- Turn your Webcam off if you are experiencing bandwidth issues
- Use the chat feature when you have a question or comment
- When using a PowerPoint or other visuals, try to “Share” Content to help participants stay engaged
- Be respectful, supportive, and open to all participants
- Utilize a co-facilitator (when possible) to provide links and other resources in the chat box as questions arise during the presentation
- Be respectful of participants’ time
- Provide an agenda and any other resources to participants prior or at the beginning of the session



Governance: *Alabama Roadmap to Reopening Schools*

What the Roadmap IS	What the Roadmap is NOT
A guidance document	Not legal advice or ALSDE mandate
Based on evidence and expertise	Not based on opinion or ideology
Comprised of the essential actions designed to spur thinking, planning, and prioritization	Not an exhaustive list of every action that a district or school leader will need to return to school
Part of a continuum of school decision making	Not a distance-learning playbook or school-closure guidance

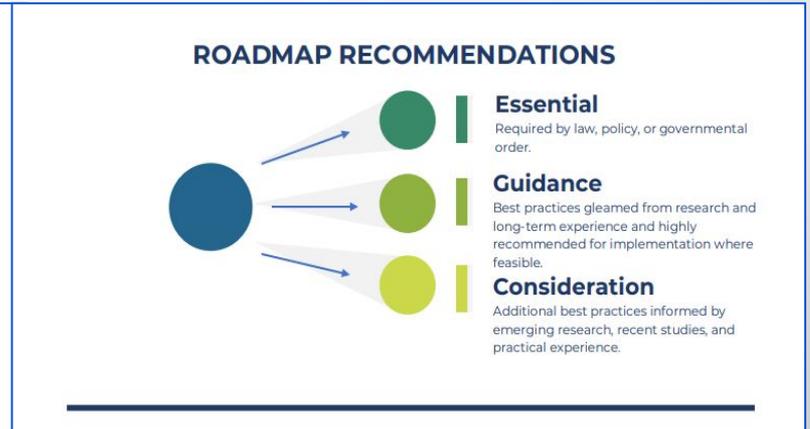
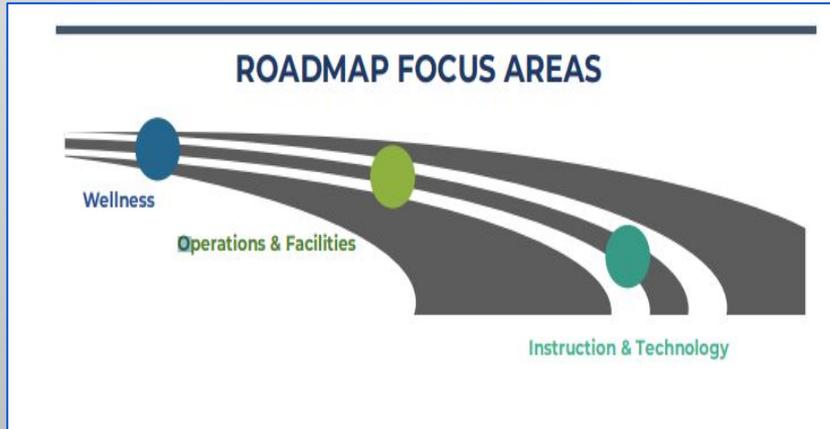
ASCD - 91 Questions to consider for reopening
<https://inservice.ascd.org/preparing-our-school-districts-for-fall-2020/>



Alabama's Reopening Roadmap Components

FOCUS AREAS

RECOMMENDATIONS



Alabama's Reopening Roadmap Instructional Components

SCENARIOS

FRAMEWORK

INSTRUCTIONAL SCENARIOS

Traditional

Students attend classes in a traditional, on-campus setting.

Remote
Students attend classes "remotely" using a variety of virtual and paper resources. Teachers have regular check-in times and can provide virtual instruction.



Blended

Students transition between traditional and remote and back again based on need and preference.

INSTRUCTIONAL FRAMEWORK

Teaching and Learning

Assessment System

Designing Remote Learning



Do Now





DO NOW – Instruction & Technology

Essential

- Revise students' IEPs in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.
- Support schools to incorporate accommodations for students with IEPs based on assessments and responsive interventions. Make sure general and special education teachers collaborate to share students' results from screeners and diagnostics to inform IEP revisions and accommodation design. Consider students' specific needs around accessibility and provide assistive technologies when possible.
- For students who have been identified as having a reading deficiency, communication with family needs to occur within 15 days after the date they are identified as stated in the [Alabama Literacy Act](#).

Guidance

- Inventory existing intervention programs and services available to students, identify gaps, and procure the necessary resources.
- Assess the capacity of structures outside of the regular school day, such as summer learning, extended day, after-school programming, and options for tutoring for students in need of additional support.
- Establish online training (tutorials) for parents to help them smoothly transition from traditional to remote.
- Connect with public libraries and others who offer free, public access to WiFi to determine capacity.
- Develop a map with free, public access spots noted.
- Utilize the Alabama Teaching and Learning, Assessment System, and Designing Remote Learning Frameworks to leverage resources and guidance.
- Develop a robust reopening plan for the implementation and provision of continuous, high-quality instruction, intervention, and assessments for all grade levels K-12 that can move seamlessly between the traditional, blended, and remote environments.
- Develop a district communication strategy to implement any additional communication systems and channels necessary to reach every family/student in their home language through whichever mode necessary (i.e., texts, all calls, emails, home visits) with updates, expectations, and priorities.
- Communicate local decisions and guidance around grading, report cards, and testing with school leaders, teachers, and families in their home language. Set expectations for general and special education teachers to collaborate on accommodations that address the delivery of assessments and responsive interventions.
- Utilize Alabama Teaching and Learning Framework to assess district and school instructional resources to begin uploading high-quality content, aligned to the Alabama Course of Study Standards for all grade levels K-12, into Schoology, or the district's chosen LMS or digital delivery platform.
- Identify or inventory Internet access options for each student during registration and back-to-school intake paperwork.
- Develop school-based Internet accessibility rosters to determine how many mobile hotspots would be needed for remote learning.



Consideration

- Consider requiring teachers to integrate a virtual component and/or digital tools into their instruction to prepare themselves and their students in case of a return to remote learning.
- Connect with community partners like day care centers, YMCA, Boys and Girls Clubs, faith-based institutions, and others to determine their plans for before-and after-school care and other services.
- Develop a Remote Learning Plan (RLP) plan for each school aligned with the district plan. If possible, include training and support for teachers to adapt remote learning skills for the classroom.
- Survey families to collect information about the numbers, types, and condition of devices used in their homes to support Remote Learning Plan (RLP).
- Designate a single point of contact in each school to plan and communicate with district technology teams.
- Develop system-wide procedures for return and inventory of system-owned devices as part of a Remote Learning Plan (RLP). The procedures should include:
 - Safely bagging devices collected at schools.
 - Transporting them to a central location.
- [Sanitize the devices](#) prior to a repair or replacement evaluation.
- Conduct routine maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.
- Identify an asset tracking tool.
- Identify a vendor to assist with processing, returning and maintaining devices, if needed.
- Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
- Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.
- Prepare to deploy devices that may be offered by the schools.
- Inform parents about how to access online learning platforms and school assignments, if using family owned devices.
- Ensure parents know who the point of contact will be for technology related complications or how to sort through software problems.
- Develop a plan to leverage staff, specifically those who are close to students/families who have been designated as vulnerable, to offer support in ways that demonstrate empathy, respect, and curiosity about the child's learning and social-emotional needs.
- Structure supports for families to engage in ongoing learning about grade-level expectations, proficiencies, and ways to help their child at home (i.e., virtual family nights).
- Implement and communicate structures to utilize student data and information that was gathered during remote learning and from feedback from parents with the students' assigned teachers for the upcoming 2020-2021 school year (Examples: vertical and horizontal teams)
- Review Assessment System Framework comprehensive assessment, mitigation, and recovery for when students return, including timelines for giving assessments and analyzing data, adjusting curriculum maps, pacing calendars, and academic goals, and creating targeted intervention plans.
- Examine current policies and procedures around grading and reporting to determine if they provide the flexibility to remain fluid amidst transitions between the traditional classroom environment and virtual environments, as well as reflect the realities of instruction within a blended model.
- Conduct monthly checkpoints with school leaders around curriculum pacing and ongoing monitoring of all student progress, specifically honing in on students in need of additional support.
- Set expectations for the implementation of targeted intervention plans for all students, with a focus on students with disabilities and IEPs, that include regular progress monitoring of the learning progress.
- Assist schools in school system processes to identify students in vulnerable populations (students with disabilities, English Learners, students who are homeless or live in temporary housing, migrant students, students who live in poverty or whose families face other challenges, and students directly affected by SARS-CoV-2), to prioritize their needs upon their return to school.



Possible Alternative Schedules

HOW WE GO BACK TO SCHOOL

Schedule Options

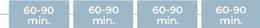
TRADITIONAL



6-8 subjects per day in 40-60 minutes classes.*

*Note: Class schedules outlined above are based on a high school/middle school day.

4x4
Semester focus
Core curriculum focus



4 subjects per day and courses are complete in a single semester.



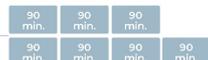
In-person instruction focuses on core curriculum for the full academic year. Electives are taught remotely. Foreign languages may be considered core subjects in some states.

6-8 hour day

4-6 hour day + remote option

HYBRID MODELS

A/B
Subject rotation
In-person instruction every other day



3-4 subjects on alternating days allows 6-8 subjects to be studied throughout the year.



4-6 hour day
In-person and remote learning

SPLIT SCHEDULE
One day a week
Half days



EducationWeek.

SOURCES: EPHI-Centre, Social Science Research Unit, Education Week reporting

Hybrid Model 1: 10 Day Continuous Instruction



- Models
- Schoolhouse Model
- Hybrid Models
- Distance Learning

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SESSIONS	
							IN-SCHOOL	eLEARNING
WEEK 1	Cohort A*	In-School	eLearning	In-School	eLearning	In-School	3	2
	Cohort B*	eLearning	In-School	eLearning	In-School	eLearning	2	3
WEEK 2	Cohort A*	eLearning	In-School	eLearning	In-School	eLearning	2	3
	Cohort B*	In-School	eLearning	In-School	eLearning	In-School	3	2

Each cohort represents 1/2 the student body. *Students on modified curriculum will attend school daily as possible.

ADVANTAGES

- Reduces class size to support social distancing and poses a medium/moderate health risk.
- Model maximizes contact time with cohorts of students in school daily.
- Teachers will be provided with District-developed or purchased content to modify as needed for instructional delivery that can seamlessly transition into distance learning should schools close suddenly due to COVID-19.
- Model allows for block scheduling in secondary schools.

DISADVANTAGES

- Classroom teachers will not be available to students on the eLearning days.
- Schools will not have any days during the week without students in the building for deep cleaning and sanitation.
- Model may not allow for academically fragile students, ELL, or ESE students to spend additional time with teachers and/or therapists in school.
- Not approved for the Voluntary Prekindergarten (VPK) Program and Head Start/Early Head Start Programs.



Return to Campus



INSTRUCTION – Alabama Teaching and Learning Framework

INSTRUCTIONAL FRAMEWORK

Teaching and Learning

Assessment System

Designing Remote Learning

Critical Standards

The ALSDE recognizes the responsibility to teach all ACOS standards, but the following questions should be utilized to help educators develop a shared understanding of essential learning:

1. Does this standard represent the major work of the grade or course?
2. Will student learning in future grades and courses be hindered without understanding and proficiency of this standard?
3. Is this standard connected to important ideas in previous grades and courses? (NCTM June 2020)

High-Quality Instructional Materials

1. Engages students in a deeper level of learning, creates a focused direction, and assists educators in making vertical and horizontal connections across grade levels
2. Prevents teachers from having to piece things together or fill gaps that may exist between the curriculum and the adopted state standards
3. Provides scope and sequence, guidance for adjusting local pacing guides/curriculum maps, and efficiency in scaffolded content/skills across grades (TNTP Learning Acceleration Guide April 2020)

Assessments to Inform Learning

1. Determines assessment tools to identify student gaps
2. Aligns assessment use to meet needs and monitor progress through screeners, diagnostics, progress monitoring (including interim and formative) and summative
3. Includes assessments for academic, whole child, behavioral, etc. to identify students' needs and provide educators with guidance (NIET June 2020 & REL Infographic 2013)

Critical Standards

High-Quality Instructional Materials

Assessments to Inform Learning

Proficiency Scales

Family Support & Resources

Proficiency Scales

1. Defines a learning progression or set of learning goals for a specific topic, relative to a given standard
2. Provides a tool that teachers and students can use to track a current level of performance and progression toward grade-level content mastery
3. Identifies on-grade level content and skills, as well as prerequisite and acceleration content and skills for each standard (Marzano Research 2019)

Family Support & Resources

Support of families should be ongoing. Collaboration among related service providers, specialists, teachers, and paraprofessionals is strongly advised to ensure continuity of services with the following:

1. Resources to support a variety of learning environments;
2. Outline describing student support plan for counselors, parents, students, and other community partners (as applicable); and
3. Information to assist with learning progressions based on assessment data. (NIET June 2020)



Teaching and Learning Framework

ALABAMA TEACHING & LEARNING FRAMEWORK						
	Grade(s)	Critical Standards ⁴	High-Quality Instructional Materials	Assessments to Inform Learning	Marzano Institute's Proficiency Scales	Family Support & Resources
CORE						
ENGLISH LANGUAGE ARTS (ELA)	K-5	<p>The K-12 Critical Standards have been identified to help districts prioritize the major work of the grade.</p> <p>During June 2020, committees of state and regional content leaders reviewed these standards using the three questions as a guide.</p>	<p>Additional Remote Learning Resources</p> <p>ALSDE Critical Standards Subcommittee Resources</p> <p>ALEX Standards-Aligned Lessons</p> <p>Remote Learning for English Learners</p>	<p>Early Reading Assessment System (K-3)</p> <p>Cognia™ Formative Assessment in the eProve™ platform - printable domain-aligned multiple choice and constructed-response assessments in grades 3-8</p> <p>Scantron Achievement Series</p>	<p>IN PROGRESS: Each critical standard will have a proficiency scale that communicates clear learning goals to master Alabama standards, along with the progression of knowledge students are expected to learn.</p> <p>Alabama proficiency scales will be uploaded into Schoology by August 1, 2020.</p>	<p>The <i>My Child Can! Booklet</i>, developed by the ALSDE, is a guide to help Alabama families understand the critical reading knowledge expected to be mastered at the end of each grade level. This example provides critical early literacy content for second grade. All grade levels will be ready on August 3, 2020, on the ALSDE/ARI website. Reading Adventure Packs are a paired set of theme-based fiction and nonfiction books and related interactive activities that kids bring home from school to share with their family and are available for all grade levels in both English and Spanish. ARIs Family Engagement Toolkit: The Reading Adventure Packs, Family Guide for Student Success, and My Child Can! Booklets all provide educators with resources to engage families and children at school or at home with activities that promote reading success. This comprehensive resource will be available August 3, 2020, on the ALSDE/ARI website. Literacy Learning Resource Guide Neuhaus Education Literacy Learning Resource Guide provides games, a library of videos, and a variety of at home tools such as alphabetic letters and building blocks.</p>
	6-8	<p>The K-12 Critical Standards have been identified to help districts</p>	<p>Additional Remote Learning Resources</p>	<p>Cognia™ Formative Assessment in the eProve™ platform - printable</p>	<p>IN PROGRESS: Each critical standard will have a proficiency scale that</p>	<p>Academic Skill Builders is an online educational video games hub. Free, multiplayer games are available for</p>



Assessment Framework

ALABAMA ASSESSMENT SYSTEM FRAMEWORK						
Content Area	Grade(s)	Assessment	Type/Purpose	Brief Description	Administration	Roadmap Recommendation
CORE COURSES						
All	K-12	Scantron Performance Series	Formative	Performance Series (PS) is Scantron's computer-adaptive diagnostic testing solution. In Alabama, PS is now available in two forms: <i>Standard & Express</i> . Helpful Documents for Logging into PS Logging in as a Staff Member Logging a Student into PS – Elementary Logging a Student into PS – Secondary	Fall, Winter, Spring	G
All	2-8, 10-11	ACAP Alternate	Summative	Administered to students with the most significant cognitive disabilities in Grades 2-8, 10-11 in ELA, Mathematics, and Science	Spring	E
All	2-8	ACAP Summative	Summative	Provides criterion-referenced assessments in Grades 2-8 that are closely aligned to Alabama Courses of Study and reflect NAEP-type rigor, format, and reporting	Spring	E
All	10	PreACT ^o	Interim	PreACT is a multiple-choice assessment that offers 10th graders early experience with ACT test items, provides a predicted ACT test score, and offers a wealth of information to help students get the start they need to be college ready.	Fall	E
All	11	ACT with Writing ^o	Summative	The ACT is the capstone of ACT College and Career Readiness Solutions, and it is aligned to Alabama's College and Career Readiness Standards.	Spring	E
All	12	ACT WorkKeys [®]	Summative	ACT WorkKeys [®] tests are research-based measures of foundational work skills essential to career success across industries and occupations. The assessments help to close skill gaps and improve workforce quality.	Fall	E



Supporting Vulnerable Populations

Reopening plans should “ensure learning supports for vulnerable populations, including students living in poverty, students of color, students with disabilities, homeless youth and ELs.”

-CCSSO Restart and Recovery Priorities



Recovery Services

“Recovery services, or any other state or local term used, are educational services offered to all students as a result of missed or disrupted services during the COVID-19 school building closures. The overarching purpose of recovery services is to **ensure a successful restart** despite the challenges of school closures. These educational **services will vary tremendously** based on the unique circumstances of every state, school system, and school but in general should be premised on the idea that **all students will need new baseline data and additional educational support** to address any unfinished learning and ensure a successful start to the 2020-2021 school year. When considering plans for recovery services, state and local school systems should ***implement tiered supports to address the needs of all students, targeted groups of students, and individualized student needs.***”

-National Association of State Directors of Special Education



Supporting Special Education Services

- Huntsville City Schools shared their plan for Special Education Services
 - Includes guidance on Instruction, Facilities, Transportation, and Health Services
- ALSDE SES is continuously updating information as it becomes available.

FAPE

...



As a District, we will continue to provide a Free Appropriate Public Education (FAPE) for students eligible for Special Education Services. Beginning August 2020, families have options for how learning will look, sound, and feel for their child, including a traditional/remote learning using a Hyflex schedule as well as a full virtual school option through Huntsville Virtual Academy (HVA). We also acknowledge that there may be times where additional precautions may become necessary and school closure may resume.



Supporting English Learners

We are facing the unprecedented task of re-identifying the individualized needs of each EL student. Priorities to consider when planning (Boaz City): Embracing the motto that All kids are EL learners.

- Assess, Access, and Support for technology (equity) (Screencastify, Google ReadWrite Chrome Extension Training, iReady Reading and Math, National Geographic Cengage curriculum digital resources)
- Training for teachers on instructional strategies to support ELLs in a distance/online learning environment
- Information for ELLs and their families, in their home languages, about preventive measures to minimize the spread of COVID-19 and to stay healthy
- Information for ELLs and their families, in their home languages, on school closures, social support measures such as meal distribution, and detailed instructions on home-based learning
 - Encourage parents to do the following:
 - Read to their child in their home language. Research shows that children who are read to in their native language will have an easier time learning to read in the second language. o
 - Think Aloud as they read together with children. This is a method in which the parent talks through their thoughts as they read. For example, they can connect the book to their child's own life experience: "This book reminds me of the time my mom took me swimming. Do you remember the time we went swimming?"
 - Have their child do some writing at home, such as: writing a letter to a family member, read a part of the book and have their child write their own ending to the story or having their child illustrate the story by drawing part of the story and then writing a few sentences below the drawing that tells them about the picture.
- Specific support for ELLs from migrant farmworker families.



Supporting English Learners

Key Considerations

- Self-assess current capacity to support EL students to identify gaps (old and new)
Sample Rubric from Mississippi's DOE (pages 16 and 17 in guidance document)
- Utilize a digital learning matrix to assess embedded digital support features
Visual Support Features; Auditory Support Features; Translations Support Features, and Collaboration Support Features
- Review resources for facilitating online learning resources and distance learning plans for EL educators, students and families
- Include WIDA standards and the USDOE's EL Guidance Fact Sheet when planning for the following:
Annual ELP assessment guidance, entrance requirements, providing services to ELs, Use of Title III funds, exit procedures, and supporting parents of ELs



Supporting English Learners

Key Considerations (Continued)

- Ensure privacy considerations, planning tools, strategies, and resources for virtual learning for ELs and immigrant students in district and school plans--shoot for cohesion in all plans
- Plan for opportunities and challenges for multilingual learners in online learning environments framed around the 2019 WIDA Guiding Principles of Language Development
- Determine the following when designing schedules, using digital tools, and working through remote learning plans for EL students,
 - # of students who will participate in both blended in virtual compared to general education peers
 - Full accessibility



Supporting English Learners--Resources Listing

[English Language Learner Resource Collection](#)

[Colorin Colorado](#)

[Providing Services to English Learners During the COVID-19 Outbreak \(PDF\)](#)



Supporting Gifted Education Students

Gifted and Talented Education

Indirect Services: Talent Development

1. Traditional Model – The gifted teacher will act as a consultant to general education teachers in addition to acting as a “push-in” or small group teacher to facilitate advanced learning for gifted and advanced students.
2. HVA – HCS GATE will offer districtwide, virtual “Enrichment Clusters” facilitated by district gifted teachers to 3rd – 5th grade in which gifted and advanced students will have access to enrichment classes offered by district gifted teachers in various interest areas. Designated HVA gifted teachers consult with HVA general education teachers to support gifted identification of students.



Frequently Asked Questions

1. Are the critical standards the only standards that have to be taught?
 - No. All standards are required. Critical standards provide direction on content that is essential within a learning progression, so students do not miss critical skills. See the Teaching and Learning Instructional Framework for more information.
2. Are the critical standards for both virtual and face to face instruction?
 - The critical standards represent content that students must acquire no matter the setting.
3. Does the ACAP Summative cover all standards?
 - Yes. An instructional blueprint will be provided by the Student Assessment Section at the ALSDE once the test is operational.
4. Is SchoolsPLP only for virtual/remote students?
 - The course content in Schools PLP can be utilized in all settings: virtual, remote/hybrid, traditional.

Disclaimer

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Please refer to the inside cover of the Alabama Roadmap to Reopening Schools document for additional information.

ALSDE Staff

July 6, 2020

