

Collaborative for Student Success: Publisher Information Request

Great Minds, Eureka Math: 3-5

To support school systems as they prepare for the unprecedented year ahead in the wake of the coronavirus pandemic, the Collaborative for Student Success reached out to the highest rated publishers (defined by a “green” rating by EdReports) to provide information about specific adjustments they will be making to their curriculum and professional learning materials. To deliver on the promise of a quality education for all students, it is clear educators will have to adapt their instruction to accommodate new realities, whether learning happens in-person, remote, or as a hybrid of both. Publishers were asked to address whether and how they plan to:

- Adjust curriculum scope and sequences based on priority instructional content (for more information on priority instructional content see [Student Achievement Partners, 2020-21 Priority Instructional Content in English Language Arts and Mathematics](#)).
- 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

You can access the information request sent to publishers [here](#) and the full list of publishers who have supplied information about the adjustments they will be making to support educators in making these adjustments [here](#).

Program Name: Eureka Math
Publisher Name: Great Minds
Grade band: 3-5

	Guidance & Samples	Materials for Instruction: Technology Required	Materials for Instruction: No Technology Required
Is the adjusted scope and sequence consistent with priority content?	Yes, consolidation recommendations in line with Student Achievement Partners guidance in addition to pacing recommendations	Yes, available 8/3/20.	No
Is there unit level support for remote learning and hybrid learning that supports the focus on priority instructional content?	Yes	Teacher facing? Yes, launching 8/3/20 Student facing? Yes	Teacher facing? No Student facing? No
Are there options for access to texts or tools for remote and hybrid learning for ELA and mathematics?	Yes	Teacher facing? Yes. Student facing? Yes	Teacher facing? Yes. Student facing? Yes.

<p>Is there a sample schedule by unit for hybrid and remote learning?</p>	<p>Yes, learn anywhere plans</p>		
<p>Are curriculum embedded assessments aligned to priority content?</p>	<p>Yes – Eureka Math Equip starting in grade 1</p>		
<p>Is there support for using curriculum-embedded assessments for remote and hybrid learning?</p>	<p>Yes</p>	<p>Teacher facing? Yes</p> <p>Student facing? Not at this time.</p>	<p>Teacher facing? No – technology required.</p> <p>Student facing? No.</p>
<p>Is there clear support for students, families, and other caregivers on how to use materials for remote and hybrid learning?</p>	<p>Yes</p>	<p>Student facing? Yes</p> <p>Family facing? Yes</p> <p>Languages other than English? Yes, Spanish</p>	<p>Student facing? Yes</p> <p>Family facing? Yes</p> <p>Languages other than English? Yes, Spanish</p>

Are there technology features to support hybrid and remote learning?	Yes.	See the EdReport's Instructional Materials Technology Information document for details on technology features.	
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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.	Yes, provided for a fee	TBD	In-person PD is available but on hold until it's safe to gather again
Professional learning on adapting materials to in-person, remote, and hybrid learning scenarios consistent with new guidance and adaptations described above.	Yes, provided for a fee	TBD	In-person PD is available but on hold until it's safe to gather again

Professional learning on strategies for teaching content remotely, consistent with new guidance and adaptations described above.	No	No	No
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Note: The request sent to each publisher included this chart detailing steps educators must take. As you review the publisher response, it will be helpful to keep these educator needs and actions in mind.

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
<p>1: Curriculum: Adjust scope and sequence to priority content</p>
<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

Please send questions to Jim Cowen at jcowen@forstudentsuccess.org.