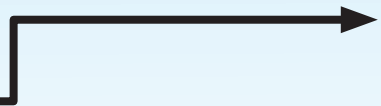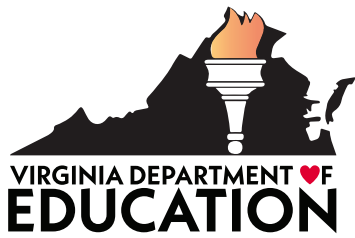NAVIGATING **VIRGINIA EDUCATION** IN UNCERTAIN TIMES

VIRGINIA
L.E.A.R.N.S.
LEADING - ENGAGING - ASSESSING - RECOVERING - NURTURING - SUCCEEDING
VIRGINIA DEPARTMENT ♥F EDUCATION

2021

VIRGINIA DEPARTMENT ♥ OF EDUCATION

MISSION

The mission of the Virginia Department of Education is to advance equitable and innovative learning.

VISION

Virginia will maximize the potential of all learners.

CORE SKILLS

The 5-C's are core skills that students and educators should possess:

- Critical Thinking
- Creative Thinking
- Communication
- Collaboration
- Citizenship

CORE VALUES

Core Values are values that every employee of VDOE should embody:

- Inclusion
- Excellence
- Service
- Optimism

VIRGINIA EDUCATION LEADERSHIP

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Governor of Virginia

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Secretary of Education

Dr. James F. Lane
Superintendent of Public Instruction

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FOREWORD

Over the last year, Virginia's students, teachers, families, and school leaders have been on an incredibly difficult journey as they, and the entire world, have dealt with the COVID-19 pandemic. The pandemic has dramatically impacted the lives of educators, students, families and schools, and brought with it trauma, academic disruption, and social isolation for students and staff alike. But it has also sparked innovation, creative teaching and learning, and technological advancements to foster social connections.

One year in, school leaders around the Commonwealth are taking a close look at the unfinished learning of our students and their ongoing mental health and social emotional needs, as we recalibrate and prepare for the next leg of the journey.

The data dashboard included in this document illuminates the gaps and outstanding needs our students, families, staff and communities have. When used strategically, it will help us collectively develop and deploy interventions, programs and supports to successfully support schools and students wherever they might find themselves along the road to success.

These data points reflect the significant challenges, trauma and disruption that students in every corner of the Commonwealth have experienced over the last year due to the COVID-19 pandemic. They are a reminder of the significance of the road ahead, but they are not cause for despair. Because over the last year, teachers, counselors, principals, superintendents and community leaders have also demonstrated great resiliency and innovation. It is that resiliency and commitment to the wellbeing of each and every student that will drive Virginia and her students forward from here.

This winter a variety of stakeholders came together as part of the Virginia LEARNS workgroup to use the data to inform and compile this collection of quick guides and tools. These resources are intended to serve as guideposts and directional maps for educators throughout the Commonwealth as they continue on their journey to supporting success for each and every student. I am incredibly grateful for their willingness to serve on the Virginia LEARNS workgroup and lend their expertise and time to this initiative.

Dr. James F. Lane
Superintendent
of Public Instruction

CONTRIBUTIONS AND ACKNOWLEDGMENTS

The Virginia LEARNS resource is a compilation of the work of many Virginians who have contributed their expertise, time and talents to address the reopening of public schools, the identification of student learning gaps, mental health and well-being issues, and academic programming. This artifact is an extension of prior work undertaken by the Virginia Department of Education to assist students, educators, families and communities during the COVID-19 pandemic.

These challenging times have impacted all Virginians and the agency is appreciative of the many stakeholders who voiced their concerns, shared potential solutions and partnered with their local school divisions. The recovery from the pandemic will take our combined efforts to ensure all students have access to the services and support they need to succeed.

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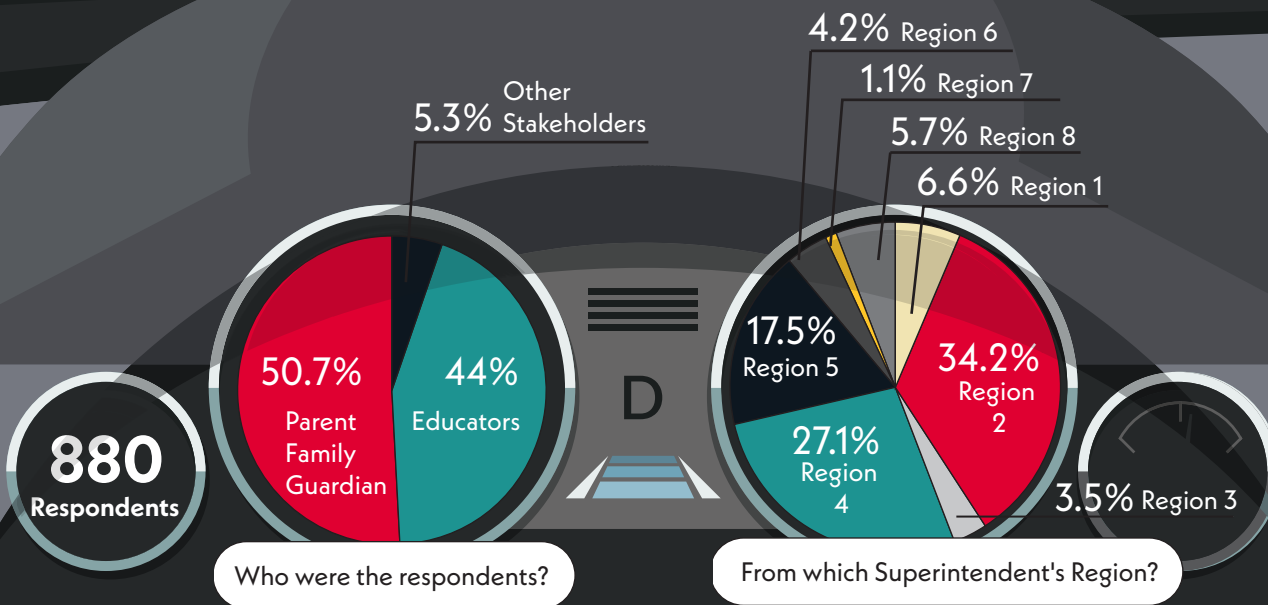**TECHNOLOGY NAVIGATION SYSTEM CHECK | 45**
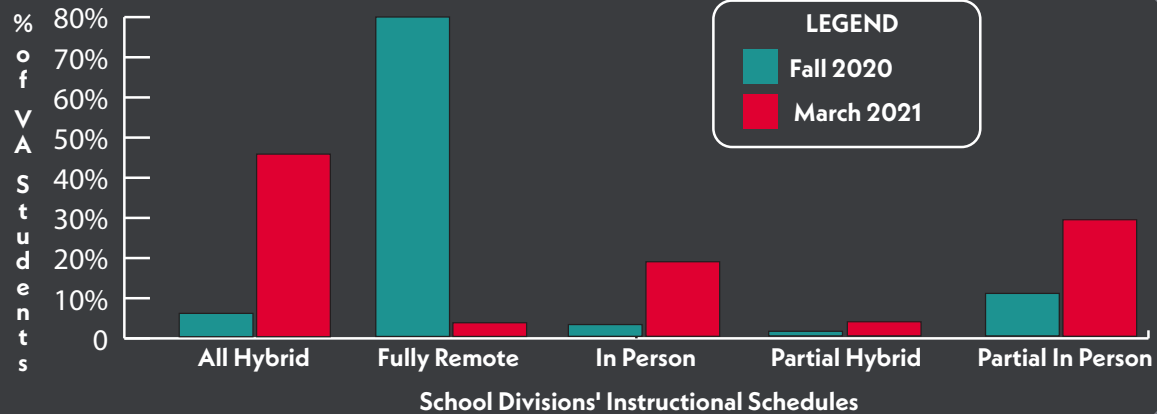
Virginia L.E.A.R.N.S.
DATA DASHBOARD

While all school buildings closed in March 2020 which disrupted face-to-face instruction, learning did not stop. So often the phrase "lifelong learners" is used in education circles, and the pandemic has caused all of us to rethink and learn anew how to best meet the needs of our students, families and staff in different ways. The Virginia LEARNS workgroup was convened to develop checkpoints based on what we have learned this past year. In addition to the many perspectives that each workgroup member provided, the agency solicited feedback from the public. This input was qualitatively analyzed and provided strong recommendations about how to move forward. The key data metrics are displayed below, and we again thank everyone who took the time to respond.

880 Respondents

5.3% Other Stakeholders
50.7% Parent Family Guardian
44% Educators

Who were the respondents?

4.2% Region 6
1.1% Region 7
5.7% Region 8
6.6% Region 1
34.2% Region 2
17.5% Region 5
27.1% Region 4
3.5% Region 3

From which Superintendent's Region?

THEMES TO GUIDE THE ROUTE FORWARD

- Schools need to reopen with particular attention to vulnerable student populations and their unique needs.

- While virtual learning may be appropriate for some learners, it is not the best instructional format for all learners.

- The shutdown has had a negative impact on the social emotional wellbeing of many students and staff. Schools need to deploy additional staff to meet these needs – e.g., counselors, social workers, psychologists.

- Remediation and recovery efforts need to be tailored to the unique academic needs of each learner based on current assessments and provided in a variety of manners - engaging summer programs, alternate school day schedules, in person and virtually.

- Allocation of resources should be equitably distributed reflective of core values.

- Safety protocols need to be clearly articulated and implemented with fidelity.

- Technology hardware, software and Internet access must be readily available across each community. Training to effectively use and access technology resources is essential.

- Additional staff should be employed to keep student:teacher ratios low and to enable targeted, personalized instructional support.

- Consistent and clear communication is essential.

- Community partnerships are vital to recovery efforts.

Bar chart: % of VA Students by School Divisions' Instructional Schedules

LEGEND
- Fall 2020
- March 2021

Categories: All Hybrid, Fully Remote, In Person, Partial Hybrid, Partial In Person

The pandemic has revealed **just how innovative and responsive teachers, school leaders, and school systems are when faced with huge changes in the education paradigm.** I hope the best practices we've learned about how to educate the whole child-- focusing on relationships, allowing grace, and promoting social-emotional learning-- allow us to continue to shift the cultures of our school systems towards a future that is equitable for all students.

- Andrea Johnson
Salem City Schools

**GOOCHLAND COUNTY**
Public Schools

CHARLOTTESVILLE
Public Schools

HAMPTON CITY
Public Schools

We Missed You!

> "Those who write the history of these times will tell about how **we responded to the needs of teachers, students and families.** Let's make sure we leave evidence of not only our recognition of the needs but also the determination, fervor and excellence with which we intervened.

- Dr. Rosa Atkins
Charlottesville Public Schools
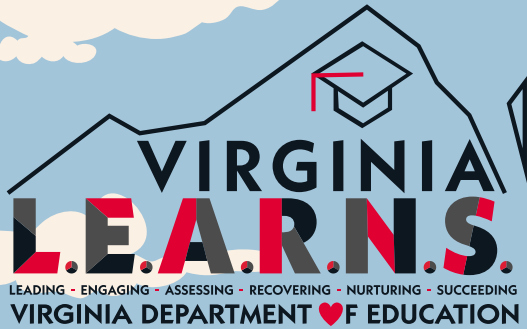
EQUITY CHECKPOINT

The Virginia Department of Education is committed to challenging the perception that "equity" is the latest buzzword and ensuring that educational equity is a reality for each Virginia student. EdEquityVA is defined by our commitment to eliminating the predictability of student outcomes based on race, gender, zip code, ability, socio-economic status, and/or languages spoken at home. To achieve this, we must go beyond our beliefs and demonstrate a systematic deployment of resources, supports, and instructional practices that meet the educational needs of every learner.

LEADING

How are we growing and educating ourselves, when it comes to understanding equity leadership and micro-inequities in our leadership during the pandemic?

- Commit to developing Equity Leaders and provide consistent professional development on building culturally competent leaders.
- Participate in the Intercultural Development Inventory.
- Develop an Equity Taskforce (#5 Keys to Empowering Equity Leaders).
- Conduct division and school level equity audits and book talks.

ENGAGING

Have we dedicated time to researching and adapting best practices for re-engaging disconnected students and families with a focus on access and why students may be disengaged through root cause analysis to determine necessary student supports?

- Assess and adjust absence and attendance policies to ensure that they do not create barriers to student access to learning and support due to conditions created by the pandemic - consider multiple modes of instruction & special circumstances impacted by the pandemic.
- Prioritize budget allocations equitably.
- Ensure equitable access to in person learning options and prepare teachers to address widening gaps among students.

ASSESSING

How are divisions and schools ensuring clarity of purpose, objective mission statements and tangible, measurable goals around equity as an expectation and belief system to ensure student success?

- Conduct initial assessment of student academic needs and use it to inform instructional planning that is targeted, differentiated, and scaffolded.
- Examine and adjust grading practices to ensure that they are conducive to equity considering learning loss due to extended school closures - focus on content mastery and project based learning.

RECOVERING

How are we prioritizing learning loss, achievement, technology considerations, and remediation based on multiple factors to include student needs, formative data, prior achievement and data collected during the pandemic?

- Prioritize summer learning opportunities based on multiple factors including student need and achievement data using equity as a decision point when determining summer learning focus areas.
- Adjust tiered systems of support to meet increased student needs for summer programs and during the school year.
- Prepared both extension and remediation activities that support student academic achievement.
- Expand opportunities for credit recovery.

NURTURING

Have we considered how students have thrived academically and socially under the conditions of the pandemic and those that have done the opposite? What supports are needed to provide differentiated and nurturing assistance?

- Think about how the conditions of the pandemic have lowered or eliminated incidences of bullying and adverse student behaviors in some school communities.
- Consider ways to continue the aspects of online learning and virtual schools that have been beneficial to students.
- Consider how increased student stress may manifest as problem behaviors in school and avoid increased disproportionate student discipline outcomes as a result.
- Dedicate time and resources to identifying students experiencing trauma using a universal screener - CASEL universal screening tool.
- Implement or expand multi-tiered systems of support and partner with wrap around service providers.

SUCCEEDING

How are we ensuring that our teachers/staff have access to professional learning and training opportunities focused on the most current and relevant equity and culturally relevant practices and considerations available?

- Conduct initial equity audit with all staff and provide appropriate professional development based on indicated gaps in knowledge and understanding.
- Ensure that analysis of disaggregated data is used to inform teaching practice, including data analytics.
- Control for implicit bias and discrimination in data analysis, strategy development, and plan implementation in all school/division plans.

Don't forget your EdEquityVA Equity Compass!

Equity Considerations should always guide you on every checkpoint!
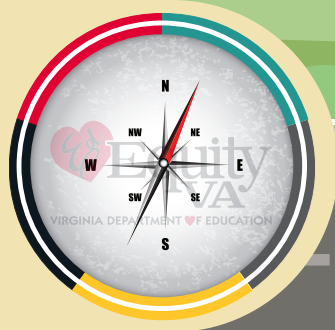
CONSIDERATIONS FOR: CENTERING EQUITY

Educational equity is rooted in the identification and elimination of any intended or unintended systematic barriers in public education. While the impact of extended school closures and the resulting learning loss due to COVID-19 affects all families, the impact on historically and systematically marginalized communities will further increase gaps in access to opportunity and achievement. Virginia's Equity 5Cs serve as a call to action for school divisions, leaders, teachers, staff, and school partners to prioritize the needs of Virginia's most vulnerable student groups by centering equity in all aspects of planning, instructional design, and resource allocation. Re-stating our commitment to equity serves as a reminder to remain focused on the guideposts identified in the Navigating EdEquityVA: Virginia's Road Map to Equity.

Courageous Leadership

Commit to disrupting inequities through Courageous Leadership. Through modeling grace, empathy and patience normalize conversations around race, racism and inequities that create school cultures where cultural differences add value to our work.

KEY RECOMMENDATIONS

- Conduct an initial equity audit with staff and provide appropriate professional development based on indicated gaps in knowledge and understanding.

- Ensure that resource allocations (human, time, and fiscal) align to expressed equity priorities and goals.

- Adjust policies and procedures for behavior management in all learning environments.

- Consider how increased student stress and trauma caused by the pandemic may manifest as adverse behaviors in school and use positive interventions to address challenging behaviors. Avoid increased disproportionate student discipline outcomes. Consider whether revisions to the Code of Conduct may be necessary to mitigate against bias.

- Provide clear guidance on expectations for student instruction and other forms of student support, as well as a process for obtaining support for students in need.

- Address staff wellness and provide enhanced professional development so that all school personnel have the skills and expectation to meet the academic and SEL needs of students, especially the most vulnerable student populations and those experiencing trauma.

- Ensure equity in the enforcement of student adherence to school COVID-19 safety protocols.

- Ensure equitable access and necessary supports for technology.

RESOURCES

Return to School Equity Audit
Equity Leadership Dispositions
Model Guidance for Positive, Preventive Code of Student Conduct Policy and Alternatives to Suspension

Compassionate Family and Student Engagement

Commit to intentional and meaningful family and school engagement through demonstrating cultural and economic competence. Transparent communication that is respectful of all cultural and linguistic practices in the community is critical to ensuring equitable access to information and expectations for students. Trusting relationships with students, families, staff and our community are built on the foundation of equitable communication.

KEY RECOMMENDATIONS

- Provide clear communication in multiple modes using language and literacy accessible means that meet the needs of all families.

  - Provide language support for public meetings, student assignments, etc.

  - Ensure clear communication and feedback channels for students and families when referencing academic outcomes, learning goals, assessments, and academic goals, especially after extended school closures.

- Provide clear and easy to understand safety guidance to students and families in multiple languages and make them available in various modes.

- Provide support to ensure that families are technology literate.

- Rebuild teacher-student relationships. Use this to gauge the effect of the pandemic on student lives to inform teaching and learning.

- Access why students may be disengaged/unaccounted for through root cause analysis to determine necessary student supports. Apply best practice and adapt current practices to re-engage disconnected students and families.

- Access and adjust absence and attendance policies to ensure that they do not create barriers to student access to learning and support due to conditions created by the pandemic.

- Create positive learning environments with trauma-responsive and restorative practices.

RESOURCES

Communication is not Engagement-Advancing Equity Through Family Efficacy
Re-engaging Disconnected Students and Families: Best Practices in Family Engagement
Attendance Playbook: Smart Solutions for Reducing Chronic Absenteeism in the Covid Era
The Three Essential Elements for Forging Strong Student Relationships: Tips for Reaching Students in a Virtual Setting
Effective Family Outreach in the Pandemic Era
Culturally Responsive-Sustaining Family Engagement in the Time of COVID-19 and Remote Learning, and Always

Continuous Reflection

Commit to engaging in data-driven decision making with embedded accountability mechanisms. Establish, communicate, and monitor equity goals that are aligned to the Board of Education Comprehensive Plan: 2018-2023. Transparently communicate equity gaps as the allocation of resources are reviewed that will support the closure of equity gaps.

KEY RECOMMENDATIONS

- Ensure that analysis of disaggregated data is used to inform teaching practice. Provide professional development in data analytics, as needed. Control for implicit bias and discrimination in data analysis, strategy, and plan implementation. Avoid making broad assumptions about student groups.

- Provide professional learning focused on equitable practices which should include all staff employed by the school division.

- Gauge student and staff needs due to increased challenges caused by the pandemic that affect the ability to deliver and receive instruction in an ongoing basis.

- Train teachers and staff to recognize possible indicators of trauma and adopt restorative and trauma-responsive practices to address them.

- Prioritize enrichment, extension, and summer learning opportunities based on multiple factors including student need and achievement to mitigate learning loss, especially for vulnerable student populations.

RESOURCES

Strategies and Solutions for Mitigating COVID-19 Learning Loss
5 Things Districts Can do to Support Instruction for English Learners During COVID-19
Supporting ELLs Through COVID-19
EdEquityVA Webinar Series-Multilingual/English Learner Students and Remote Learning: Strategies to Support Multilingual/English Learner Students in Remote Learning Environments
Here's how to identify—and close—knowledge gaps

Culturally Responsive

Commit to fostering meaningful relationships supported by the belief that ALL students will succeed when high expectations for all learners are consistently communicated. Uncover power imbalances, address trauma and engage in purposeful reflection in order to be culturally responsive educators.

KEY RECOMMENDATIONS

- Take a culturally responsive approach to addressing student social emotional needs.

- Ensure that instruction, especially in remote and hybrid environments, reflects the critical equity competencies.

- Mitigate any power imbalances based on race, culture, ethnicity, and class, especially considering heightened racial harassment of particular student groups.

- Challenge stereotypes, prejudices, racism, and other forms of intolerance, and oppression.

RESOURCES

Culturally Responsive Teaching: A Reflection Guide
EdEquityVA Culturally Relevant Teaching (CRT) Part 1: An Overview
Culturally Relevant Remote Instruction: Strategies to Support
Culturally Relevant Teaching in Remote Settings

How to Respond to Coronavirus Racism
Trauma-Informed Teaching: How to Identify and Help Students During COVID-19
Online Teaching Can Be Culturally Responsive
Speaking Up Against Racism Around the Coronavirus

Curriculum Reframing

Commit to data-informed, just in time, interventions and remediation strategies embedded in a tiered system of support. Due to extended school closures, curriculum should focus on student mastery of priority standards and address learning gaps, while remaining grounded in research based instructional practices that support deeper learning. Continue to provide opportunities for advancement and access to rigorous learning experiences for all students based on individual needs.

KEY RECOMMENDATIONS

- Create both extension and remediation activities that support student academic achievement.

- Examine and adjust grading practices to ensure that they are student-centered and conducive to equity considering learning loss due to extended school closures.

- Determine summer and extended learning priorities based on individual student instructional needs.

- Elevate student voices in discourse around their needs. Create visible and meaningful channels to connect student input.

- Ensure the maintenance of high quality instruction regardless of the

instructional mode (i.e., face-to-face, hybrid, remote).

- Conduct a comprehensive assessment of student need to determine how to approach instruction.

RESOURCES

EdEquityVA Strategy Notes for Academic Rigor
Ready for Rigor: A Framework for Culturally Responsive Teaching

ISLE OF WIGHT COUNTY
Public Schools
Credit: David Elliott

OFFICE OF THE GOVERNOR
Credit: Jack Mayer

SALEM CITY
Schools

HENRY COUNTY
Public Schools

The pandemic **has highlighted the key role that schools play in our communities** and the need to change the inequities that exist in its systems. This brings to light the opportunity and need for a collective approach to education in which all stakeholders (school-based, community partners, businesses, health department, etc.) work together for a holistic approach to education.

- Roxana Bandes-Muldoon
Stafford County Public Schools

"**Wellbeing should no longer be dismissed as a fad.** Before this crisis, there were murmurings that student wellbeing was a distraction from proper learning basics. It's now clear that without their teachers' care and support it's hard for many young people to stay well and focused."

- Pamela Croom
VA PTA President

VIRGINIA L.E.A.R.N.S.

LEADING - ENGAGING - ASSESSING - RECOVERING - NURTURING - SUCCEEDING

VIRGINIA DEPARTMENT ♥F EDUCATION
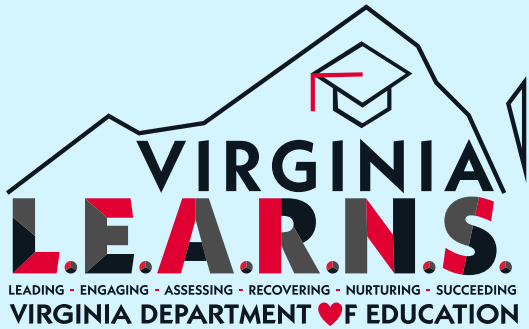
STUDENT & STAFF WELLBEING CHECKPOINT

The Virginia LEARNS initiative is about to take you on a journey to successful educational outcomes during uncertain times. **The Student and Staff Wellbeing Checkpoint** is the essential first-step consideration before embarking on the trip. We'll focus on the social emotional wellness and physical health needs of our students, families, and staff. It will be critical to re-engage students in learning, rebuild relationships and school communities, and create equitable learning environments for all students.

KEY POINTS FOR CONSIDERATION

- Because of the widespread and cumulative effects of the pandemic, it is imperative that schools plan for the social-emotional and physical health needs of **all** students (universal approach).

- Addressing the social-emotional needs of staff will help them be ready to face their own challenges and promote the social-emotional wellbeing of their students.

- Engaging families and communities as partners is essential in providing safe and supportive learning environments that maximize the potential of all learners.

- Schools should continue effective mitigation strategies to reduce COVID transmission in school and allow for continued in person learning.

LEADING

How can we as leaders make sure our staff are prepared and informed of the work ahead and the needs of all of our students?

Provide training for all school staff to prepare them to promote student health and wellness; implement universal trauma-informed classroom strategies; implement self-care strategies; build strong relationships with students and families, and identify mental health concerns in their students and colleagues.

OPPORTUNITY & RESOURCES

- <u>CARES grants to school divisions</u> for the School-Based Mental Health Services and Supports program and the Social-Emotional Universal Screener.
- <u>Student Services Learning and Resource Center</u>
  - <u>Social Emotional Wellness Quick Guides</u>
 - <u>Office of Student Services Training Videos</u>

ENGAGING

How are we making sure we are transparent regarding safety and mitigation efforts so our community has an understanding of our efforts?

Promote vaccination of teachers and staff as an extra layer of mitigation efforts, and provide information regarding safety and efficacy to reduce concerns regarding safety and efficacy to parents and school staff.

OPPORTUNITY & RESOURCES

- **<u>VDOE COVID-19 Resources for Schools</u>**
- **<u>VDH COVID K-12 Resources</u>**
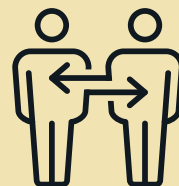
ASSESSING

How are we identifying resources, supports and interventions needed for our diverse student populations and using a structure to infom all of this work in our school communities?

Implement a multi-tiered framework of supports that integrates universal practices focused on student well-being throughout the curriculum and layers on additional supports for those students who may need more targeted or individualized supports.

OPPORTUNITY & RESOURCES

- <u>CARES grants to school divisions</u> for the School-Based Mental Health Services and Supports program and the Social-Emotional Universal Screener.
- <u>Virginia Tiered Systems of Supports Research and Implementation Center</u>

RECOVERING

How are we working to ascertain needs of our students and then support them in a meaningful way so that they can be fully engaged and supported learners?

☑ Delivery of social-emotional learning (SEL) curriculum and supports to all students PK-12.

OPPORTUNITY & RESOURCES

- **CARES grants to school divisions** for the School-Based Mental Health Services and Supports program and the Social-Emotional Universal Screener.
- **SEL Implementation Resources**
- **CASEL Implementation Tools and Resources**

NURTURING

How are we placing scaffolding of staff supports around our students, staff and families?

☑ Increase staffing levels of school-based mental health providers (school counselors, school psychologists, school social workers, school nurses, community MH providers), and maximize direct service delivery time for SBMH personnel.

How we can inform, support and alleviate concerns from our families during this uncertain time?

☑ Establish strong two-way communication between school and families as a mechanism to promote trust and understanding and ultimately help students thrive.

OPPORTUNITY & RESOURCES

- CARES grants to school divisions for the School-Based Mental Health Services and Supports program and the Social-Emotional Universal Screener.
  - VDOE COVID-19 Resources for Schools
  - VDH COVID K-12 Resources
  - Tips for Communicating with Families
 - VDOE Family Engagement Resource Flyer

SUCCEEDING

How are we setting up successful outcomes for our school community?

☑ Strengthen existing, or develop new, partnerships with community agencies to address the well-being of students and families.

OPPORTUNITY & RESOURCES

- **Office of Student Services Training Videos**
- **Virginia Community School Framework**
- **VDOE COVID-19 Resources for Schools**
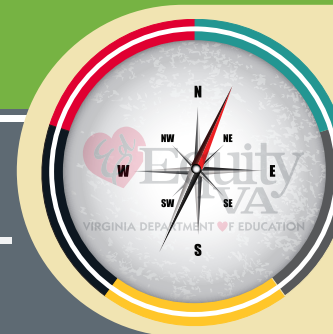
Don't forget your EdEquityVA Equity Compass!

Equity Considerations should always guide you on every checkpoint!

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CONSIDERATIONS FOR LEARNING LOSS:
ACADEMIC, BEHAVIOR, AND FUNCTIONAL SKILLS CHECKPOINT

Students with disabilities may encounter learning loss as a result of school closures during the COVID-19 pandemic. In order to address their individualized needs, it will be detrimental for educators to ascertain student's current levels of performance to determine recovery from educational gaps in learning or loss of skills. This guidance is designed for educators to examine and reconsider the academic, behavioral, and functional needs of students with disabilities as Virginia public schools and other settings reopen.

How do we ensure a smooth transition from the virtual setting to face to face learning environments?

KEY RECOMMENDATIONS

- If schools are aware of a student who will struggle with separation anxiety, consider working with the family to allow for an early visit to the school/classroom before opening/open house. This will allow the student to visit/meet staff and get used to their environment before the first day.

- Help caregivers establish routines that ease students into the school day with consistency and care.

- Plan virtual classroom tours, establish rules and expectations in virtual setting to address in face to face settings

- Make the environment more predictable and positive by teaching students new routines and reviewing those that have remained the same.

- For young children, ensure a nurturing environment with strong teacher-child relationships.

- Send out materials (newsletters, pictures, videos) explaining what the staff will look like, and have parents review it with children prior to reentering school or entering school for the first time.

- Create social stories, visual supports, review books and videos for students related to using PPE. Or use resources available on the ADL website.

- Work with parents to find motivating activities and intersperse highly preferred activities with less preferred activities. Clearly outline the schedule of activities allowing for periodic opportunities for down time. For many students, expectations and classroom demands will likely feel more strenuous than virtual learning.

- There are pertinent considerations to plan effective Community Based Instruction (CBI) that aligns with IEP goals and transition planning: campus-based experiences; experiences and exposure in the local community; and partnerships with local businesses for training and internships. Outline processes, procedures, practices, and strategies to pre teach during school-based career experiences and classroom instruction in preparation for off-campus (CBI). Ensure strategies that incorporate both academic and behavior features to support successful CBI experiences.

OPPORTUNITIES AND RESOURCES

Resource: Getting Back to School after Disruptions: Resources for Making Your School Year Safer, More Predictable, and More Positive

OCALI Resource Gallery

Center on Transition Innovations: Work-based Learning

PERSON RESPONSIBLE

All school personnel, including parents.

How do we determine the student's progress compared to the progress of all students during the extended school closure?

KEY RECOMMENDATIONS

- Complete observations and utilize various sources of data (e.g., screening tools, progress monitoring and outcome data, family input). Compare with data collected prior to school closure. Revise IEPs as needed and plan instruction.

- For elementary, middle, and high, conduct formal and/or informal assessments to determine students' instructional levels in reading and math.

- Utilize existing student performance data to help assess student learning needs and readiness.

  - Prior local/unit assessments and diagnostics.
  - Mid-year assessments.
  - Feedback from previous year's teachers through vertical team meetings.

- Pre-assess students using small, frequent, "just-in-time" formative assessments to identify gaps in understanding.

- Involve direct measurement of basic skills. Probe data is well suited across a variety of skill sets.

- Include a representative sampling of knowledge and skills expected to be learned across the time period. The disruption in instruction may result in splinter skills. Randomly sampling skills to assess can help identify specific areas of growth and need.

- Use tools that are sensitive to change over time. Tools should allow for accurate measurement across a range of skills.

OPPORTUNITIES AND RESOURCES

Screening Tools (writing samples, Cool Tools, PALS data, SOL data, VAAP data/collections of evidence, behavior data, etc.)

Academic Supports for Students with Disabilities - Ed Research for Recovery

Progress monitoring with division tools, formal and informal assessment

Just in Time Mathematics Quick Checks

PERSON RESPONSIBLE

Case Manager

Special Education Teacher

General Education Teacher

Related Service Providers

What additional accommodations, modifications, specially designed instruction and/or remediated instruction does the student need to access the new curriculum?

KEY RECOMMENDATIONS

- Consider the services provided during the school closures and how core content instruction and specially designed instruction were delivered.

- Strengthen Tier I and II interventions, specially designed instruction, and data collection procedures. Complete observations and utilize various sources of data (e.g., screening tools, progress monitoring and outcome data, family input). Compare with data collected prior to school closure. Revise IEPs as needed and plan instruction.

- Refer to Virginia Tiered Systems of Support COVID-19 update to inform revisions to curriculum and instructional practice.

- Each teacher should determine instructional considerations for core content areas.

MATHEMATICS
- Prioritize the major work of each grade.
- Determine if the missed math content serves as a necessary foundation for later conceptual development.
- Determine what content can be taught alongside content for the next grade.
- Determine what content might be postponed or deprioritized in order to address unfinished teaching from the prior year and to maintain focus on the major work of the grade.
- Locate grade-level standards and then identify standards from the previous grade that are foundational to achieving the standards.

ENGLISH LANGUAGE ARTS
- Distinguish between the unique needs of K–3 and 4–12 literacy and differentiate plans.
- Identify and address gaps in foundational skills that may have a cumulative, long-term impact.
- Adopt a systematic approach to ensuring a carefully sequenced early literacy curriculum is provided to each child.

- Develop a data analysis plan to determine periodic progress towards the goals.

- Consider individual student needs and the use of classroom technology tools and the use of personal assistive and adaptive technology.

OPPORTUNITIES AND RESOURCES

Center on Intensive Instruction

IES Practice Guide: Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools

Virginia's Virtual Learning and Accommodations Guide

National Center on Accessible Educational Materials

Virginia's Assistive Technology Consideration Guide

Addressing Unfinished Learning after Covid-19 School Closures - The Council of the Great City Schools

Assistive Technology Tools in Schools

PERSON RESPONSIBLE

Special Education Teacher

General Education Teacher

IEP Team

When should remediation occur?

KEY RECOMMENDATIONS

- Look for opportunities within the master schedule to provide additional instructional opportunities. Additional opportunities may include lunch and learn sessions, before school and after school extension activities. These opportunities can be especially useful for addressing social emotional and communication skills.

- Explore pacing guides for opportunities to reinforce or re-teach concepts throughout the year.

- Provide specially designed instruction (SDI) with opportunities to spiral the curriculum with explicit and systematic instruction.

OPPORTUNITIES AND RESOURCES	PERSON RESPONSIBLE
Evidence Based Specially Designed Instruction in Mathematics Resource Guide	Special Education Teacher, General Education Teacher, Principal

When should the IEP team convene to make additional considerations?

KEY RECOMMENDATIONS

- If an IEP meeting is necessary the IEP team should consider, if needed:
  - recovery services are appropriate.
  - the amount and type of recovery services required to address individual students' needs.
  - revising goals and/or accommodations.
  - An IEP team can convene upon a meeting request by any member, including parents and students.

OPPORTUNITIES AND RESOURCES

Virginia Department of Education Considerations for COVID Recovery Services for Students with Disabilities.

Regulations Governing Special Education Programs for Children with Disabilities in Virginia.

PERSON RESPONSIBLE

IEP Team, Parent , Student

What are professional development needs for teachers?

KEY RECOMMENDATIONS

- Offer training on effective remediation practices and researched-based instructional approaches. Offer training on making data-driven decisions.

OPPORTUNITIES AND RESOURCES

IRIS Center

CEEDAR Center

TTAC Online

TIES Center

PROGRESS Center

National Center on Accessible Educational Materials

Universal Design for Learning

Florida Center for Reading Research

Paths to Literacy

VCU- Autism Center for Excellence

PBIS

Technical Assistance Center for Children Who Are Deaf and

Hard of Hearing

Virginia's Assistive Technology Network

VA Department for the Blind and Vision Impaired

Accessible Instructional Materials Center-VA

VA School for the Deaf & the Blind

Intervention Central

I'm Determined! Empowering Self-Determined Behavior

PERSON RESPONSIBLE

IEP Team

Parent

Student

BEING EQUITABLE DOES NOT MEAN BRINGING EVERYONE TO THE SAME LEVEL. **ACHIEVING EQUITY IS RAISING EVERY CHILD UP**; TEACHING EVERY CHILD TO REACH HIS OR HER FULL POTENTIAL; REACHING EVERY CHILD.

- Alisa Hite
Parent

CARLOLINE COUNTY
Public Schools

MECKLENBURG COUNTY
Public Schools
Credit: South Hill Elementary Staff

School never stopped. Education never ceased. Teachers, school staff, and community partners have proven their infinite worth throughout the pandemic. As we transition back to more "normal" times, we must remember lessons learned. A school building is not what makes an education, the people inside and outside of the building do.

- Sarah Summers
Gloucester County Public Schools
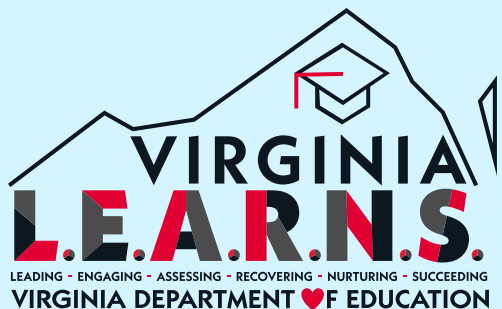
CURRICULUM CHECKPOINT

School divisions will need to plan and implement efficient and effective ways to address unfinished learning through revisions to their locally developed curriculum, pacing, resources, and professional development. As leaders and educators review and revise their curriculum and pacing, consider the following key recommendations and reflections:

KEY POINTS FOR CONSIDERATION

- Communicate clear learning expectations and experiences that consider in-person and virtual instruction for students.

- Provide flexibility with pacing that is responsive to individual student needs.

- Develop learning expectations and experiences that consider vertical articulation to facilitate connections to prior content.

- Include opportunities for student voice and choice in the written and taught curriculum.

LEADER REFLECTIONS:

- How do we ensure that our school division's curriculum gives all students the opportunity to build the 5 C's (communication, critical thinking, creative thinking, collaboration, and citizenship) highlighted in the Profile of a Virginia Graduate?

- Does the curriculum provide a balance of the intended learning experiences that are accessible and meaningful for both virtual and in-person students?

- How do we ensure that the expectations, materials, and resources in our curriculum are culturally responsive to student experiences and needs?

EDUCATOR REFLECTIONS:

- How do we incorporate other content areas throughout the curriculum to facilitate connections and applications?

- How do the resources provide personalized learning opportunities for students, regardless of the learning model?

- How do we plan lessons and provide resources for instruction where students "see" themselves in a way that engages them in their own learning?

Don't forget your EdEquityVA Equity Compass!

Equity Considerations should always guide you on every checkpoint!

LEADING

Focus curriculum development, instructional planning, and pacing using VDOE resources including the Standards of Learning and Curriculum Framework, Progression Charts, Blueprints, Tracking Logs, and Navigating EdEquity. Review targeted resources from VDOE including: Early Childhood, Elementary, Secondary, Supporting Students with Disabilities, Gifted, English Learners, and Adult Education.

Content bridging documents in English and mathematics **will assist divisions in** planning curriculum to make content connections that might horizontally exist within a grade level or may vertically span across grade levels.

ENGAGING

Develop a team of educators collaborating with technology specialists to identify and create curriculums that are adaptable for both in-person and virtual classrooms.

Utilize Virginia's statewide learning management system (LMS) to host instructional resources, develop courses and learning objects, and share with all other educators in Virginia.

Utilize VDOE's high-quality instructional resources available through #GoOpenVA. This Open Educational Resources (OER) supports a growing community of educators and partners.
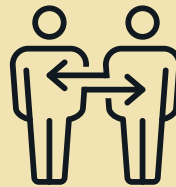
ASSESSING

Establish student opportunities to demonstrate understanding and mastery of in a variety of ways.

Utilize the Navigating EdEquity Curriculum audit tool to mitigate bias and ensure that diverse groups from all rings of culture are represented, validated, and affirmed.

RECOVERING

Identify interdisciplinary content teams to look for natural connections to maximize instructional opportunities across disciplines.
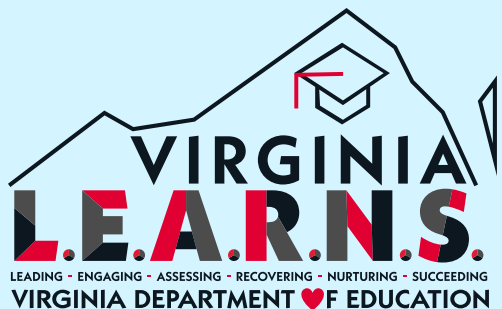
NURTURING

Include student perspectives in the creation of learning pathways that are multidisciplinary and reflect student interests.

SUCCEEDING

Collect feedback (interviews, surveys, or meetings) with educators on current curriculum content, resources, and pacing to improve learning.

INSTRUCTION CHECKPOINT

As school divisions support students to mitigate the effects of unfinished learning due to the pandemic, they may need to make adjustments to their school days, school calendars, and instructional delivery to meet the needs of students and requirements on building capacity and social distancing. School divisions should strengthen collaboration with summer and after school partners and organizations. As leaders and educators review and revise instruction, consider the following key recommendations and reflections:

KEY POINTS FOR CONSIDERATION

- Provide access to high-quality instructional materials (HQIM) that support deeper learning.

- Create opportunities for cross-curricular connections.

- Collaborate with school counselors and mental health professionals to integrate social emotional learning (SEL) support.

- Provide on-demand tools for teachers to support equity reviews of instructional resources.

- Utilize a tiered approach to teaching for mastery and include differentiated learning strategies for students arriving already knowing the content.

- Utilize VDOE Standards of Learning, Curriculum Framework, and Competencies when planning instruction: Career & Technical Ed., Computer Science, Digital Learning Integration, Driver Ed., Early Childhood Ed., Economics & Personal Finance, English, Fine Arts, Health, History & Social Science, Mathematics, Physical Ed., Science, World Language

LEADER REFLECTIONS:

- How do we support classroom teacher choice and voice in instructional decisions for classroom materials, resources, and professional development?

- How do we integrate targeted SEL supports across the learning environment and instructional program?

- What does the response to intervention to support unfinished learning look like across the school division?

EDUCATOR REFLECTIONS:

- How are we identifying social emotional and academic areas of needs and providing targeted support?

- How do we include student choice and voice in classroom instruction and assessment and daily routines?

- What does response to intervention to support unfinished learning look like in our classroom?
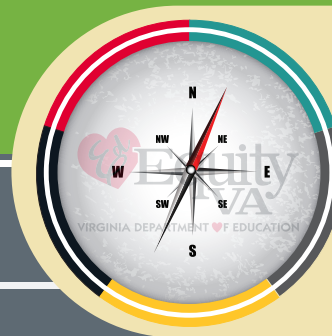
Don't forget your EdEquityVA Equity Compass!

Equity Considerations should always guide you on every checkpoint!

LEADING

Use creative scheduling to provide collaboration time during the school day to support planning for instruction, remediation, acceleration, and intervention.

Create avenues for educators to share best practices and learn from one another and other professionals within the school, school division, and/or regionally.

ENGAGING

Provide engaging and active instructional experiences and resources that allow students to see themselves.

Develop partnerships with local museums and organizations to incorporate resources supporting the local culture and history into the instructional program.
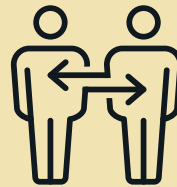
ASSESSING

Consider a division or school level walkthrough to determine instructional strengths and areas of need (surveys, learning walks, library audit, meetings, data, etc.) and use available funding to address them.

Use formative assessments, informal assessments, creative strategies for students arriving with unfinished learning.

RECOVERING

Utilize VDOE resources as part of the instructional planning process.

Solicit feedback from school leaders and educators to determine what individualized or group professional development is needed to support student learning gains.

NURTURING

Create a culture that integrates SEL as a part of daily instruction. Consider the social emotional wellness of the educators and learners in the creation of the school culture. Include families and the school community in this process.

Conduct a needs assessment to determine SEL needs for students and align resources with these needs.
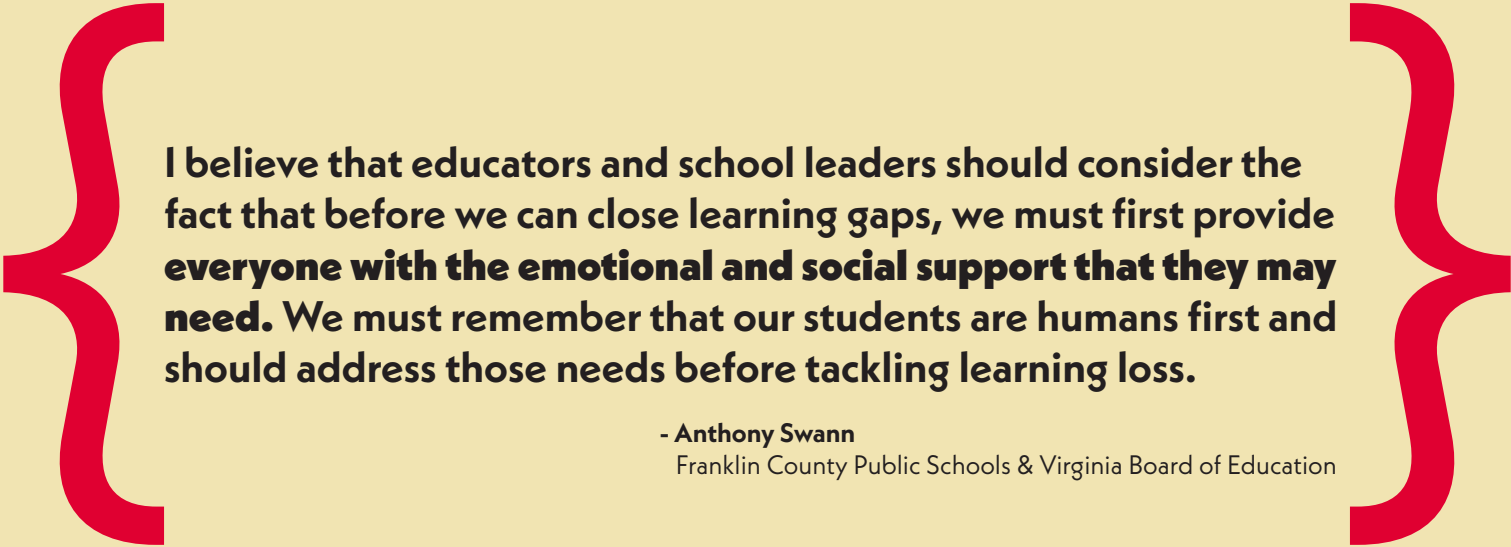
SUCCEEDING

Conduct focus group meetings with students to gather feedback on current learning experiences and desired future learning experiences.

Create a division or school level expectations' document that list divisionwide initiatives and available resources.

{ I believe that educators and school leaders should consider the fact that before we can close learning gaps, we must first provide **everyone with the emotional and social support that they may need.** We must remember that our students are humans first and should address those needs before tackling learning loss. }

- Anthony Swann
Franklin County Public Schools & Virginia Board of Education
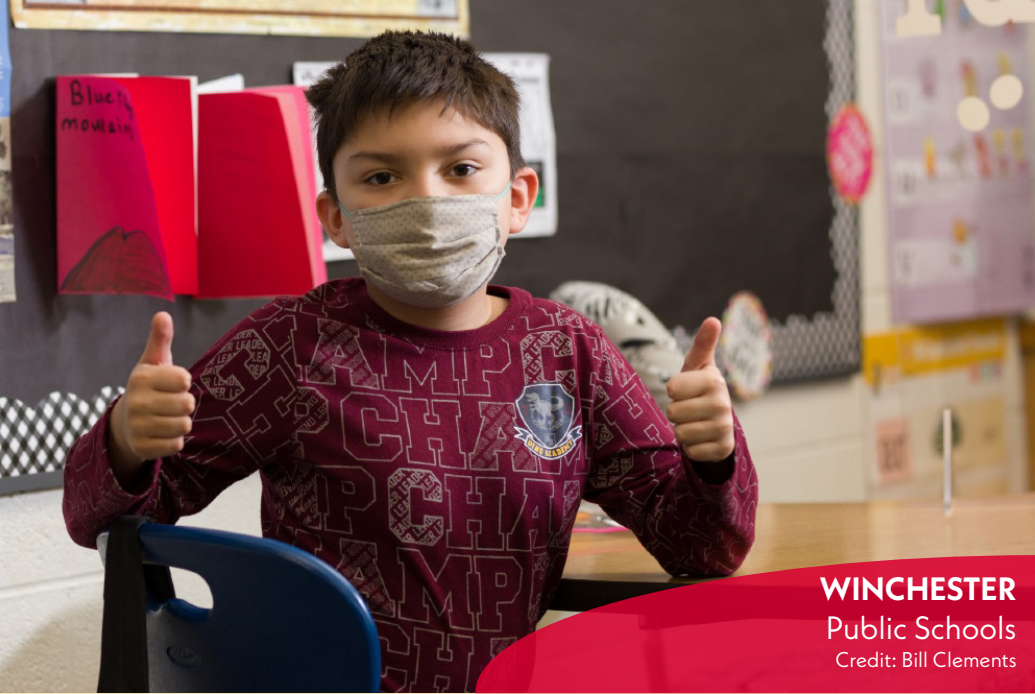
WINCHESTER
Public Schools
Credit: Bill Clements

CHESAPEAKE
Public Schools

LOUDOUN COUNTY
Public Schools

Throughout the pandemic, we've reflected on everything. We've gained efficiencies by making meaningful connections across content, engaged kids in deeper learning, and are rethinking current grading practices. **We've learned so much--we can't go back to the way things were!**

- Dr. James Angelo
Frederick County Public Schools

ASSESSMENT CHECKPOINT

School divisions should consider ways they can leverage assessments and tailor instruction to prioritize learning efforts. Classroom instruction should include the practice of frequently using formative assessments to monitor students' learning and adjusting their instruction accordingly. Summative assessments should be given when students are demonstrating proficiency in skills to be assessed, and assessments should allow students agency in how they demonstrate skills. Project-based learning and performance-based assessments provide students greater flexibility in demonstrating what they know than traditional multiple-choice exams. As leaders and educators review and revise their balanced assessment plan, consider the following key recommendations and reflections:

KEY POINTS FOR CONSIDERATION

- Communicate and plan to ensure that assessment is a part of the learning process.

- Identify a balance of assessments to inform instruction and measure student growth.

- Use research-based practices to create a culture that focuses on student growth, rather than solely on summative grades.

- Develop mini assessments to assess student mastery prior to and throughout instruction.

LEADER REFLECTIONS:

- How do we make assessment a part of the learning process rather than a separate component?

- What points in the school division curriculum will the student be allowed to demonstrate what they have learned prior to a summative assessment?

- How are we identifying and addressing educator and student needs through professional development?

EDUCATOR REFLECTIONS:

- How do we provide opportunities through the learning process for students to demonstrate what they have learned?

- How do we make assessment a part of the classroom learning process rather than a separate component?

- How are we identifying and addressing student academic and learning needs?
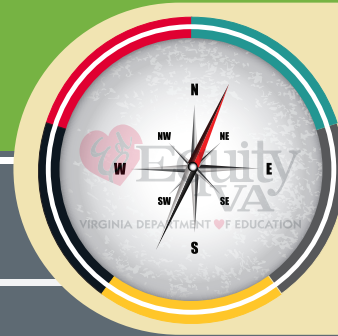
Don't forget your EdEquityVA Equity Compass!

Equity Considerations should always guide you on every checkpoint!

LEADING

Determine a data collection process that is ongoing, formative, and holistic considering student readiness when planning for assessments (i.e., addressing SEL needs, determining unfinished learning).

Focus data meetings using points of discussion from Navigating EdEquity Continuous Reflection audit tool to review actions, strategies, outcomes, and processes to achieve desired goals.

ENGAGING

Consider the use of student goal setting as a method to help students track their progress and mastery.

Create a team of central office and school-based educators to review and give feedback on assessments that measure student growth using an Assessment Inventory Tool. Teams should consider the usefulness of information provided by each assessment in light of the instructional time required for its administration.
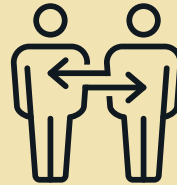
ASSESSING

Establish assessment opportunities throughout instruction that provide choice and enable students to demonstrate understanding and mastery of in a variety of ways. Support for this strategy includes the Assessment Support: Literacy Webinar Series and Just in Time-Mathematics Quick Checks.

RECOVERING

Consider nontraditional methods of assessment, (such as student-led or performance-based) that allow for student agency in demonstrating knowledge, skills, and dispositions.

Utilize the Virginia Quality Criteria Tool for Performance Assessments to aid in the creation of quality performance assessments. This too details a set of criteria for the development of performance assessments that measure the application of content knowledge and skills.

NURTURING

Address unfinished learning and communicate data in a growth-model approach rather than a deficit approach.

Support teachers by providing professional development on the use of quality resources in the interpretation of a variety of assessment data.
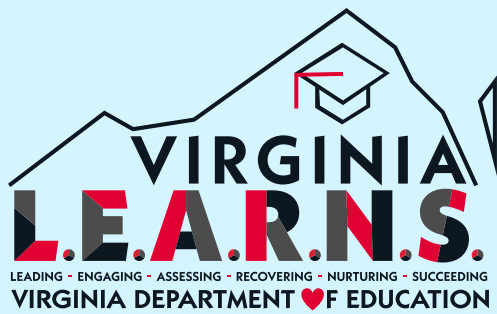
SUCCEEDING

Focus on using formative assessment and providing timely feedback to inform instructional decisions.

Administer performance assessments that measure subject-matter proficiency requiring students to apply the content/skills they have learned and demonstrate acquisition of the Virginia 5 C's.

REMEDIATION, RECOVERY, and INTERVENTION CHECKPOINT

The innovative approaches to remediation, recovery, acceleration, and intervention should include opportunities for leaders and educators to review data, provide feedback, and collaborate as well as provide an opportunity for student voice. As leaders and educators review and revise plans to support unfinished learning and bridge gaps, consider the following key recommendations and reflections:

KEY POINTS FOR CONSIDERATION

- Ensure equity and access to all intervention opportunities.

- Develop and utilize a progress monitoring system for remediation and acceleration that includes an effective, timely, and meaningful feedback process.

- Provide students with opportunities for self-assessment, self-advocacy, and self-reflection on their progress (student agency).

- Eliminate barriers, improve infrastructure, and create time and space to facilitate access to remediation, recovery, and intervention services.

LEADER REFLECTIONS:

- How are we fostering a "growth mindset" culture?

- What is needed to support classroom instruction for successful remediation, intervention, or acceleration?

- How can schedules and/or infrastructure be adjusted to create time, space, and barriers removed to facilitate access to remediation, recovery, and intervention services?

EDUCATOR REFLECTIONS:

- How do we design remediation to be engaging for students so they want to be active participants?

- How do we develop an effective feedback process to provide students with timely, growth-producing feedback to help them take ownership of their learning?

- How do we determine if a student needs initial instruction or remediation?
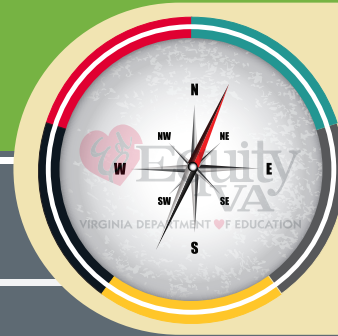
Don't forget your EdEquityVA Equity Compass!

Equity Considerations should always guide you on every checkpoint!

LEADING

Use creative scheduling to provide planning time and collaboration for remediation and intervention.

Consider the needs of families when planning recovery efforts.

Provide targeted intervention for students through tiered supports at flexible times (before, during, and/or after school) using evidence-based practices with fidelity (i.e. VTSS).

ENGAGING

Examine the benefits of making changes to the school year calendar with internal and external stakeholders exploring various models (i.e., Extended school year, year-round school, and extended school day models).

Personalize learning by building in time to listen to students share how they would like to learn and demonstrate mastery during remediation. Make learning fun and engaging.
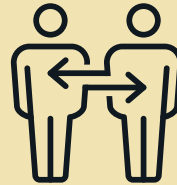
ASSESSING

Identify the assessment tools the school will use and the expected range for grade level mastery.

Create self-assessments to help students set goals based on their growth and mastery level.

Create instructional modules to mitigate unfinished learning such as self-paced remediation/ acceleration/ bridge and/or lab-setting modules with teacher support.

RECOVERING

Create offerings for summer and/or Saturday school programs that are designed as targeted remediation; bridge programs to support transitions; and/or SEL supports. Employ the assistance of retired educators and tutors in addition to existing division staff.

NURTURING

Communicate learning targets in student-friendly language.

Develop an effective feedback process to provide students with timely, growth-producing feedback to help them take ownership of their learning.

Utilize available funding and resources to provide tutors and/or reduce class size to provide more individualized attention and increase participation, feedback, and communication.

SUCCEEDING

Leverage recovery funds to remove barriers to students attending remediation, intervention, and recovery efforts (i.e., provide transportation, technology, school nutrition, SEL supports).

Ensure equity and access for all students to take advantage of remediation, intervention, and recovery efforts. Utilize Navigating EdEquity Courageous Leadership audit tool to support this work.

We can't throw our hands up and say that it cannot be done. **We must show our students that we have the determination,** the creativity, the brainpower, the drive, and the grit to overcome the challenges of the pandemic because of how important they are to us.

- Dr. Tim Healey
Prince William County Public Schools

KING & QUEEN COUNTY
Public Schools
Credit: Shante Harvey, King and Queen Elementary

NEWPORT NEWS
Public Schools

FREDERICK COUNTY
Public Schools

TAZEWELL COUNTY
Public Schools

The most pressing issues for educators and school leaders to consider right now are **that all human beings are treated with compassion and equity.** Awareness, compassion, and mindfulness should be key factors in everyday living, and at the forefront of the school day.

- Kassie Myers
Halifax County Public Schools

LANGUAGE ARTS ESSENTIALS

SELECT YOUR GRADE-LEVEL INSPECTION

The concepts of English Language Arts develop over a student's K-12 academic career. While the standards offer grade level specific skills, there are fundamental concepts of literacy that are foundational to development. When teachers promote opportunities for collaboration, communication, and authentic learning experiences, students are engaged in deeper learning and critical thinking.

Students need opportunities to read daily, read texts of their choice, read extended pieces of text and grade level material, and to read fiction and nonfiction texts. When students are making connections between reading, writing, and communicating, they are engaging in deeper learning and critical thinking.

The supports provided on the following pages are to be used for planning purposes as educators explore how best to identify key concepts and make decisions for instruction, remediation, and intervention. These grade level band foundational building blocks and "tires" are visual representations that demonstrate a possible approach to the integration of key concepts, alignment to essential skills, and provide a comprehensive overview of instruction that is necessary to maximize student learning.

K-2

3-5

6-8

9-12

VDOE LANGUAGE ARTS GARAGE

SCAN TO ACCESS THESE RESOURCES

K-12 ESSENTIALS
NEXT PAGE

K-12 LANGUAGE ARTS ESSENTIALS

READING

- Allow for student choice.
- Provide opportunities for shared and independent reading.
- Focus on specific vocabulary from authentic texts.
- Use, compare, and contrast both fiction and nonfiction grade level texts.
- Provide variety of texts and media.
- Make connections between the intent of the author and the content of the text.

COMMUNICATION & MULTIMODAL LITERACIES

- Allow students to communicate their learning through a variety of modalities.
- Engage with an assortment of media that fits within a topic or theme.
- Provide opportunities to communicate, collaborate and engage critically with peers and a variety of texts.

WRITING

- Model writing.
- Use mentor texts to model reading like writers and writing like readers.
- Engage in writing as a recursive process.
- Write for a variety of authentic purposes.
- Provide feedback through conferencing and in writing.

Don't forget your EdEquityVA Equity Compass!

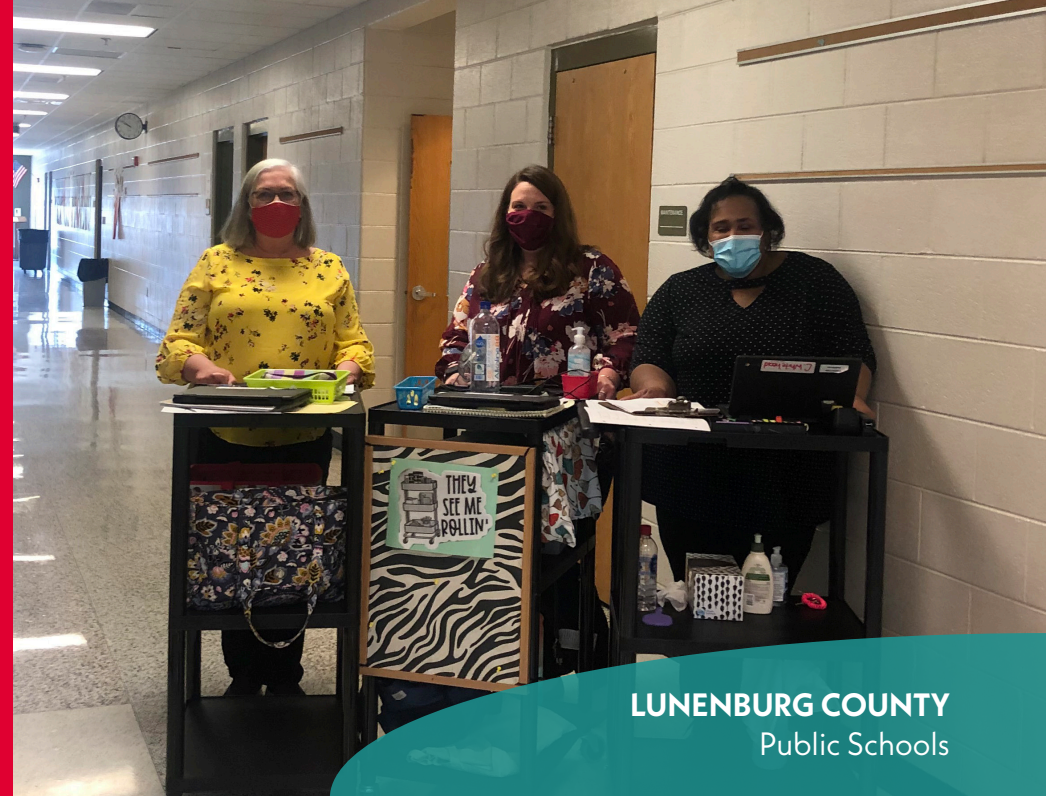Equity Considerations should always guide our work!

RESEARCH

- Provide frequent and ongoing opportunities.
- Embed it in the learning process.
- Make it authentic and meaningful to students.
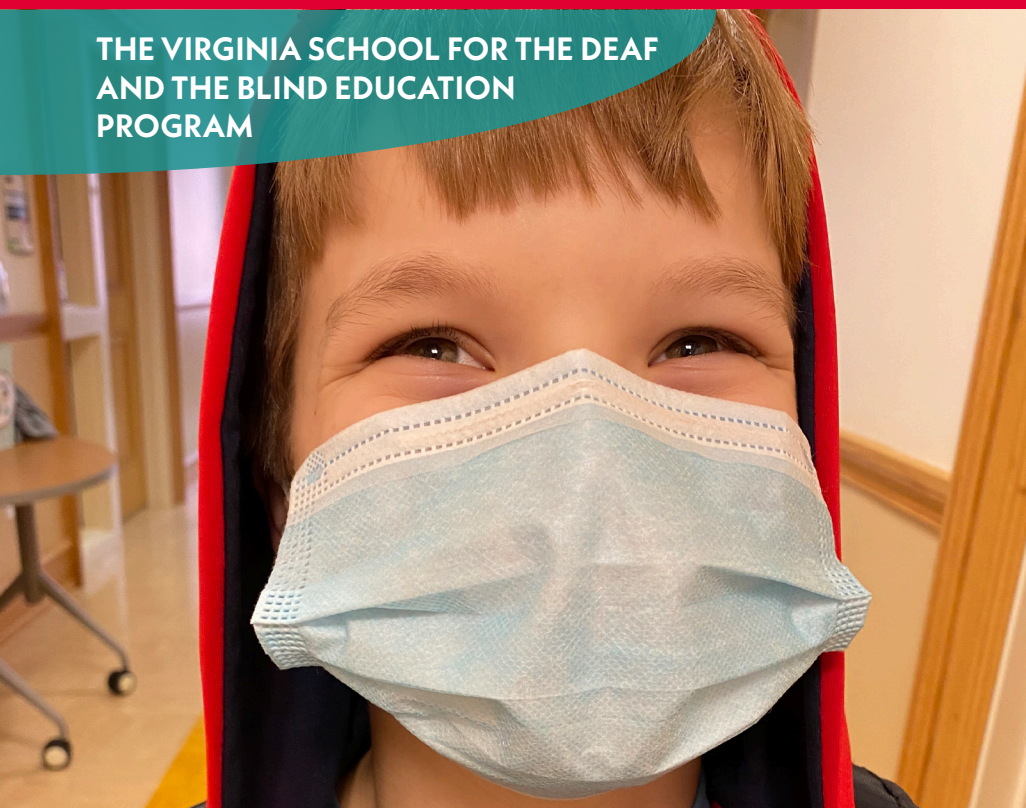- Allow for student choice of topic, sources, or products.

NORTON CITY
Public Schools
Credit: Melissa Kiser, Norton Elementary & Middle School

LUNENBURG COUNTY
Public Schools

THE VIRGINIA SCHOOL FOR THE DEAF AND THE BLIND EDUCATION PROGRAM

SMYTH COUNTY
Public Schools

While this pandemic has been incredibly challenging for all of us, it has stretched us to find new ways to provide innovative, personalized instruction to meet the needs of ALL of our students. We fully expect that these "lessons learned" will live well beyond the pandemic. It would be a shame if we don't use the chaos as an opportunity to create a "new and better" normal for K-12 education!
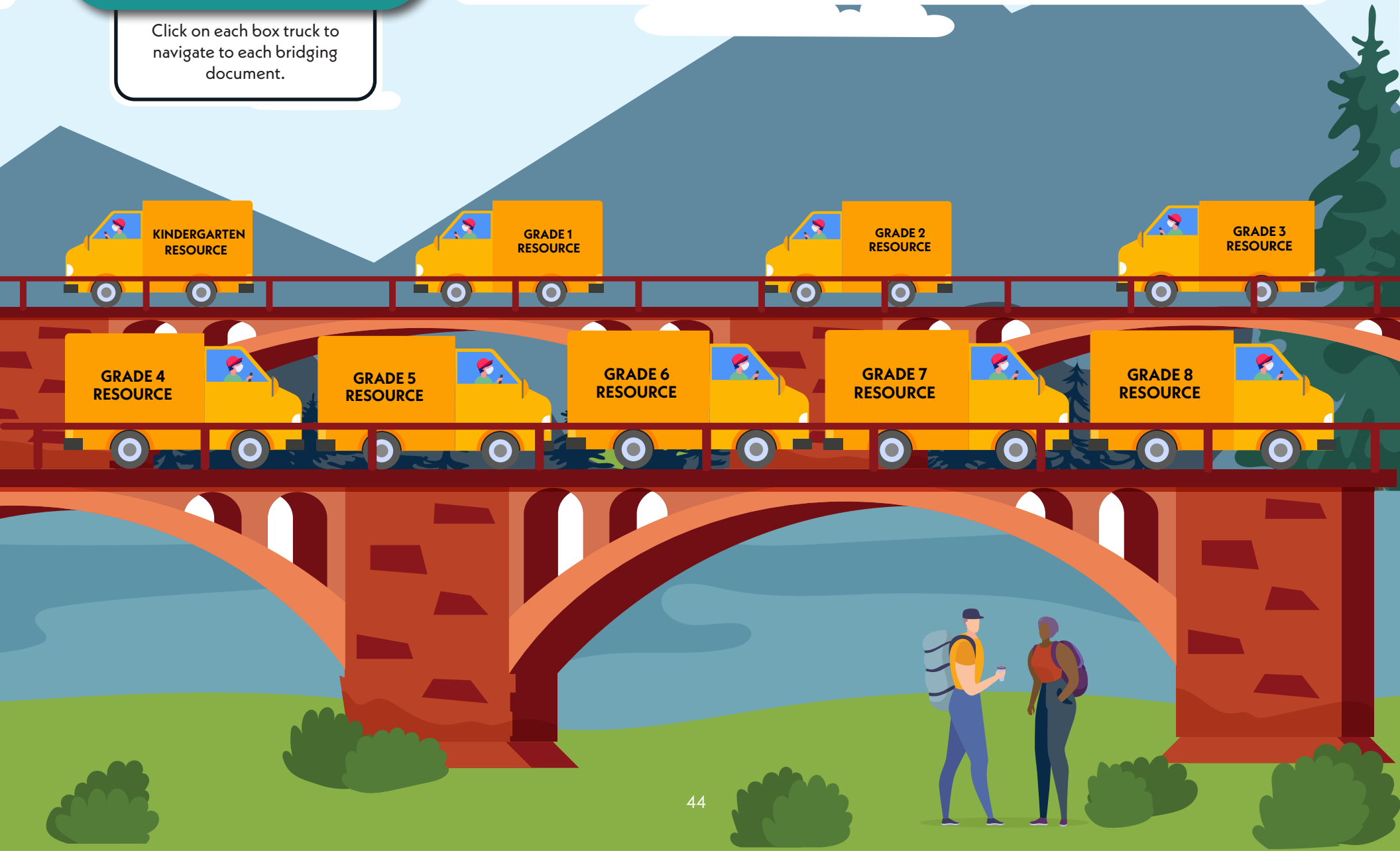
- Dr. Jared Cotton
Chesapeake Public Schools

BRIDGING MATHEMATICS:
LEARNING ACROSS THE K-8 GRADE LEVELS

Click on each box truck to navigate to each bridging document.

The Mathematics Standards of Learning consist of skills and strategies that vertically articulate from kindergarten to high school. Many standards build in complexity within K-12 instruction. Mathematics Bridging Standards documents are available to allow for the identification of content that can be connected when planning instruction and to promote deeper student understanding. Standards are considered a bridge when they:

- function as a bridge to which other content within the grade level/course is connected;
- serve as prerequisite knowledge for content to be addressed in future grade levels/courses; or
- possess endurance beyond a single unit of instruction within a grade level/course.

KINDERGARTEN RESOURCE

GRADE 1 RESOURCE

GRADE 2 RESOURCE

GRADE 3 RESOURCE

GRADE 4 RESOURCE

GRADE 5 RESOURCE

GRADE 6 RESOURCE

GRADE 7 RESOURCE

GRADE 8 RESOURCE

TECHNOLOGY NAVIGATION SYSTEM CHECK

To continue instruction during the pandemic, school divisions have deployed thousands of laptops, tablets, Chromebooks, hotspots and a myriad of other devices. Technology staff have worked tirelessly to update their school divisions' network infrastructures and to accommodate the additional digital traffic while working to ensure the safety of all users. The impact of the pandemic on public education has been profound and technology's tools have taken center stage as a means to delivery instruction.

The Return to School and Technology Future Checklist is a guide for school divisions to use as re-opening plans are implemented and strategic work is undertaken to ensure technology resources are sufficient to meet identified and projected needs. The guide can be used to determine the readiness of a school division to support robust instructional programs, meet state and federal regulations and plan for emerging technology horizons. Key considerations and essential questions are provided in the following areas:

SCHOOL OR ON-CAMPUS TECHNOLOGY INFRASTRUCTURE

VIDEO CONFERENCING

BROADBAND/REMOTE LEARNING/DIGITAL EQUITY

NETWORK SECURITY

STUDENT DATA PRIVACY

E-RATE

VDOE COMMUNICATION AND COLLABORATION CHANNELS

HYBRID NETWORKS

COMPUTING DEVICES

BUILDING YOUR SCHOOL DIVISION TECHNOLOGY FUTURE

CONTENT FILTERING/ SOCIAL EMOTIONAL LEARNING TECHNOLOGIES