

The year ahead poses enormous challenges for students, their families and their teachers. Given our current context, we know educators will have to adapt their instruction to in-person, remote and hybrid settings.¹ And they will need to prioritize instructional content that keeps the focus on grade-level content and rigor, addressing learning gaps as needed within the context of grade-level work. A chart providing a summary list of critical tasks educators will need to undertake for success with their curriculum in SY20-21 is included at the end of this document. Publishers of high quality curriculum and professional learning providers can support educators in the work outlined in the chart by adjusting curricular materials and providing new educator supports to fit the new reality. Specifically, publishers and professional learning providers may want to:

- Adjust curriculum scope and sequences based on priority instructional content
- Provide educators with specific supports to effectively use curricular materials for remote and hybrid learning
- Provide students, families and other caregivers supports for use of curricular materials at home

The Collaborative for Student Success is reaching out to [the highest rated publishers](#)² to gather information about the specific adjustments you are making, recognizing that in many cases, adjustments are not yet completed. The answers to this information request will be shared broadly to inform educators and the public about the availability of high quality instructional materials that offer supports to meet current needs. *This information is not intended to rate providers. It is simply a set of information to help districts know what steps they will need to take and which steps their publishers are taking based on the programs they use.*

If you are not already aware, you may want to review a resource for adjusting scope and sequences, 2020–21 Priority Instructional Content in English Language Arts/literacy and Mathematics. [This is a pre-publication version of the forthcoming document.](#) This document provides guidance about content priorities by leveraging the structure and emphases of college- and career-ready mathematics and ELA/literacy standards. It is intended to help publishers, other designers of instructional materials, and instructional leaders find new efficiencies in the curriculum that are critical for the unique challenges that have resulted from school closures and anticipated disruptions in the year ahead, keeping at the forefront principles of equitable instruction that support all students. In addition, to help districts as they plan for these complexities, the Council of the Great City Schools has created a framework, forthcoming in June, called “Addressing Unfinished Learning After COVID-19 School Closures.” This instructional framework for addressing unfinished learning and learning losses outlines six principles for

¹ These terms as defined as follows:

In-person learning -- Vast majority of students attend in-person (with some likely still participating remotely, but included as part of this homeroom).

Hybrid learning -- To enable physical distancing, in-person attendance is staggered so students move in a predetermined schedule between in-person and remote attendance.

Remote learning -- All students attend remotely because school is closed.

² This is defined by a green rating by EdReports.

accelerating student learning through grade-level instruction with just-in-time support rather than extensive remediation that holds students in low-level work.

*We would greatly appreciate your timely response to this information request by **June 26**. We ask you to provide one response per program/grade band. We do not expect that any one publisher would be doing all of these things. Rather, our intent is to better understand and share the guidance and supports you are providing your customers so that districts and educators can take this into account when planning and preparing for the upcoming school year. We also recognize that publishers' plans are likely evolving and that many of the supports asked about in the information request may still be in the planning or development phase. The information request accommodates this in two ways. First, if a support is planned and there is a scheduled release date, the support and release date should be included in your response. Second, the Collaborative for Student Success will provide opportunities to update submissions later this summer.*

Thank you for completing this information request. Please submit any question to thecforss@gmail.com.

INFORMATION REQUEST FORM

- Please fill out a separate chart for each green-rated program, by grade band (K-2, 3-5, 6-8, High School) and upload it to the provided Google drive folder.
- Please write "yes" in all boxes where it applies.
- Where publicly available, provide links to the actual things your "yes" response refers to (e.g. guidance, samples, actual materials).
- Where guidance or adaptations are being developed but not yet released, please indicate planned release dates, whether they will be publicly posted, and if yes, what the link will be, if known. (If you only have firm plans or dates for an initial unit, please indicate that).
- If you wish to include additional information about what you are providing, you are welcome to do so by uploading additional documents in your provided Google folder.

Program Name:

Publisher Name:

Grade band:

	Guidance and Samples	Actual materials for instruction (technology required)	Actual materials for instruction (no technology required)
Adjusted scope and sequence consistent with priority content			

Unit level support for remote learning and hybrid learning that supports the focus on priority instructional content (for additional detail on elements this support might address, please see the chart at the end of the document)		Teacher facing? Student facing?	Teacher facing? Student facing?
For ELA: Options for access to texts or tools for remote and hybrid learning For mathematics: Options for access to learning tools (e.g. manipulatives, online journals, graphing calculators) for remote and hybrid learning		Teacher facing? Student facing?	Teacher facing? Student facing?
Sample schedules by unit for hybrid and remote learning (e.g. unit level scope and sequence for different likely permutations of hybrid and remote schedules)			
Curriculum-embedded assessments aligned to priority content			
Support for using curriculum-embedded assessments for remote and hybrid learning		Teacher facing? Student facing?	Teacher facing? Student facing?
Clear support to students and to families or other		Student facing?	Student facing?

caregivers on how to use materials for remote and hybrid learning		Family facing? Languages other than English?	Family facing? Languages other than English?
Technology features to support hybrid and remote learning		The Collaborative for Student Success will add a link to each publisher's response to EdReports' recent survey on technology features here when it is publicly available.	

Professional Learning

	Virtual: Synchronous	Virtual: Asynchronous	In-person
Professional learning on implementing publisher-recommended guidance and/or adaptations, including training on recommended unit/lesson modifications,	Provided at no charge Provided for a fee	Provided at no charge Provided for a fee	
Professional learning on adapting materials to in-person, remote, and hybrid learning scenarios consistent with new guidance and adaptations described above.	Provided at no charge Provided for a fee	Provided at no charge Provided for a fee	
Professional learning on strategies for teaching content remotely, consistent with new guidance and adaptations described above.	Provided at no charge Provided for a fee	Provided at no charge Provided for a fee	

Unit level support for remote and hybrid learning: examples of critical tasks educators will need to undertake for success with their curriculum in SY20-21

Steps
1: Curriculum: Adjust scope and sequence to priority content
<p>2a: Curriculum: Prepare each unit (in person) Lesson by lesson, identify how students learning remotely will learn.</p> <ul style="list-style-type: none"> - When they join via zoom - When a teacher will support virtual training - When they will do a different activity to reach the same objective - Prepare coherent communications for students and parents with their plan for accessing learning
<p>2b: Curriculum: Prepare each unit (all remote) Lesson by lesson, identify how students learning remotely:</p> <ul style="list-style-type: none"> - Identify what technology is required for the scope of the lessons - Identify which lessons will and will not work in a remote setting - For the lessons that will not work in a remote setting, adjust the lessons to fit a remote setting and still reach the objective and coherence of the curriculum - For the lessons that will work in a remote setting, identify what will be taught synchronously and what asynchronously - Identify which teachers will teach which lessons and how others will support students - Prepare coherent communications for students and parents with their plan for accessing learning
<p>2c: Curriculum: Prepare each unit (hybrid) Lesson by lesson, identify how students learning remotely:</p> <ul style="list-style-type: none"> - Identify what technology is required for the scope of the lessons - Identify which lessons will and will not work in a remote setting - Adjust the lesson order as possible to fit the in person and out of person schedule based on lessons that must be in person, maintaining appropriate coherence - For the lessons that will not work remotely but need to, adjust the lessons to fit a remote setting and still reach the objective and coherence of the curriculum - For the lessons that will be taught remotely, identify what will be taught synchronously and what asynchronously - Identify which teachers will teach which lessons and how others will support students - Prepare coherent communications for students and parents with their plan for accessing learning