

Designing Learning for 2020-21: Content-Specific Considerations

Introduction

The extended closure of school buildings shined a spotlight on the persistent inequities that students—particularly those historically and currently underserved by our system—experience each day. Racial injustices amplified through recent events and the disproportionate impact of COVID-19 have made the experiences of students and communities of color even more salient. This moment offers the potential to rebuild education systems and schools that actively redress racial and other inequities. Returning to business as usual is not an option. This document is meant to be a resource and a provocation to think carefully about classroom instruction during this time.











Reaching relevant, flexible solutions in 2020-21 requires educators to be designers in a new paradigm. In order to maximize safety and ensure high-quality learning experiences, it will be essential to expand professional learning to design, plan, and implement classroom instruction that attends to social-emotional learning, culturally-responsive and sustaining practices, and grade-level learning.

The purpose of this document is to provide subject-specific recommendations and curated resources to help design instruction for hybrid and distance learning in the following areas:

AREA	SEEKS TO ADDRESS
Content	What is essential learning?
Instructional Materials	What tools and resources do I use?
Instructional Practices and Student Engagement	How do I adapt instruction to engage students in learning?
Assessment	How will I measure learning?

The intended audience for this document is district and school instructional leaders. This document first addresses essential instructional content to help determine where to focus learning activities this school year. From there, considerations and resources are provided for navigating and managing instructional resources, practices, and assessment across delivery models.

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NOTE: This document is adapted, with permission, from resources created by and put forth by the Council of Chief State School Officers (CCSSO).

SECTION 1. Overarching Design Considerations



1A. Essential Learning and Acceleration

Instruction—even in this time of disruption—should be designed to ensure that each student has access to grade-level content so they can progress to the next level of learning and be prepared for college and careers. Leveraging student and family funds of knowledge is critical in connecting student experience to current learning goals and student agency. This year, it is important to account for the range of learning opportunities students encountered during extended school closures and over the summer. Focusing on the most essential content will be critical.

Achieving this goal requires educators to understand the essential knowledge from the current and prior grades. The prior grade’s essential knowledge must be woven into the current year’s grade-level learning. Focusing on essential knowledge for each grade asks educators to resist the temptation to think students need to learn everything from the prior grade before taking on the next grade’s learning. That is not necessary for success. Freeing educators from this inclination will let them focus tightly on the highest-leverage learning.

It will be critical to monitor the potential instinct toward over-remediation. Annenberg Institute for School Reform at Brown University and Results for America’s research brief, “[School Practices to Address Learning Loss](#),” recommends against strategies that compress additional content into an instructional timeframe or that increase tiered interventions that pull students away from core content. Evidence suggests that these practices may deepen learning gaps that already exist for struggling students.

Much of the content in every grade level and subject is accessible for students of that age, even if they missed some prior learning. **Thus, the recommendation**, supported in the Annenberg research brief, **is to focus on grade-level learning to ensure students keep making progress, even in these complex times, with supplemental instruction on prerequisite skills as necessary** (See [Learning Acceleration Guide: Planning for Acceleration in the 2020-2021 School Year](#)). This year, school districts/school systems must focus on strong formative assessment practices and adjust how students learn grade-level content through comprehensive distance learning and hybrid instructional models.

What remains in all instructional models and content areas:

- **Keep care and connection at the forefront.**
- **Design learning to include students experiencing disability and who are learning English, as they are first and foremost general education students.**
- **Focus on essential grade-level learning.**
- **Builds on students’ academic background, life experiences, culture and language to support [culturally relevant learning](#).**

This content is situated as a discipline-specific resource and intended to supplement rather than repeat content included in *Ready Schools, Safe Learners*; *Comprehensive Distance Learning*; and *Ensuring Equity and Access* (all of which are available on the [Oregon Department of Education website](#)).



1B. Formative Assessment Practices

Formative assessment practices are the most vital aspect of a balanced assessment system, as they increase student learning and agency. Formative practices inform instruction in the moment, on a daily basis, and apply across all instructional areas, from CTE, to visual and performing arts, to mathematics. Please refer to ODE’s [Formative Assessment Considerations for 2020-21](#) for information around where to focus formative assessment efforts for the coming school year. The assessment sections below focus on guidelines and content-specific interim assessment resources that are available for Oregon districts, where appropriate.

SECTION 2. Content-Specific Design Considerations



2A. ELA/Literacy

The [2020-2021 Essential Instructional Content for English Language Arts/Literacy K-12 Overview](#) guides educators in determining what’s essential knowledge for each grade, K-12, in ELA for Oregon students. Using the recommended essential content, school districts/school systems can plan the scope and sequence of learning and adjust units of instruction. The [Instruction Partners’ Guidance for Accelerating Student Learning](#) is a concise resource with Do’s/Don’t for Tier I ELA instruction for all grade levels. Additionally, the [Becoming Anti-Racist ELA Teachers White Paper](#) is an important resource for all teachers, including ELA teachers.

Focus	Headline Considerations
K-2 Reading Foundations	<ul style="list-style-type: none"> ● It is critical students learn reading foundations coherently and completely. Using formative assessment practices during instruction, educators can determine which skills and missed content from the spring must be taught this fall along with or prior to new skills. ● Using formative assessment practices during instruction, educators can determine which skills from spring require additional instructional support. This will require teachers to identify where students must begin in their learning progression, using short but meaningful and targeted assessment practices. ● High-quality reading foundations instructional materials will provide support to make the content available in various settings to students. ● Design short, highly engaging synchronous opportunities for students to practice and reinforce surface structure literacy skills (i.e. sound-symbol relationship, sight word fluency, phonemic awareness).
K-2 Reading Comprehension	<ul style="list-style-type: none"> ● All students should progress to their next grade level in reading comprehension and begin the first instructional unit with their peers. ● Gathering evidence of learning in the area of reading comprehension includes discrete, targeted determinations of the prerequisite skills needed to access initial instruction.
3-12 Reading Comprehension	<ul style="list-style-type: none"> ● All students should progress to their next grade level in reading comprehension and begin the first instructional unit with their peers. ● Reading comprehension does not require a standards-based assessment at re-entry; rather, teachers should identify what vocabulary and background knowledge students will need for success in the first instructional unit.

K-2 Reading Foundations

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
<p>Content</p> <p>What is the essential learning?</p>	<p>Prioritize the most critical skills and knowledge</p> <p>Educators should work in teams, whenever possible, to accomplish the following actions using the district adopted curriculum before school opens in the fall:</p> <ul style="list-style-type: none"> ● Review prioritized Oregon English Language Arts and Literacy Standards. ● Identify priority grade or course-level content. <p>For a detailed overview of K-2 Reading Foundations, review the K-1 Essential Instructional Content in English Language Arts/Literacy or the 2-3 Essential Instructional Content in English Language Arts/Literacy .</p> <p>For a streamlined version, including a crosswalk of K-2 standards and learning progressions, refer to the K-2 ODE Prioritized ELA Standards Resource document.</p>
<p>Resources</p>	<ul style="list-style-type: none"> ● Foundational Reading Skills Progressions ● K-2 ODE Prioritized ELA Standards Resource ● Text Complexity, Vocabulary, & Writing (Appendix A) ● 2020-2021 Essential Instructional Content for English Language Arts/Literacy K-12 Overview
<p>Instructional Materials</p> <p>What tools and resources do I use?</p>	<p>Start with what you already have in place: Build from the curricular content and lesson planning already in use prior to COVID-19. Supplement or re-align the district-adopted curriculum as needed for supporting students in distance learning and for, if applicable, an adapted scope and sequence.</p>
<p>Resources</p>	<ul style="list-style-type: none"> ● Oregon English Language Arts Instructional Materials Adoption Criteria ● The Oregon Open Learning Hub has content area resources that are openly licensed and free to use, remix, and share. ● The Collaborative for Student Success is collecting Curriculum Publisher Information to Support Learning during COVID from some of the nation’s publishers of highly rated instructional materials about the adaptations, programs, and resources being developed to meet the COVID-19 context. ● Digital Access of State Adopted ELA Instructional Materials
<p>Instructional Practices and Student Engagement</p> <p>How do I adapt instruction to engage students in learning?</p>	<ul style="list-style-type: none"> ● Teach reading foundations in a coherent order, beginning with missed skills if needed. The skills of early reading are best taught sequentially, according to established developmental learning progressions. If students missed parts of reading foundations, it is appropriate to focus, in the short-term, on the prerequisite skills they need to work on that lay a foundation for future access. This may involve supplementing or scaffolding to meet targeted learning needs informed by students’ evidence of learning while also providing access to grade-level content and expectations. ● Ensure students receive foundational skills instruction each day. ● Focus time and attention on phonological and phonemic awareness. ● Ensure instructional time includes:

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	<ul style="list-style-type: none"> ○ explicit teacher modeling of new content. ○ opportunities for student practice of targeted skill(s) through speaking, reading, writing, and/or listening. ○ reading of decodable text (i.e., sentences or text containing previously taught sound and spelling patterns and high frequency words) that students read and reread for automaticity and accuracy. ○ in second grade, some reading of decodable text (i.e., sentences or text containing previously taught sound and spelling patterns and high frequency words) that students read and reread for fluency. ○ in third grade, reading mostly grade-level complex text. Support students’ phonics development through use of decodable text only as needed. ● Support students’ decoding and fluency development through additional small group or individual support; through opportunities to amplify or embed practice with needed skills within existing instruction or practice opportunities; and through modified student practice or scaffolds. ● A consistent instructional routine can support teachers with planning and students with learning. The following instructional routine or cycle of learning can be used when teaching English language arts.
Resources	<ul style="list-style-type: none"> ● Nell Duke’s Videos “Small Group Literacy Instruction at a Distance” and “Word Work at a Distance” ● Foundational Reading Skills Progressions ● 1-2 ELA Cycle of Learning ● K-5 Core Instructional Models ● National Council of Teacher of English (NCTE) Resources ● Supporting Family Involvement in Foundational Reading Skills ● Implementation Toolkits: National Center on Improving Literacy ● Resources with free books/texts: ReadWorks.org and Storyline Online
Assessment How will I measure learning?	<p>After attending to establishing a class culture of learning, here are some considerations around assessment of reading foundations: Use multiple measures and multiple modalities, including screeners, reading inventories, running records, observations, and comparisons to learning progressions and developmental expectations</p> <ul style="list-style-type: none"> ● Prioritize letter inventory, phonological awareness, and grade-level appropriate sound and spelling patterns for each student. <p>Ensure frequent, low-stakes opportunities to formatively assess:</p> <ul style="list-style-type: none"> ● students’ phonological awareness, connecting to phonics as appropriate. ● students’ ability to decode and encode new words based on grade-level appropriate phonics instruction. ● student’s development of vocabulary and word meanings ● students’ understanding of connected text
Resources	<ul style="list-style-type: none"> ● West Virginia Department of Education Developmentally Appropriate Formative Assessment Practices. ● This article on the Reading Rockets website provides an overview of ten different informal

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
	classroom assessment tools that might be used by teachers to determine areas of strength and learning opportunities for students.

K-12 Reading Comprehension

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
Content What is the essential learning?	<p>Prioritize the most critical skills and knowledge</p> <p>Educators should work in teams, whenever possible, to accomplish the following actions using the district adopted curriculum before school opens in the fall:</p> <ul style="list-style-type: none"> ● Review prioritized Oregon English Language Arts and Literacy Standards. ● Identify priority grade or course-level content. <p>For detailed overview and grade-level guidance, review 2020-2021 Essential Instructional Content for English Language Arts/Literacy K-12 Overview</p>
Resources	<ul style="list-style-type: none"> ● 2020-2021 Essential Instructional Content for English Language Arts/Literacy K-12 Overview <ul style="list-style-type: none"> ○ K-1 Essential Instructional Content for English Language Arts/Literacy ○ 2-3 Essential Instructional Content for English Language Arts/Literacy ○ 4-5 Essential Instructional Content for English Language Arts/Literacy ○ 6-8 Essential Instructional Content for English Language Arts/Literacy ○ 9-12 Essential Instructional Content for English Language Arts/Literacy ● Foundational Reading Skills Progressions ● Text Complexity, Vocabulary, & Writing (Appendix A)
Instructional Materials What tools and resources do I use?	<p>Start with what you already have in place: Build from the curricular content and lesson planning already in use prior to COVID-19. Supplement or re-align the district-adopted curriculum as needed for supporting students in distance learning and for, if applicable, an adapted scope and sequence.</p>
Resources	<ul style="list-style-type: none"> ● Oregon English Language Arts Instructional Materials Adoption Criteria ● NCTE’s Qualities of Anti-Racist ELA Curricula ● The Oregon Open Learning Hub has content area resources that are openly licensed and free to use, remix, and share. ● Incorporate Tribal History/Shared History lessons that incorporate ELA ● Curriculum Publisher Information to Support Learning during COVID ● Bookshare - a free online library that provides access to over 800,000 e-books in easy-to-read formats. ● Digital Access of State Adopted ELA Instructional Materials ● Guidelines for ELA and Math instructional materials with regards to ELs ● Using Sound Texts in Anti-Racist Teaching for Middle School and High School
Instructional Practices and Student	<ul style="list-style-type: none"> ● Avoid updating the scope and sequence for ELA reading comprehension to adjust the order of grade-level texts and units. Students can progress into the units as anticipated, even if they missed complete units from last year. Reading comprehension rests on background

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
<p>Engagement</p> <p>How do I adapt instruction to engage students in learning?</p>	<p>knowledge and vocabulary preparation, which can be embedded in the approach to the new units or aligned across disciplines with science and social studies.</p> <ul style="list-style-type: none"> ● Focus remediation on specific vocabulary and background knowledge, not isolated skills or standards. All students are capable of exploring and discussing the ideas of grade-level text, no matter their reading level. This portion of their reading instruction must allow all students to do so. Helping students access the texts should focus on prioritized vocabulary and background knowledge. See Lexile level guidance and text feature guidance in 2020-2021 Essential Instructional Content for English Language Arts/Literacy K-12 Overview. ● Avoid reteaching full units from the previous year at the beginning of this year. Remediation is unnecessary and will hold students back, wasting time on content that may not be required for grade-level success. ● Support students’ decoding and fluency development through additional small group or individual support; through opportunities to amplify or embed practice with needed skills within existing instruction or practice opportunities; and through modified student practice or scaffolds. ● In ELA, evidence-based, effective instruction focuses on students engaging in recursive reading and writing processes to deepen their knowledge of literature and composition. ● A consistent instructional routine can support teachers with planning and students with learning. The following instructional routine or cycle of learning (3 - 5 or 6 - 12) can be used when teaching English language arts. ● Select meaningful, inclusive, and relevant texts. See #DisruptTexts (6-12) and weneeddiversetexts.org for text sets, counter narratives, resources to support anti-racist teaching pedagogy and practices.
<p>Resources</p>	<ul style="list-style-type: none"> ● Instruction Partners’ ELA Guidelines for Distance Learning Models ● Council of the Great City Schools released Addressing Unfinished Learning in the 2020–21 School Year, an instructional framework for addressing unfinished learning and learning losses, as well as a review of essential skills and content in ELA and mathematics to support access to grade-level content in key grade transitions for all students. ● 3-5 ELA Cycle of Learning ● 6-12 ELA Cycle of Learning ● K-5 Core Instructional Models ● National Council of Teacher of English (NCTE) Resources ● Free digital books and texts: ReadWorks.org, Storyline Online, Scholastic Learn at Home ● English Learners Success Forum Analyzing Content and Language Demands for ELA to support analysis of the language and content area demands ● Council of the Great City Schools Re-envisioning English Language Arts and English Language Development for English Language Learners
<p>Assessment</p> <p>How will I measure learning?</p>	<p>After establishing a class culture of care, connection, and learning, consider these recommendations for ELA assessment practices:</p> <ul style="list-style-type: none"> ● Options to gather evidence of learning that do not include extensive testing include listening to students read aloud, analyzing students’ writing, and engaging with students in conversations about what they have read are the most efficient ways to understand what students know and can do, and where they need extra practice or other support to access grade-level work.

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
	<p>Assessment of ELA/literacy is used to provide insights into students’ learning that help teachers support every student to move to grade-level content as quickly as possible. Avoid administering back-to-school assessments focused on isolated standards or to determine students’ generalized reading comprehension level. The goal of any assessment designed to inform instruction throughout 2020-2021 is to provide information to support all students with access to grade-level literacy expectations. Curriculum-based assessments, if administered, should be highly streamlined to check on only those necessary elements that might hinder access to grade level work (e.g., students’ knowledge base, fluency with grade-level text). If students need extra supports, remediation should be short, efficient, and embedded within grade-level ELA/literacy instruction.</p> <p>ODE is providing all districts with access to a robust and aligned Interim Assessment System and Tools for Teachers that provide educators with assessment and curricular options at multiple levels in order to efficiently support teacher and student agency. These resources can be used for assessment of grade-level learning at the end of instructional units. Please see the Oregon Department of Education interim assessment webpage for more information.</p> <p>Please see formative assessment information in ODE’s Formative Assessment Considerations for 2020-21 for focused considerations and resources.</p>
Resources	<ul style="list-style-type: none"> ● ELA and Mathematics Interim Assessment Overview ● Restart & Recovery: Assessment Considerations for Fall 2020 ● ODE Official State Scoring Guides and Student Language Scoring Guides ● Oregon ELA Interim Assessment Block Crosswalk with the ODE Condensed ELA Priority Standards



2B. Mathematics

In August 2020, ODE released [Mathematics: Preparing for 2020-2021](#) which helps educators address how to prioritize essential knowledge and skills in mathematics for Oregon students. Using this essential content, districts can—where possible and in partnership with instructional materials providers—plan the scope and sequence of learning and adjust units of instruction for each content area at each grade level. One critical theme of ODE’s recommendations is that all students be given the opportunity to learn grade-level essential content rather than return to content potentially missed during the emergency school closures that ended the 2019-20 school year. In this sense, all students must be accelerated to grade-level essential content. Visit the [ODE Mathematics Standards](#) web page for future updates.

- Students can progress and succeed in essential grade-level learning as only some grade-level content is dependent on student mastery of previous content. The resources in the Content section of the table below are tools that will help make appropriate decisions about grade-level content.
- Remediation of prior grade’s essential knowledge should be embedded with the grade-level content, no more extensive than necessary, and taught in conjunction with aligned grade-level content rather than front-loaded.
- Given the above, back-to-school instructional assessments should focus just on the pre-learning necessary for

the essential content of unit one, not the entire previous grade level.

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
<p>Content</p> <p>What is the essential learning?</p>	<p>Prioritize the most critical skills and knowledge</p> <p>Educators should work in teams, whenever possible, to accomplish the following actions using a combination of the district’s adopted curriculum and other available tools before school opens in the fall:</p> <ul style="list-style-type: none"> ● Identify priority grade- or course- level content. ● Study and apply math learning progressions to maintain focus on learning essential content.
<p>Resources</p>	<ul style="list-style-type: none"> ● 2020-2021 Priority Instructional Content in ELA/Literacy and Mathematics (Student Achievement Partners K-8 resource) ● Oregon Department of Education High School Core Math Guidance (9-12) ● Student Achievement Partners Coherence Map
<p>Instructional Materials</p> <p>What tools and resources do I use?</p>	<p>Start with what you already have in place</p> <p>Build from the curricular content and lesson planning already in use prior to COVID-19. Supplement or re-align the district-adopted curriculum as needed for supporting students in distance learning and for, if applicable, an adapted scope and sequence.</p> <ul style="list-style-type: none"> ● Adjust your scope and sequence or course maps to reflect identified essential content. Keep long-term learning pathways in mind, especially for high school course progressions. ● Prioritize grade-level tasks and projects that engage students in the practice of mathematics. ● Promote positive mathematics learning and achievement.
<p>Resources</p>	<ul style="list-style-type: none"> ● Mathematical Practice Standards ● San Diego Enhanced Mathematics is a sample modified scope and sequence for prioritizing math in grades 6 to 12 using Illustrative Mathematics as an example curriculum. <ul style="list-style-type: none"> ○ Original San Diego Unified School District Resource ○ Modified version aligned to Oregon’s 2+1 high school math model (Lane ESD) ● Mathematics Education Through the Lens of Social Justice: Acknowledgment, Actions, and Accountability. ● Incorporate Tribal History/Shared History lessons that include mathematics. ● Resources focused on positive mathematical mindsets at Youcubed. ● The Oregon Open Learning Hub has content area resources that are openly licensed and free to use, remix, and share. ● Digital Access of State Adopted Math Instructional Materials ● Adoption Criteria for Math Instructional Materials <p>Leverage the expertise and resources of STEM community partners including your local Regional STE(A)M Hub. Local informal institutions, businesses, and universities can offer resources to support with the design, facilitation, and evaluation of professional learning and increase opportunities for out-of-school STEM engagement. Your local Regional STE(A)M Hub already has established partnerships with many of these community partners and can help you.</p> <ul style="list-style-type: none"> ● STEMOregon.org

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
<p>Instructional Practices and Student Engagement</p> <p>How do I adapt instruction to engage students in learning?</p>	<p>Student discourse, rich tasks, and choice are key to building identity and agency in equity-based teaching and learning in mathematics. Given the social nature of learning, designing tasks that support student discourse is a critical aspect of planning. Synchronous and asynchronous digital tools are available for students to interact with each other and mathematical content.</p> <ul style="list-style-type: none"> ● Plan for intentional and purposeful student engagement in the Standards for Mathematical Practice. Quality tasks are more important than the quantity of tasks with which a student engages. ● Engage students in rich mathematical tasks that elicit more evidence of their thinking than simply an answer. Students can continue to use and produce mathematical language in a distance learning context using a variety of online tools and platforms. ● Consider using the many COVID-19 data sets for analysis and discussion so students can see mathematics as relevant now more than ever. Educators should be sensitive to students' lived experiences when choosing to use these data sets. ● Ensure students are placed in heterogeneous math classes or groups where expectations for learning are high.
<p>Resources</p>	<ul style="list-style-type: none"> ● Moving Forward: Mathematics Learning in the Era of COVID-19. ● Mathematics Instruction for English Language Learners ● Teaching with Accessible Math ● Creating Accessible Math with MathML ● Signing Math & Science ● Instruction Partners' Math Guidelines for Distance Learning Models ● 11 Teacher Recommended Math Apps and Online Tools ● Strategic Use of Technology in Teaching and Learning Mathematics ● Use Oregon Open Learning resources for engaging supplemental materials. <ul style="list-style-type: none"> ○ Regional STEM Hub Group ○ Oregon Mathematics Group ● Council of the Great City Schools released Addressing Unfinished Learning in the 2020–21 School Year, an instructional framework for addressing unfinished learning and learning losses, as well as a review of essential skills and content in ELA and mathematics to support access to grade-level content in key grade transitions for all students. ● English Learners Success Forum shares Analyzing Content and Language Demands for Math to support analysis of the language and content area demands of an upcoming lesson before teaching. ● Council of the Great City Schools shared A Framework for Re-envisioning Mathematics Instruction for English Language Learners to explicitly address the role that language and communication play in service of understanding and applying mathematical concepts.
<p>Assessment</p> <p>How will I measure learning?</p>	<p>Assessment of mathematics should be used to provide insights into students' learning that help teachers support every student to move to grade-level content as quickly as possible. Plan an approach to identify students' understanding of prerequisite content. Evidence of student thinking in mathematics includes qualitative data. Comprehensive assessments should be used with extreme caution to maximize already reduced instructional time. Instructional emphasis should be on students' current grade level, scaffolding knowledge and skills from previous grade levels as needed. Educators should use multiple approaches to identify students' prerequisite knowledge for essential priority content.</p>

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
	<p>ODE is providing all districts with access to a robust and aligned Interim Assessment System and Tools for Teachers that equip educators with assessment and curricular options at multiple levels in order to efficiently support teacher and student agency. These resources can be used for assessment of grade-level learning at the end of instructional units.</p> <p>Please see formative assessment information in ODE’s Formative Assessment Considerations for 2020-21 for focused considerations and resources.</p>
Resources	<ul style="list-style-type: none"> ● Example of 6th grade analysis for prerequisite learning ● Student Achievement Partners Mathematics Tasks ● Assessment tasks through Oregon Open Learning <ul style="list-style-type: none"> ○ Illustrative Mathematics Curricular Resources ○ Oregon Mathematics Group ● Use tasks provided by adopted instructional materials. ● Math and ELA Interim Assessments ● Formative Assessment Process ● ODE Official State Scoring Guides and Student Language Scoring Guides



2C. Science

Effective instruction in science engages students in making sense of the world around them, asking questions, exploring and investigating ideas, and collaboratively creating authentic products that demonstrate standards-based learning. There are three distinct and equally important dimensions to learning science. These dimensions are the integration of disciplinary core ideas, science and engineering practices, and cross-cutting concepts. Each dimension works with the other two to help students build a cohesive understanding of science over time.

Science learning should be student-centered and consistently engage students in the practices of science and engineering. Instruction facilitates collaborative sensemaking — a critical component of understanding phenomena and solving problems — in ways that honors student interest and identity.

All students, including [elementary students](#), should experience high-quality science instruction regularly. Ensuring educators have time, resources, and support to engage all students in meaningful science experiences is critical for broadening participation in science and building a scientifically literate population.

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
<p>Content</p> <p>What is the essential learning?</p>	<p>Developing Scientific Literacy</p> <p>The Framework for K–12 Science Education establishes a vision of science for all students, with a goal of developing a scientifically literate society and preparing students with the skills, habits and understanding to be college, community, and career ready.</p> <p>The Oregon Science Standards are built on the notion of learning as a developmental progression. It is designed to help children continually build on and revise their knowledge and</p>

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
	<p>abilities, starting from their curiosity about what they see around them and their initial conceptions about how the world works.</p> <p>Keep science teaching and learning coherent, by considering bundling standards and storylining. Address requisite skills and knowledge in ways that are focused on grade-level learning.</p> <p>Developing science learning should integrate a focus on leveraging student interests and identity. Chapter 11 of the Framework for K–12 Science Education highlights how "all science learning can be understood as a cultural accomplishment." Cultural perspectives can transform learning experiences to make them more engaging and meaningful for learners.</p>
Resources	<ul style="list-style-type: none"> ● CSSS Back-to-School Considerations ● Learning progressions ● Science in Early Years ● Vision of Science Education
Instructional Materials What tools and resources do I use?	<p>Start with what you already have in place: Build from the curricular content and lesson planning already in use prior to COVID-19. Supplement or re-align the district-adopted curriculum as needed for supporting students in distance learning and for, if applicable, an adapted scope and sequence.</p> <p>Consider the use of cross-curricular units, particularly at elementary, to bundle standards and maximize learning time.</p>
Resources	<ul style="list-style-type: none"> ● #Going 3D with Gathering, Reasoning & Communicating ● Adoption Criteria for Science Instructional Materials ● Digital Access of State Adopted Science Instructional Materials ● NextGenTime ● NGSS Lesson Screener ● OpenSciEd Middle School Units ● Oregon Open Learning Hub ● SB 13 Tribal History Grade 4 -- Grade 8 -- High School ● PMSP High School Units ● STEM@Home™
Instructional Practices and Student Engagement How do I adapt instruction to engage students in learning?	<p>Leverage the expertise and resources of STEM community partners including your local Regional STE(A)M Hub. Local informal institutions, businesses, and universities can offer resources to support with the design, facilitation, and evaluation of professional learning and increase opportunities for out-of-school STEM engagement. Your local Regional STE(A)M Hub already has established partnerships with many of these community partners and can help you.</p> <p>Equitable science learning environments must include activities that prioritize multiple ways of knowing, doing, and expressing understanding. This includes encouraging students to engage and share at home in meaningful and authentic ways. Some examples could be to anchor units with a justice-centered phenomena where they use science to develop ideas, solutions, and</p>

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
	<p>opinions on real world events—connecting science and society.</p> <p>Science instruction should help students understand “why does this matter to me?” By connecting to high-leverage science teaching and learning practices, such as phenomena, science discourse, and student’s interests and identities, educators create inclusive learning spaces.</p> <p>In science, evidence-based effective instruction focuses on students engaging in science investigations and design to explain phenomena or develop solutions. To support student engagement, here is a description of the cycle of science learning or routine for effective instruction.</p> <p>Integration across disciplines can serve as a valuable instructional strategy for providing rich learning experiences that reinforce concepts and skills throughout the school year. Certain elements of the practices and related instructional approaches can be beneficial for students learning science while also learning the language of instruction.</p> <p>Prioritize safety when considering which hands-on science activities can be completed at home. Determine which materials and supplies students will require to engage in learning at home and consider which activities can be completed without family guidance.</p>
Resources	<ul style="list-style-type: none"> ● Ambitious Science Teaching ● iColorin Colorado! - Science ● Engaging Emergent Bilingual Students in Science ● Engaging Student Experiencing Disabilities in Science ● Learning in Places ● NSTA Safer Science ● Phenomena Driven Instruction ● Regional STEM Hubs ● Role of E-Learning in Science Education ● Science Notebooks and Science Talk Moves ● STEM Oregon Connections ● SB 13 Tribal History/Shared History Professional Learning
Assessment How will I measure learning?	<p>After attending to establishing a class culture of learning, here are some considerations around assessment of science:</p> <ul style="list-style-type: none"> ● Provide students with multiple opportunities and modalities to showcase their science/engineering practices, cross-cutting concepts, and science content expertise thinking throughout the cycle of learning ● Options to gather evidence of learning can include teacher observation, questioning, and noticing, detailed rubrics, virtual or videotaped laboratory experiences and related reports, projects/experimentation, and interactive websites. <p>An OSAS Science Interim Bank that aligns with our summative assessment design and technical features is available for district purchase for 2020-21. Please see the Oregon Department of Education interim assessment webpage for more information.</p>

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
	Please see formative assessment information in ODE's Formative Assessment Considerations for 2020-21 for focused considerations and resources.
Resources	<ul style="list-style-type: none"> ● NGSS Assessment Portal ● ODE Official State Scoring Guides and Student Language Scoring Guides ● Stanford Assessment Project, Uncovering Student Ideas in Life Science ● Strategies for Collecting Evidence of Learning ● STEM Teaching Tools ● The Right Assessment for the Right Purpose Guidance Document



2D. Social Science

Social science is an integral part of a comprehensive education preparing learners for college, careers and civic life. Through the study of each of the social science domains—civics and government, economics and financial literacy, geography, history, and social science analysis—students are provided with a framework to acquire and apply knowledge and skills in a variety of relevant contexts. Social science instruction at each grade level must connect students to materials, lessons, problems, and discussions utilizing the tools of the discipline to make sense of the past and the present. The knowledge, skills and dispositions gained through social science helps inform students to make democratic decisions and participate fully in civic life. It provides a road map of the successes and failures of societies’ pursuit of the ideals of social justice.

Social science learning should be student-centered and consistently engage students in relevant content and skills that facilitate a deeper understanding of the issues in the world around them. Instruction should facilitate examination and analysis guided by the social science standards and essential questions (e.g., [grade-level crosswalks](#)). The Oregon Department of Education’s [Social Sciences website](#) also provides links and resources for teaching to support the implementation of rigorous and relevant K-12 standards.

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
<p>Content</p> <p>What is essential learning?</p>	<p>Developing Social Science Literacy</p> <p>The Oregon Social Sciences Standards are built on the notion of learning as a developmental progression. The standards are designed to help children continually build on and expand their knowledge of self and the world around them. In the move to distance learning, teachers should prioritize the standards, to create relevancy for the learner. When possible, collaborate with other teachers to build a cohesive vertically articulated selection of standards. Which standards will create the most engaging learning for students? Which standards allow students to build from their funds of knowledge? Which standards will set them up for success next year?</p> <p>Consider the multicultural standards as a core to create essential questions and inquiry that connect the social science domains.</p> <p>K-5 teachers can bundle social science with ELA and/or sciences standards as students engage in non-fiction reading and examine current or historic events. Address requisite skills and knowledge in ways that are focused on grade-level learning.</p>
<p>Resources</p>	<ul style="list-style-type: none"> ● NCSS and C3 Standards ● Inquiry Design Model ● Knowledge Gap: Better Readers Through Social Science ● Essential Characteristics of a Culturally Conscientious Classroom

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
<p>Instructional Materials</p> <p>What tools and resources do I use?</p>	<p>Start with what you already have in place: Build from the curricular content and lesson planning already in use prior to COVID-19. Supplement or re-align the district-adopted curriculum as needed for supporting students in distance learning and for, if applicable, an adapted scope and sequence.</p> <p>Consider the use of cross-curricular units, particularly at elementary, to bundle standards and maximize learning time.</p>
<p>Resources</p>	<ul style="list-style-type: none"> ● Social Studies Instruction for ELLs ● Teaching Tolerance: Materials on Teaching “Hard History” and Current Issues ● Stanford History Reading Like an Historian ● Facing History & Ourselves ● Throughline Podcasts ● 1619 Project & 1776 Unites ● The Choices Program ● The Oregon Open Learning Hub has content area resources that are openly licensed and free to use, remix, and share. ● Digital Access of State Adopted Social Science Instructional Materials ● Adoption Criteria for Social Science Instructional Materials <p>Leverage the expertise and resources of community partners in Oregon.</p> <ul style="list-style-type: none"> ● SB 13 Tribal History Grade 4 -- Grade 8 -- High School ● Black Pioneers ● Oregon Heritage ● Oregon Historical Society ● Oregon Jewish Museum ● Japanese American Museum of Oregon
<p>Instructional Practices and Student Engagement</p> <p>How do I adapt instruction to engage students in learning?</p>	<p>Equitable social science learning environments must include activities that engage multiple ways of knowing, doing, and expressing understanding. This includes encouraging students to engage and share at home in meaningful and authentic ways. Our students are living through extraordinary times. A global pandemic, daily protests for racial and social justice, the 2020 Census, national and state elections, the impact of climate change, are only some of the social science topics that students are seeing around them every day.</p> <p>Social science instruction should help students understand “why does this matter to me?” However, relevancy is not limited to current events. An understanding of the forces and decisions that have shaped the human past are essential to developing an effective path forward.</p>
<p>Resources</p>	<ul style="list-style-type: none"> ● Teaching Current Events ● SEL and Social Studies ● SB 13 Tribal History/Shared History Professional Learning
<p>Assessment</p>	<p>Our world is full of opportunities to explore social science concepts and applications at the present time, even merely considering the impacts that the COVID-19 pandemic has affected.</p>

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
How will I measure learning?	<p>Social science assessment is typically best leveraged through project-based learning that can readily be developed in a cross-curricular manner. ODE provides official scoring guides for social sciences that educators can use to evaluate and develop student expertise relative to definitions of proficiency.</p> <p>Please see formative assessment information in ODE’s Formative Assessment Considerations for 2020-21 for focused considerations and resources.</p>
Resources	<ul style="list-style-type: none"> • Stanford Beyond the Bubble • Social Sciences Performance Assessment Resources • ODE Official State Scoring Guides and Student Language Scoring Guides

2E. Health and Physical Education

Health and Physical Education (PE) support students’ physical, mental, social, and emotional health. The COVID-19 pandemic has dramatically changed how schools operate and it has also brought to the forefront the importance of prioritizing the health and wellbeing of all students.

It is important to understand that the Oregon Standards for Health Education do not specify what topics must be taught. Instead, they address skills that provide flexibility for unique learning experiences. Create a curriculum plan based on the Oregon Standards for Health Education and the needs of the school and/or community by looking at the health related data from the [Oregon Healthy Youth Survey](#) or the local health department.

For Physical Education, educators may need to shift the focus of their curriculum to Standard 3 (health-enhancing fitness), Standard 4 (personal and social responsibility) and Standard 5 (value of physical activity) and incorporate activities for Standard 1 (motor skills and movement patterns) and Standard 2 (movement concepts) that are safe and appropriate. Educators should also consider extending the amount of time spent on motor skills that may have been missed in the 2019-20 school year.

[Social and Emotional Learning – What Health and Physical Educators Should Know](#) from SHAPE America shows how health and physical educators are on the front lines of the SEL movement and how the standards for Health and PE naturally integrate starting at the elementary grade level.

Continue to check the [Health Education](#) and [Physical Education](#) pages on the Oregon Department of Education website for additional resources as they become available.

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
<p>Content</p> <p>What is the essential learning?</p>	<p>Prioritize the most critical skills and knowledge</p> <p>Educators should work in teams, whenever possible, to accomplish the following actions using a combination of the district’s adopted curriculum and other available tools.</p> <ul style="list-style-type: none"> • Assess your curriculum and make a curriculum map to address all of the Oregon Health Education State Standards & Performance Indicators and Oregon Physical Education State Standards & Performance Indicators.

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
Resources	<ul style="list-style-type: none"> ● Oregon Health, Physical, & Sexuality Education Topic Categories and Essential Questions ● Oregon Health Education Standards Color-Coded by Topic Categories - Chart ● SHAPE AMERICA K-12 Physical Education Distance Learning Supplement - examples of National Standards & Grade-Level Outcomes that physical educators should prioritize with distance learning. ● OPEN – Tools for Planning and Evaluation
Instructional Materials What tools and resources do I use?	<p>Start with what you already have in place: Build from the curricular content and lesson planning already in use prior to COVID-19. Supplement or re-align the district-adopted curriculum as needed for supporting students in distance learning and for, if applicable, an adapted scope and sequence.</p> <ul style="list-style-type: none"> ● Connect learning to current events and combine with other content areas.
Resources	<ul style="list-style-type: none"> ● Digital Access of State Adopted Health/PE Instructional Materials ● Adoption Criteria for Health Education Instructional Materials ● Adoption Criteria for Physical Education Instructional Materials ● The Oregon Open Learning Hub has content area resources that are openly licensed and free to use, remix, and share. <ul style="list-style-type: none"> ○ Oregon Health Education Group ○ Oregon Physical Education Group ● SB 13 Tribal History Grade 4 -- Grade 8 -- High School
Instructional Practices and Student Engagement How do I adapt instruction to engage students in learning?	<p>Effective Instructional Routines</p> <p>How will each student learn the content and skills associated with these disciplines?</p> <ul style="list-style-type: none"> ● Instruction should focus on skill development activities, fitness-related activities, and social-emotional learning opportunities that can be performed. ● The series of developmental steps (cycle of learning) that builds essential skills for both PE and Health — including communication, refusal, assessing the accuracy of information, decision-making, planning and goal-setting, self-control, and self-management — enable students to build their confidence, deal with social pressures, and avoid or reduce risk behaviors. For each skill, students can be guided through the cycle of learning provided in the resource below. ● Delivering appropriate instructional practices and deliberate-practice tasks that support the goals, objectives, and standards can be achieved with distance learning by focusing on a consistent instructional routine or cycle of learning.
Resources	<ul style="list-style-type: none"> ● Skills Based Cycle of Learning with resources ● SHAPE Virtual Resources for Health and PE
Assessment How will I measure learning?	<p>After establishing a class culture of learning, assessment of health and physical education considerations include:</p> <ul style="list-style-type: none"> ● See SHAPE AMERICA Student Assessment in Physical Education and RMC Health Education Assessments to design new and creative ways for students to demonstrate their learning such as making a slideshow or a video, using video chat services to have discussions, or having students create a poster or presentation to share in-person or on a virtual platform.

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
Resources	<ul style="list-style-type: none"> • Please see formative assessment information in ODE’s Formative Assessment Considerations for 2020-21 for focused considerations and resources. • For more assessment ideas, refer to Physical Activity Learning Types and OPEN Question Stems



2F. Sexuality Education

Sexuality education includes concepts and skills that are integral to a well-rounded education, including healthy friendships and relationships, child abuse prevention, sexual health promotion, and respecting differences. Sexuality education, under Health Education, remains a priority in all grade levels.

Topic	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
Content What is the essential learning?	Prioritize the most critical skills and knowledge <ul style="list-style-type: none"> • Work with educators, youth, parents/caregivers, and health experts to determine how to provide essential sexuality education and child abuse prevention (Erin’s Law) instruction that promotes student well-being and safety at this time. Refer to the essential questions resource to guide below for prioritization and planning. • LEA staff should plan to engage parents/caregivers in conversations about content choices and should be prepared to address the range of values or beliefs that surface. Consider parents, caregivers, and families as allies and partners in sexuality education instruction. CDL provides an opportunity for dialogue between educators, students, and families around: naming important values, identifying emotions, asking questions about bodies, health, and safety, and exploring identity and other related topics.
Resources	<ul style="list-style-type: none"> • Oregon Health, Physical, & Sexuality Education Topic Categories and Essential Questions • Oregon Health Education Standards Color-Coded by Topic Categories - Chart
Instructional Materials What tools and resources do I use?	Start with what you already have in place: Build from the curricular content and lesson planning already in use prior to COVID-19. Supplement or re-align the district-adopted curriculum as needed for supporting students in distance learning and for, if applicable, an adapted scope and sequence. <ul style="list-style-type: none"> • Materials must never use terms or strategies that are fear- or shame-based. Similarly, school districts must vet guest speaker content to ensure that it is not abstinence only education or sexual risk avoidance education.
Resources	<ul style="list-style-type: none"> • Oregon Health, Physical, & Sexuality Education Topic Categories and Essential Questions • Comprehensive Distance Learning: Erin’s Law Toolkit for Districts • Sexuality Education Made Simple: A Teacher’s Guide for K-12 Health and Sexuality Education • The Oregon Open Learning Hub has content area resources that are openly licensed and free to use, remix, and share. <ul style="list-style-type: none"> ◦ Oregon Health Education Group • Skills-Based Cycle of Learning for Health Education

Topic	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
	<ul style="list-style-type: none"> ● Guidance for Sex Ed Speakers ● Guidelines for Supporting the Sexual Health of Young People Experiencing Intellectual/Developmental Disabilities
<p>Instructional Practices and Student Engagement</p> <p>How do I adapt instruction to engage students in learning?</p>	<ul style="list-style-type: none"> ● Health and sexuality education intersect with conversations related to COVID-19, including infection control, social distancing and boundaries, bodily autonomy, healthy friendships and relationships, technology, and media literacy. ● Educators should design and provide skills-based health and sexuality education that allows students to practice communication, consent, and other socio-emotional skills related to healthy relationships. ● Make sure that the district has a plan in place if there are concerns about a student’s safety. ● Respond to the shifts in how students are engaging with peers and digital devices during physical distancing. Consider how to layer media literacy and digital citizenship skills into learning. Support students to navigate new related challenges, for example cyber-bullying and confronting sexually explicit content online. ● Provide a space for private questions and answers, for example, on a virtual survey. ● Allow time for open dialogue that can de-stigmatize issues related to identity, bodies, relationships, societal norms, and violence. ● Be prepared for addressing real-life concerns, grief, and trauma that will surface as students reconnect with school. Health and sexuality education can be a place where these feelings come up, but is also an opportunity to normalize their experiences and to strengthen student connection to school.
<p>Resources</p>	<ul style="list-style-type: none"> ● Key Tips for Sexuality Education During Distance Learning ● Oregon LGBT ● Q2SIA+ Student Success Plan ● Supporting LGBTQ+ Mental Health: Safe and Affirming School Climates During Distance Learning (PPT), ODE & OHA Collaboration (webinar recording for K-12 educators, admin, school staff, school counselors, and other mental health professionals)
<p>Assessment</p> <p>How will I measure learning?</p>	<p>After establishing a class culture of learning, assessment in the area of sexuality education considerations include:</p> <ul style="list-style-type: none"> ● Projects and assignments that provide for inquiry and reflection can support students to identify their values, plan their decision-making strategies, and gather information from trusted adults and from other reliable sources. ● Age-appropriate scenarios, if designed with a trauma-informed lens, can demonstrate understanding of concepts and skills, especially related to communication, advocacy, respect, and empathy. ● Outcome-level public health assessments, based on Sexual Health & Violence Prevention map or the Oregon Health Authority’s Student Health Survey (SHS). <p>Please see formative assessment information in ODE’s Formative Assessment Considerations for 2020-21 for focused considerations and resources.</p>
<p>Resources</p>	<ul style="list-style-type: none"> ● OHA/ODE Sexual Violence Prevention Map



2G. Career and Technical Education (CTE)

CTE provides students with the academic and technical skills, knowledge, and training necessary to succeed in future careers and to continue adulthood as lifelong learners. CTE prepares learners for the world by introducing them to critical technical skills and professional habits of mind and ways of being. The applied learning approach makes academic content more accessible to students by situating it in real-world contexts. Engaging students in CTE in a comprehensive distance learning environment comes with new challenges and also new opportunities. The suggestions below provide recommendations for practice and links to resources, all designed to help schools continue to offer robust CTE learning experiences for students.

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
<p>Content</p> <p>What is the essential learning?</p>	<p>Districts are strongly encouraged to prioritize maintaining CTE courses that are part of a recognized CTE Program of Study. Additionally, continue to work with CTE educators to differentiate instructional strategies to meet student needs and ensure all students have access to CTE and the skills necessary to successfully enter postsecondary training or engage in high-wage, high-demand careers.</p>
<p>Resources</p>	<ul style="list-style-type: none"> ● ODE: Career and Technical Education (CTE) Additional Considerations ● Association for Career & Technical Education: High-quality CTE: Planning for a COVID-19-impacted School Year ACTE, Access and Equity in CTE during COVID ● Association for Career & Technical Education: Distance Learning Resources (organized by content area) ● Oregon CTE Skill Sets
<p>Instructional Materials</p> <p>What tools and resources do I use?</p>	<p>Start with what you already have in place: Build from the curricular content and lesson planning already in use prior to COVID-19. Supplement or re-align the adopted curriculum as needed for supporting students in distance learning and for, if applicable, an adapted scope and sequence.</p> <ul style="list-style-type: none"> ● CTE Regional Coordinators, Dual Credit Coordinators: The CTE Regional Coordinator exists at the nexus of partner systems that comprise CTE Programs of Study. They are instrumental in supporting professional development, licensure, and program approval. Dual Credit Coordinators are critical to the success of programs that help students earn post-secondary credit while still in high school. Together they are a significant part of the CTE Network that provides guidance and support for programs across Oregon ● CTE Postsecondary Partners: CTE Programs of Study are built upon relationships with post-secondary partners (normally community colleges). Support teachers as they connect with teaching colleagues at partner institutions. These institutions may be able to assist with distance learning strategies, shop/lab access, and other requirements. The CTE Community College Leaders provide support for these functions. ● Business and Industry Partners: Business and Industry partners collaborate and support CTE Programs of Study in order to ensure that the content offered to students is relevant, rigorous, and of high quality. CTE teachers know their partners and should be supported in working with them subject to OHA/ODE/local physical distancing and safety protocols. Industry partners often participate on CTE Advisory Committees in order to provide support in coordinated ways. ● Open Oregon Learning: CTE Programs of Study have established curricula prescribed by industry standards. There may be circumstances in which typical curricula may be difficult or

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
	<p>impossible to implement. The Oregon CTE Group within Oregon Open Learning may provide links to free, high-quality curriculum resources that are appropriate for distance learning. Teachers can use Oregon Open Learning to access Open Educational Resources from virtually anywhere.</p> <ul style="list-style-type: none"> ● Equipment and Materials Availability: CTE teachers typically have the equipment, tools, materials, and other resources they need close at hand when teaching on ground. During CDL, it may be difficult to create the same learning environment. Support teachers as they brainstorm and create mobile learning kits that circulate. It may be necessary to allow students and teachers to access learning spaces based on Guidance for Limited In-Person Instruction During Comprehensive Distance Learning. Please follow ODE guidelines with regard to safety, sanitation, and equipment management. ● Equipment and Safety Protocols: Depending upon the content area, CTE can be equipment and materials focused. Follow ODE guidelines with regard to safety, sanitation, and equipment management.
Resources	<ul style="list-style-type: none"> ● The Oregon Open Learning Hub has content area resources that are openly licensed and free to use, remix, and share Focus resources include Oregon CTE and Oregon OER Professional Learning. ● Association for Career & Technical Education: High-quality CTE: Planning for a COVID-19-impacted School Year ACTE, ACTE Partnering with Industry video.
Instructional Practices How do I adapt instruction?	<ul style="list-style-type: none"> ● Consider implementing a compressed curriculum for CTE courses that focus on critical content related to foundational skills and knowledge and specific career area skills. ● Schedule CTE instructional time in conjunction with other content areas/educators. ● Share resources and services with other districts offering the same CTE programs for common virtual classrooms, especially regarding challenging content ● Consider how scheduling can maximize in-person and synchronous distance learning. ● Provide students with options for demonstrating their understanding and incorporate materials focused on Instruction and Engagement. Use online, interactive simulators (e.g., CAD, online welding simulators, safety lessons and fabrication math). ● Provide short, online learning videos that are integrated into lessons to explain concepts or demonstrations (e.g., Motor Oil on YouTube). ● Offer online OSHA 10* training (CareerSafe or other relevant vendors/resources) to increase student expertise, self-efficacy, safety, and provide portable credentials. ● Create opportunities to bring targeted small groups of students into buildings to complete CTE performance tasks. ● Focus on skills that align with Program of Study skill sets to ensure students are ready for both progression and available certifications they would qualify to complete. <p><i>*Note: OSHA 10 as a free-standing credential does not count as an Industry Recognized Credentials on its own per ODE.</i></p>
Resources	<ul style="list-style-type: none"> ● ODE: Career and Technical Education (CTE) Additional Considerations ● Association for Career & Technical Education: High-quality CTE: Planning for a COVID-19-impacted School Year ACTE ● ODE: Guidance for Limited In-Person Instruction During Comprehensive Distance Learning ● Massachusetts Re-Opening Guidance: CTE ● Professional Development: Oklahoma--In-Person Training and Conferences

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
	<ul style="list-style-type: none"> Distance Learning Resources: Promising Practices, Simulated Work-Based Learning, CTE on the Frontier, Distance Learning in Rural Communities Career Readiness Practices: Advance CTE Career Readiness Overview
<p>Student Engagement</p> <p>How do I engage students in learning?</p>	<p>Work-Based Learning</p> <ul style="list-style-type: none"> Modify work-based learning experiences. Identify opportunities for students to complete work-based learning hours or industry-mentored projects virtually. Follow physical distancing guidelines for onsite work-based learning experiences. Follow safety protocols when transporting students to and from worksites. Follow safety guidelines for any school-based business where clients enter the school building. Continue to explore career opportunities with students. <p>CTSOs</p> <ul style="list-style-type: none"> Encourage CTE teachers to engage with CTSOs (Career and Technical Student Organizations) in expanding access and opportunity for practice and assessment of professional skills. Establish a set of policies and procedures to ensure that students are able to participate in chapter/state/national activities regardless of access to technology. Host virtual meetings that would allow for members to fulfill their CTSO officer and/or committee leadership responsibilities. Encourage chapter leaders to connect with national CTSO virtual Professional Learning Communities (PLCs).
<p>Resources</p>	<ul style="list-style-type: none"> Association for Career & Technical Education: High-quality CTE: Planning for a COVID-19-impacted School Year ACTE, ACTE Engaging Students webinar ODE: Work-Based Learning (subject to/compliant with OHA/ODE/local physical distancing and health guidance) STEM Oregon Connections, Oregon CIS Career exploration for students with disabilities: Explore Work, T-Folio ODE: Career and Technical Student Organizations
<p>Assessment</p> <p>How will I measure learning?</p>	<p>After establishing a class culture of learning, assessments options for CTE include:</p> <ul style="list-style-type: none"> Use performance assessments, industry credential tests, or other options to assess learning progress and inform instructional decisions. Review career plans, secondary transition plans, EL supports, and IEP requirements for students in CTE programs and provide accommodations and intervention support as needed <p>Please see formative assessment information in ODE’s Formative Assessment Considerations for 2020-21 for focused considerations and resources.</p>
<p>Resources</p>	<ul style="list-style-type: none"> ODE: Industry Recognized Credentials Work-Readiness and Preparatory Indicators and Certificates: e.g., NCRC, OSHA-10 ODE: Career and Technical Student Organizations



2H: Visual and Performing Arts

All of the instructional models in *Ready School, Safe Learners* include opportunities for arts education, and all models present unique challenges. Guidance around [on-site visual and performing arts](#) has been released, as an additional resource within the *Ready Schools, Safe Learners Guidance*. The considerations and resources listed below are particular to off-site (either through hybrid or comprehensive distance learning) instruction and performance for visual and performing arts.

General Guidance Resources:

- [Fall 2020 Guidance for Music Education](#) developed by the National Federation of State High School Associations and National Association for Music Education
- American Choral Directors Association [Resources for Choral Professionals during the Pandemic](#)
- Educational Theatre Association [Recommendations for Reopening School Theatre Programs](#)
- National Federation of State High School Associations [Performing Arts COVID-19 Resources](#)
- Oklahoma State Department of Education [Launching Instruction for Fine Arts](#)
- National Dance Educators Organization [Teaching Dance in Fall 2020](#)

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
<p>Content</p> <p>What is the essential learning?</p>	<p>Rethink and Revise Content and Instruction: Group performance and art exhibits are an important element of teaching visual and performing arts, but these are not the sole element. In the absence of students meeting in person, consider shifting the structure of a course to incorporate elements conducive to a distance learning model, including a focus on theory, composition/writing, solo performance/monologues, ear training (for music), history, and arts appreciation, as well as integration into other content areas. When instructing with instruments, tools, or props, provide these items to students so that they can keep them in their homes and plan for the delivery of replacement items. As with all education, encourage students to be creative and innovative in this process.</p> <p>Emphasize Social Emotional Learning: Visual and Performing Arts content is as much about the theory, practice, and performance/display as it is about engaging students and providing opportunities to be creative, expressive, and passionate. Essential content may take a temporary shift away from performance and toward providing an opportunity for students to engage in arts education as it relates to social and emotional learning.</p>
<p>Resources</p>	<ul style="list-style-type: none"> ● Oregon Department of Education Suggestions for Creating Individual Art Supply Kits ● Library of Congress Scores, Recordings, etc. ● National Association of Music Education Curriculum Units ● Western Region American Choral Directors Association Education Resources ● Educational Theatre Association Teaching Theatre Online Tools and Curriculum
<p>Instructional Materials</p> <p>What tools and resources do I use?</p>	<p>Online video conferencing where students are connected at the same time can be a useful tool for drama practice/performances and visual art displays/exhibits, but are not useful for group music or dance practice or performance due to internet lag time or slow connectivity issues.</p> <p>Recording tools can be useful in online and offline structures.</p> <ul style="list-style-type: none"> ● Provide DVDs or other recordings of instruction or have students record themselves performing a piece.

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
	<ul style="list-style-type: none"> ● Provide CDs or other formats for students to listen to and incorporate these listening sessions with student feedback. ● Provide click tracks to students with recording options that could be combined together once recorded individually.
Resources	<ul style="list-style-type: none"> ● Educational Theatre Association Creating Virtual Performances Guide ● Oklahoma Department of Education Visual Art Remote Learning Strategies Presentation and Outline ● Connolly String Ovation Top 36 Remote Music Collaboration Tools for Teachers and Students
Instructional Practices and Student Engagement How do I engage students in learning?	<p>Consider Integration of Arts Education with Other Subjects or Set Schedules at Lower Grade Levels: At the lower grade levels, it will be imperative that instructors of arts education work with homeroom educators to endorse the importance of well-rounded education. Educators should work together to incorporate arts education within other subject areas or schedule a set time within the day/week for arts instruction.</p> <p>Consider Community Participation in Events: Since performances and exhibits are generally community-wide events, it is also important to engage the community regarding what performances/exhibitions might look like and how they can be involved to support arts education.</p>
Resources	<ul style="list-style-type: none"> ● The Kennedy Center, What is Arts Integration? ● Honolulu Theatre for Youth Arts Integration Framework
Assessment and Performance How will I measure learning and showcase student work?	<p>After establishing a class culture of learning, assessment options within the visual and performing arts include:</p> <ul style="list-style-type: none"> ● Performance assessments and demonstrations of mastery of critical skills. ● Multiple opportunities and modalities to showcase work (considerations should be made for live, online solo performances). ● For exhibits such as paintings, drawings, and ceramics, consider having students send in pictures of their work or allow for paid postage or a drop-off system for educators to receive student work. ● For class-based summative assessments in distance learning, consider breaking down tasks into smaller segments and assessing separately. Use tools such as audio diaries, video response, or other technology tools. <p>Please see formative assessment information in ODE’s Formative Assessment Considerations for 2020-21 for focused considerations and resources.</p>
Resources	<ul style="list-style-type: none"> ● Portland Public School Example of Visual and Performing Arts Showcase