2020-2021 Instructional Guidance for Diverse Learning Settings

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Purpose

When CDE describes **best, first instruction**, it is assumed that instruction is occurring in a traditional environment: teachers and students gathered together in a classroom, working in small groups, large groups, and individually, and that there are no safety risks posed by having people in close proximity of each other or touching shared objects. Due to COVID-19, we can no longer assume that this traditional environment is possible or preferable under the current circumstances. Districts and schools have had to consider other options, including hybrid/blended learning, online-only options, or switching to remote learning on an emergency basis when circumstances require it. For most educators, this has created challenging teaching conditions—not only is teaching under these non-traditional settings challenging compared to the classroom environments teachers are accustomed to, but the uncertainty of the moment makes long-term planning and preparation especially difficult.

The purpose of this document is to provide some guidance under these uncertain times for each of the content areas addressed by the Colorado Academic Standards. While some compromises are inevitable when shifting instruction to non-traditional settings, maintaining high-impact instruction (or the highest-impact instruction under the circumstances) requires adherence to certain principles, practices, and strategies. Teaching is a very complex endeavor and while it isn't possible to cover every approach, tool, or practice for every situation, this document aims to inform educators about what teaching should ideally look like given a variety of instructional settings.

Teaching and Learning in Diverse Learning Settings

In March of 2020, schools in Colorado made on-the-fly decisions and took quick action to change the way teaching and learning worked across the state. Several terms emerged to describe the different settings school was happening in, such as *online*, *virtual*, *remote*, and *at home*. To attempt to clarify the language used to describe these settings, this document refers to the following categories:

- **In-person learning:** Face to face instruction within a brick and mortar structure.
- **Hybrid/blended learning**: A combination of in-person learning and remote learning.
- **Online-only learning:** Online learning in Colorado refers to schools that are providing online course offerings on a full or part-time basis. Students who engage in online learning in this context are enrolled in an approved school or program or may be taking an online course to supplement.
- **Remote learning:** Education that occurs away from a school building in response to emergency situations such as COVID-19 or natural disaster. Remote learning seeks to offer continuous educational opportunities that may or may not build upon previously taught content. Remote learning is both a temporary and longer-term option. Remote learning may include digital resources and/or hard copy resources and may include synchronous or asynchronous instruction and/or self-paced independent study work.

Even with these categories and definitions, other variations are possible. For example, in-person learning *with* an enforcement of social/physical distancing will certainly have some constraints that in-person learning *without* social/physical distancing. Similarly, online and remote learning looks very different when it is conducted synchronously rather than asynchronously.

Content-Specific Resources to Support Diverse Learning Settings

CDE's top priority continues to be the health and safety of all students, educators, and communities in Colorado. To help schools plan for educational continuity while the suspension of in-person learning is in effect, we have curated a list of best practices for remote learning and teaching including free web-based resources to help keep students academically engaged. We recognize that the multitude of resources for remote learning can be overwhelming so we have collected and organized material by content area and grade level that may be useful as educators develop plans for their students. While remote learning through the Internet provides a great deal of flexibility in learning opportunities, educators should also consider utilizing hard copy resources (e.g., packet work, textbooks).

There is no requirement for districts to offer remote learning via the Internet, but if educators decide to go this path, they should strive to include equitable access to instruction for all students. Equitable access does not require that all students receive instruction in the same format e.g., online instruction). Districts should consider the individual learning needs of students in determining how to best meet individual needs. Click here for a curated list of resources across content areas.

Equity Considerations for Learning Across Settings

Regardless of the instructional setting, or how it changes in 2020-2021, we suggest you consider the following do support students and their families:

- Support **flexible scheduling and limited technology access when shifting to hybrid/blended or remote** learning settings. Student learning should not be solely dependent on access to devices and the internet. Encourage approaches that can be pursued without technology and/or asynchronously to set students up for success.
- Engage students in **meaningful** explorations, investigations, inquiries, analysis, and/or sense-making. Equitable learning experiences should be both responsive to the current need as well as meaningful to learners.
- When in remote or hybrid settings, encourage students to engage in **activities that already happen in their homes with materials that families already have** (especially so families do not need to purchase additional supplies). Families in poverty may be experiencing several of the considerations described above, along with additional concerns including regular access to meals, utilities, health services, or shelter. Undocumented students and students receiving special education services may face challenges in accessing resources that they need. Encourage educators to prioritize the physical, mental, and emotional well-being of all students.
- Help students make **explicit connections to their interests and identities**.
- **Invite family members to be a partner** in students' learning. Students and families may need to juggle home, caretaking, school, and work responsibilities. Consider a menu of options for learning experiences that allow for different types and levels of engagement during remote learning.
- Provide students with **choices for how they engage, what they investigate/research, or how they demonstrate learning.**
- Support students in **self-reflection** related to content and process to support their learning.
- **Exercise sensitivity** when referencing the current pandemic as a topic for instruction.

- Encourage, support, and facilitate **first-language family participation** in the learning across multiple settings. Take steps to bridge the gap in access to bilingual and native language resources that support learning for students and their families.

General Considerations for Standards-Aligned Instruction

The guidance provided below gives educators insights into "traditional" teaching practices and how shifts in those teaching practices can lead to student learning experiences that are more authentic and engaging in diverse learning settings. These shifts support instructional alignment with the 2020 Colorado Academic Standards.

Learning experiences should look less like…	Learning experiences should look more like…
An attempt to recreate school at home during learning: • assuming a **strict "school day" schedule** • **requiring special materials** (e.g. materials not commonly found at home) • pacing with the **planned scope and sequence in remote learning environment** • assigning **readings** to stay "caught up" • packet of **worksheets and busy-work** • all learning experiences happen **virtually**	**Flexible goals and structures for learning** • **extended time** for learning and reflection • use of **commonly available materials** • **purposeful selection of learning targets** • allowing students to **explore their interests** • **meaningful, manageable tasks and projects** • **opportunities to learn without the use of devices or the internet**
Teacher-centered instruction • virtual lectures/classes that all students **synchronously** attend • teachers **delivering information and assignments** • teacher instruction and feedback as the **primary mode** of facilitating learning	**Purposeful teacher-student interactions** • **optional** opportunities to connect with teachers and peers **virtually and at a variety of times** • teachers providing **coaching, feedback, and encouragement** • encouraging **students to engage in learning and reflection with their families and communities** • encouraging **self-reflection** on what students learn and how they learn it
Assignments to "get through" content • **emphasizing memorizing content** or "checking off" tasks on lists • asking students to **complete tasks that are irrelevant, lack authenticity, or are redundant in nature** (e.g., "busy work") • trying to cover content through a volume of activities or skipping from topic to topic	**Assignments that promote authentic learning** • **connecting experiences to household activities,** like cooking, fixing things, or gardening, community interactions • asking students to **identify relevant problems** in their lives and **leverage content knowledge** to address them • allowing students to **deeply explore concepts, topics, phenomena (science), and/or problems of interest** through investigation, analysis, research, and other sense-making strategies to build understanding and practice over time

Instructional Guidance by Content Area

CDE's Office of Standards and Instructional Support stands behind the saying, "All Students, All Standards." The Colorado Academic Standards define learning goals in each content area. By providing a high-quality, standards-based educational experience for students in each of the content areas, schools open doors of opportunity to students' futures. By experiencing high-quality teaching and learning in a variety of content areas, upon graduation students should be prepared to seek out and find success in multiple career fields, college majors, or other future endeavors connecting to any one or more of the content areas for which Colorado has academic standards.

Unlike other sources of guidance for the 2020-2021 school year, the guidance below gives equal preference to each content area. **This is not a guide for narrowing the curriculum down to mathematics and English language arts**. Instead, it is our goal that schools consider the guidance provided and strive to offer well-rounded, enriching, opportunity-creating educational experiences for all students, regardless of the instructional setting.

Comprehensive Health

Instructional strategies and learning experiences should be student centered, interactive, and experiential. The strategies include group discussions, cooperative learning, problem solving, role playing, and peer-led activities. Learning experiences correspond with students' cognitive and emotional development and help them personalize information and maintain their interest and motivation while accommodating diverse capabilities and learning styles. Instructional strategies and learning experiences include methods for the following:

1. Addressing key health-related concepts
2. Encouraging creative expression
3. Sharing personal thoughts, feelings, and opinions
4. Developing critical thinking skills

Curricular materials, strategies and instruction should be free of culturally biased information but also include information, activities, and examples that are inclusive of diverse cultures and lifestyles, such as gender, race, ethnicity, religion, age, physical/mental ability, and appearance. Strategies promote values, attitudes, and behaviors that support the cultural diversity of students; optimize relevance to students from multiple cultures in the school community; strengthen the skills that are necessary to engage intercultural interactions; and build on the cultural resources of families and communities. The table below contains content-specific instructional strategies and tools to help health educators provide high-quality learning experiences.

Moving from less like…	**Moving to more like…**	**Instructional Strategies**	**Tools to Try**
Rote memorization of facts, concepts, and terminology	Facts and terminology learned as needed while developing explanations and designing solutions supported by evidence-based reasoning and arguments. Focus on building key health skills, accessing information, analyzing influence, communication, decision making, goal setting, self-management, and advocacy skills.	Health Skills Development Investigation/Inquiry Project Based Learning Problem-Based Learning Teacher Modeling Think-aloud	Health Skills Investigation/Inquiry Project Based Learning Problem-Based Learning Teacher Modeling Think-aloud
Concepts and skills are taught once with little to no practice of the skills	Students are practicing skills across various health topical areas and across multiple content areas. Focusing on introduction, reinforcement (practice), and mastery of skills over a period of time.	Simulated Practice Role Play/Simulations	Health Skills Simulated Practice Role Play/Simulations

Moving from less like…	Moving to more like…	Instructional Strategies	Tools to Try
Learning ideas disconnected from questions or real-world situations	Systems thinking and modeling to give context for the ideas to be learned. Build in culturally responsive examples and opportunities to connect with health concepts and skills providing opportunities for students to make content real, relevant, and right now.	Case Studies Mock Trial Cooperative Learning	Case Studies Mock Trial Cooperative Learning Examples of Cooperative Learning Collaborative Learning
Teachers providing information to the whole class	Students conducting investigations, solving problems, and engaging in discussions with teachers' guidance. Learning experiences correspond with students' cognitive and emotional development that help them personalize information and maintain their interest and motivation while accommodating diverse capabilities and learning styles.	Investigation/Inquiry Cooperative Learning	Investigation/Inquiry Cooperative Learning POGIL
Addresses individual influences, pressures, and norms.	Instructional methods explore relevant personal and social pressures that influence risky behaviors, such as the influence of the media, peer pressure, social barriers. They provide opportunities for students to accurately assess the level of risk-taking behaviors, and correct misperceptions while reinforce health enhancing attitudes and beliefs.	Socratic Seminar Investigation/Inquiry Cooperative Learning	Socratic Seminar Investigation/Inquiry Cooperative Learning POGIL
Teachers posing questions with only one answer	Students discussing open-ended questions that focus on the strength of evidence used to generate claims.	Socratic Seminar Discipline-based Questions Roleplay & Simulation	Socratic Seminar Question Formulation Technique Roleplay & Simulation Discussion

Moving from less like…	Moving to more like…	Instructional Strategies	Tools to Try
		Document Based Questions Discussion Voice Thread	Voice Thread
Students reading textbooks and answering questions at the end of the chapter, or the use of worksheets as the sole route of knowledge transfer.	Instructional methods which allow students to actively engage with the content in a more inclusive manner. Direct textbook instruction, or the use of worksheets as the sole method of knowledge transfer do not consider the many different learning styles seen in students. Students reading multiple sources, including content-related magazine and journal articles and web-based resources; students analyzing the information for validity and reliability; and developing summaries of information.	Problem/Project Based Learning Document Based Questions Accessing Information	Project Based Learning Problem-Based Learning Document Based Questions Accessing Information
Pre-planned outcomes for "cookbook" activities	Multiple investigations driven by student's questions/interests with a range of possible outcomes that collectively lead to a deep understanding of established core ideas	Problem Based Learning Project Based Learning	Project Based Learning Problem-Based Learning
Oversimplification of activities for students who are perceived to be less able than their peers	Provisions for support so that all students can engage in sophisticated lessons and practices.	Authentic Learning Problem-Based Learning Socratic Seminar Stereotype Threat Mitigation Culturally Responsive Teaching Universal Design for Learning	Authentic Learning Problem-Based Learning Socratic Seminar Stereotype Threat Universal Design for Learning
Use scare tactics to change behavior	Use trauma sensitive practices that support behavior change. Provide medically accurate	Accessing Information	Accessing Information

Moving from less like…	Moving to more like…	Instructional Strategies	Tools to Try
	information with students and build their skills to identify valid and reliable resources. Scare tactics have not been shown to change behavior.		
Provides limited opportunities to make connections with other influential persons beyond the teacher	Expand linkages for students to other influential persons who affirm and reinforce health-promoting norms, beliefs, and behaviors. Instructional strategies build on protective factors that promote healthy behaviors and enable students to avoid or reduce health risk behaviors by engaging peers, parents, families, and other positive adult role models in student learning.	Authentic Learning Problem-Based Learning Socratic Seminar Stereotype Threat Mitigation Culturally Responsive Teaching Universal Design for Learning	Authentic Learning Problem-Based Learning Socratic Seminar Stereotype Threat Universal Design for Learning

Computer Science

Moving from less like…	Moving to more like…	Instructional Strategies & Computer Science Practices	Tools to Try
Rote memorization of facts and terminology	Facts and terminology learned as needed while developing explanations and designing solutions supported by evidence-based reasoning and arguments.	Discipline-based Questions Investigation/Inquiry Teacher Modeling Problem-Based Learning Think-aloud	Question Formulation Technique STEM Teaching Tools Teacher Modeling Problem-Based Learning Think-aloud Investigation/Inquiry
Learning ideas disconnected from questions	Systems thinking and modeling to give context for the ideas to be learned	Discipline-based Questions Concept Attainment Investigation/Inquiry Teacher Modeling	Question Formulation Technique Concept Attainment Investigation/Inquiry Teacher Modeling
Teachers providing information to the whole class	Students conducting investigations, solving problems, and engaging in discussions with teachers' guidance	Problem-Based Learning Process Oriented Guided Inquiry Learning Cooperative Learning Activities	Problem-Based Learning POGIL STEM Teaching Tools Cooperative Learning Collaborative Learning
Siloed activities which focus on independent learning.	Collaborative learning to build critical thinking and problem solving in order to promote a more inclusive student community. This encourages students to develop important 21st century skills such as communication teamwork, and an appreciation of diversity.	Pair Programming Peer Instruction Process Oriented Guided Inquiry Learning Cooperative Learning Activities	On Pair Programming POGIL Cooperative Learning Collaborative Learning

Moving from less like…	Moving to more like…	Instructional Strategies & Computer Science Practices	Tools to Try
Teaching computer science within a vacuum.	Making use of computer science's ability to make interdisciplinary connections. In our society computer science has an ever-increasing presence within other fields such as medicine, manufacturing, energy, and agriculture to name a few. Making use of colleagues or community members from other fields can also supply students with role models, and the ability to see themselves within the field.	Problem-Based Learning Interdisciplinary Connections	Problem-Based Learning Interdisciplinary Connections
Teachers posing questions with only one answer	The idea that effective question development often requires advanced preparation in order to engage the desired thinking within students. Use questions which encourage students to explore the reasoning behind their answer, and if using single answer questions require content-based answers rather than simple "yes" or "no."	Socratic Seminar Discipline-based Questions Roleplay & Simulation Document Based Questions	Socratic Seminar Question Formulation Technique Roleplay & Simulation

Moving from less like…	Moving to more like…	Instructional Strategies & Computer Science Practices	Tools to Try
Students reading textbooks and answering questions at the end of the chapter, or the use of worksheets as the sole route of knowledge transfer.	Instructional methods which allow students to actively engage with the content in a more inclusive manner. Direct textbook instruction, or the use of worksheets as the sole method of knowledge transfer do not consider the many different learning styles seen in students. For others with cognitive delays or English learners this can be an insurmountable challenge.	Problem-Based Learning Design Journal Culturally Responsive Teaching Universal Design for Learning	Student Engagement Problem-Based Learning Design Journal Addressing Diverse Learners Universal Design for Learning
Pre-planned outcomes for “cookbook” activities	Much like building endurance when reading computer science encourages students to build persistence in the face of challenging concepts. It is recognized that students are more likely to persist in the face of a challenge when the content is personally relevant. This can be achieved by designing lessons to include real-world issues, problems, and applications.	Authentic Learning Problem-Based Learning Design Journal Roleplay & Simulation	Authentic Learning Problem-Based Learning Design Journal Roleplay & Simulation

Moving from less like…	Moving to more like…	Instructional Strategies & Computer Science Practices	Tools to Try
Oversimplification of activities for students who are perceived to be less able than their peers	Stereotyping a student with expectation of poor performance will often affect their performance. This possibility can be mitigated through communicating your high expectations for the student, the use of frequent effective feedback, and providing positive role models.	Authentic Learning Problem-Based Learning Socratic Seminar Stereotype Threat Mitigation Culturally Responsive Teaching Universal Design for Learning	Authentic Learning Problem-Based Learning Socratic Seminar Stereotype Threat Universal Design for Learning

Dance and Drama

Strategy	In-Person	Hybrid/Blended	Online only	Remote
Brainstorming or Developing Artistic Vision	Encourage students to use their imaginations for envisioning dance works, character development, scene work, or production elements. Allow students time to independently brainstorm.	Students may demonstrate movement, character choices, or share production ideas in person, or using an online platform.	Encourage students to view other artistic works that inspire them to create. Ask them to share what they have found. (To structure students with less experience, give students an online resource bank with guided handouts to access.)	Students may collect photos or video clips. Students may develop a power point presentation
Inquiry-Based Learning	Triggering and activating students' curiosity of an artistic question or idea. This may be accomplished by grouping students to gather information based on the needs of the task or project. Always practice safe social distancing.	In a hybrid situation, the teacher may introduce the students to the content of the task or unit project. During the time of remote learning, the students may be preparing their findings to movement sequences, monologues or scene performances to present to the teacher when in person.	Allow students to explore and discover artistic inspirations in which they would like to create. Ask students to share video clips, sketches and/or movement concepts. Students may previously video their creative ideas.	The same strategies for online learning work here for remote learning.

Strategy	In-Person	Hybrid/Blended	Online only	Remote
Demonstration or Modeling	No special considerations, demonstrating movement, or blocking for a scene would continue as it has. Always practice safe social distancing.	During times of remote learning, students may rehearse what was demonstrated or modeled to them when in person.	There are many strategies for modeling not only dramatic instruction, but movement techniques. Please access either the Educational Theatre Association or the Dance Magazine for resources.	There are obviously many online dance and theatre resources for students to access. Making sure those resources are appropriate is a priority. Asking students to select a dance work, a monologue, scene or set design and to replicate a segment of that video is a great way to utilize a resource as a model or demonstration.
Cooperative Learning	No special considerations, teachers may group students in collaborative teams for choreographing and scene work as usual. Always practice safe social distancing.	Again, during times of remote learning, the students may connect with each other online to rehearse.	Please access either the Educational Theatre Association or the National Dance Education Organization for resources.	During remote learning, it is suggested to continue encouraging students to work collaboratively. When using online platforms, utilize breakout rooms, giving small student groups structured tasks to complete.

Strategy	In-Person	Hybrid/Blended	Online only	Remote
Role Play	No special considerations, teachers may encourage students to role play characters, or even to role play leadership roles within the creative process. Students may work independently or in small groups. Always practice safe social distancing.	During the hybrid model, the teacher may guide students in selecting appropriate roles that are at the student's ability level. Once the remote learning begins, the students then may continue to develop the role, rehearse, then perform for the teacher and/or class.	Please access the Educational Theatre Association for resources.	In a remote learning situation, the teacher may encourage students to use different modalities while role playing. Also allow students to select roles that are at the appropriate ability level.
Improvisation	No special considerations, teachers may allow students to use improvisation techniques when developing movement, scene work, or designing sets. Always practice safe social distancing.	In the hybrid model students may work independently on improvising, or with a small group. Once the students have to the remote portion, they may record their improvisations to share with the teacher, and or class.	Please access the Educational Theatre Association for resources or access this article for Keeping Improv Alive During Coronavirus For dance students, this resource from DanceSpirit has some great points.	Encouraging students to continue to build relationships and community is imperative during remote learning. Asking theatre students to focus on listening skills by paying attention to what is being said by other student actors is key.

Strategy	In-Person	Hybrid/Blended	Online only	Remote
Close Reading Protocol	In small groups students read through monologues, scenes or inquiry-based information three times to gain deeper understanding of the content. Always practice safe social distancing.	In a hybrid situation, the students may begin the activity either independently, or in small groups. Once students have moved to their remote learning, they may experiment with 2-3 different ways of bringing the character to life. Dance students may develop 2-3 short movement sequences based on the overall themes from the reading.	Close reading protocol may not be "intuitive" for dance instruction, but is easy to do when students are given structured resources such as short stories or fairytales to adapt into movement sequences, or dance works.	This strategy works well for scoring scripts for dramatic activities. Students may upload their scored scripts into an online platform, such as a Google drive. Teachers may comment on the scored script to help students go deeper into the playwright's meaning.
Reflecting on the Creative Process	Students may write or discuss in small groups their reflections of their learning during the process of creating. Always practice safe social distancing.	Teachers may blend both in person and remote learning strategies for reflecting on the creative process.	Students may write journal entries or discuss reflections in small groups as they answer structured questions of the creative process.	Students may upload journal entries into an online platform, such as a Google drive. Journal entries may include written, oral, sketched reflections.

Strategy	In-Person	Hybrid/Blended	Online only	Remote
Evaluations and Critiques	Students view performances and evaluate/critique final outcomes. Teachers may ask students to evaluate their personal performances, or to evaluate how the ensemble worked together.	Teachers may blend both in person and remote learning strategies for evaluating and critiquing self, the creative process, or an ensemble performance.	Students may evaluate their own performances, or give constructive critiques guided by a structured rubric.	Students may give an oral critique in the form of an interview, answering guided questions.

Notes to consider for Dance and Drama/Theatre Arts instruction: Instruction works best when the concepts of Imagine, Create, Perform, Evaluate and Discuss are implemented. When a student is able to express their art form while imagining, creating, performing, writing and discussing, they have utilized five different ways of expressing their artistic craft. Using these five strategies during the creative process will reach many different types of learners.

Educational Theatre Association Guide for Reopening School Theatre Programs

Mathematics

In June of 2020, the National Council of Teachers of Mathematics (NCTM) and NCSM: Leadership in Mathematics Education jointly released *Moving Forward: Mathematics Learning in the Era of COVID-19*. This document was organized around three major areas to consider when planning for the 2020-2021 school year: (1) structural considerations, (2) teaching practices, and (3) advocacy. The table below summarizes some of the major points of that document, but in no way should it replace reading and carefully considering all the major points, guiding questions, and recommendations from the original 18-page document.

Moving from less like…	Moving to more like…	Strategies	Resources or Tools to Try
Structures that organize students for instruction that (a) tracks or groups students by ability, either within a class or across classes, (b) relies on singular or inflexible approaches to learning in Tier 1 instruction, and/or (c) replaces grade-level instruction with remedial mathematics for students based on some prior standardized test score.	Structures that organize students for instruction that (a) detracks students into heterogeneous groupings, with high expectations for all, (b) provides support in Tier 1 instruction that allows for a range of approaches to problem solving, and (c) uses formative assessment to provide just-in-time, as needed interventions during the school day that do not replace daily, grade-level instruction.	Educators should (a) assign students to teachers that ensure heterogeneous ability groups, (b) be mindful of potential inequalities, such as access to technology, (c) create groups of students with mixed strengths within classes to collaborate on rich tasks using a variety of digital and print media, and (d) prioritize mathematics by providing time for planning and implementing instruction and interventions.	Catalyzing Change Just Equations *Go Figure* Report Visibly Random Groups

Moving from less like…	Moving to more like…	Strategies	Resources or Tools to Try
Structures for teachers that (a) tracks teachers so that the most experienced and successful teachers only teach the most successful or privileged students and/or (b) rely on teachers to make their own way or to improvise/stumble their way to providing better instruction.	Structures for teachers that (a) assign heterogeneous classes of students to all teachers, and balance entry-level with upper-level classes for high school teachers, and (b) provide regular professional learning to grow their skills, plan collaboratively for flexible instruction, and focus on cycles of continuous improvement.	Educators should (a) create vertical teams that design and implement tasks that incorporate relevant material from previous grades into grade-level work and (b) provide teachers with relevant professional learning, like teaching students with trauma or engaging students remotely.	Looping Team or Co-Teaching
Determine essential learning for all students that (a) assumes students need to be met "where they're at," (b) reflects the limited challenges from low-quality instructional materials, whether from a textbook or cobbled together from hastily vetted internet sources, and/or (c) relies on unilateral decisions about curriculum planning.	Determine essential learning for all students that (a) collaboratively develops a shared understanding of the mathematics that is absolutely essential for all students to learn, (b) provides a viable curriculum that focuses on the major work of each grade and moves students along a progression of learning across grades, and (c) strategically uses topics designated as supporting and additional work of the grade to build and reinforce students' learning of major work.	Educators should (a) focus most, but not all, time and energy on those standards recognized as major work of the grade, (b) deeply understand the progressions of learning represented in the mathematics standards, and (c) communicate essential learnings to all stakeholders and allocate the time and resources to make it happen.	Catalyzing Change Series Progressions of Learning Resources Focus by Grade Level Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics Developing Essential Understanding Series

Moving from less like…	Moving to more like…	Strategies	Resources or Tools to Try
Determine necessary prior knowledge by (a) viewing students in terms of their weaknesses or "lost" learning, (b) using back-to-school testing of a laundry list of prerequisite understandings, and/or (c) begining the school year with (re)teaching content from prior grades.	Determine necessary prior knowledge by (a) viewing students in terms of their strengths and creating learning opportunities to move them forward, (b) collaboratively identifying prerequisite understandings for each unit of study and planning to support students to make connections with past learning, and (c) strategically teaching necessary skills or understandings "just in time" as they are needed throughout the school year.	Educators should (a) Know which prior grade-level standards students did and did not have an opportunity to learn, (b) know which topics were addressed primarily through remote instruction, (c) collaborate to identify and weigh the possible consequences of unfinished learning from the prior year.	Progressions of Learning Resources Coherence Gap spreadsheet Mathematics Unit Planning in a PLC at Work Protocol to Determine Prior Knowledge for a Mathematics Unit
Determine what students know and introduce new learning by (a) relying on pre-tests (or last year's post-tests) and/or (b) looking only at right and wrong answers (or some abstracted scale score) as a measure of current student understanding.	Determine what students know and introduce new learning by (a) selecting and using formative assessment strategies to understand what students know and plan to build new learning on their strengths and (b) use open-ended and constructive response tasks to gather insights about student successes and struggles before modifying instruction accordingly.	Educators should (a) use rich tasks to replace typical pre-testing and post-testing, (b) analyze rich tasks to predict how they may provide insights about unfinished learning on prior essential understandings, (c) maximize instructional time to focus on math teaching and learning, and (d) leverage technology to gather insights about what students know and understand.	Great Modeling Tasks in Three Acts NCSM Great Tasks for Mathematics Series High School Mathematics Lessons to Explore, Understand, and Respond to Social Injustice NCTM Activities with Rigor and Coherence Principles to Actions Professional Learning Toolkit Using Talk to Make Sense of Mathematics The Formative Five Jump Start Formative Assessment

Moving from less like…	Moving to more like…	Strategies	Resources or Tools to Try
Teaching practices that follow a simple cycle of working examples for students, assigning practice problems, and scoring work as right or wrong.	Teaching practices that reflect the full range of effective mathematics teaching practices to set quality goals, choose good tasks, engage students in high-quality discourse, build fluency on top of understanding, and use evidence of student thinking.	Educators should (a) focus student learning goals on meaningful shifts of understanding to be brought about through instruction, not just tasks to be completed or routines to be performed and (b) engage in collaborative planning to choose quality tasks, pre-select purposeful questions, anticipate student strategies and struggles, and learn from each other over time.	Good Questions More Good Questions 5 Practices for Orchestrating Productive Mathematics Discussions 5 Practices in Practice Series Discourse Actions to Promote Student access High-Yield Routines for Grades K-8 Taking Action Series Principles to Action Professional Learning Toolkit Strengths-Based Teaching and Learning in Mathematics
Policies and budgetary decision making that (a) tries to do more with less, (b) assumes that overcoming obstacles is a simple matter of individual teacher time and effort, and/or (c) spends money and allocates resources in a patchwork fashion rather than making a long-term investment in teacher capability and student learning.	Policies and budgetary decision making that (a) ensures schools have the means, resources, and support to provide meaningful mathematics teaching and learning, (b) plans for contingencies that could disrupt mathematics learning, such as school closures or modified schedules, and (c) ensures that all students have the tools, technology, and access to fully engage in mathematics learning regardless of instructional setting.	Educators should (a) look for and understand the resources available at national, state, and local levels, (b) humanize the situation with policymakers and stakeholders so everyone understands the impact of fiscal decisions, (c) allocate resources so that every student is provided access to grade-level content and quality teaching, and (d) advocate for the necessary leadership and support that teachers need to work through challenging conditions.	

Moving from less like…	Moving to more like…	Strategies	Resources or Tools to Try
Assessment practices that (a) assume summative test results are always valid and reliable, (b) assess all students frequently at the cost of lost instructional time, and/or (c) assess all students the same way out of regard for "fairness," without considering other evidence or individual student needs.	Assessment practices that (a) grapple with the systemic impacts school disruptions have on assessment results (particularly large-scale summative assessments) and how their validity and reliability could be compromised and (b) ensure assessments are demonstrably connected to content and can result in action.	Educators should (a) think about systemic impacts that can affect the validity and reliability of assessment results, (b) consider other metrics to understand the educational health, wellbeing, and recovery of the local educational system, (c) carefully weigh the benefits of any assessment against the sacrifice of instructional time.	
Professional learning and collaboration that relies on one-shot, content-agnostic approaches to staff development.	Professional learning and collaboration that (a) creates a culture of sustained, job-embedded professional development through the use of mathematics coaches and instructional specialists and (b) prioritizes time for regular meetings between grade-level and course-alike teachers with efforts focused on shared visions of assessment, grading, intervention, and lesson planning.	Educators should (a) increase transparency with stakeholders using clear, frequent communication and (b) elevate teachers' voices and solicit feedback from all stakeholder groups, including administrators, teachers, and parents.	

Resources to Support Diverse Learning Settings in Mathematics

- https://www.cde.state.co.us/comath - CDE's main page for mathematics standards, curriculum support, instructional support, and community information
- https://www.cde.state.co.us/comath/2020-2021 - Resources and guidance specific to planning for and teaching mathematics in the 2020-2021 school year

Music

This document offers suggestions for music teachers and administrators to use when organizing and leading instruction in diverse learning settings. In addition to these ideas, the National Association for Music Education (NAfME) has produced this document to support learning in music classrooms for Fall 2020. Other resources from NAfME can be accessed at this website.

Information and recommendations on **Instrument Hygiene** can be found in this document. (See page 6.)

Information and recommendations on **copyright** can be found in this document. (See footnote on page 21.)

High-Impact Instructional Strategies for Diverse Learning Settings in Music

Research has identified that **music instruction** needs to engage all students with performing, creating, analyzing, and evaluating over long periods of time. Such practices include a broad range of intellectual habits for students —asking questions, developing and trying out different ways to perform and create, working with peers, and constructing their own understanding of what they are performing. Thus music practices are not synonymous simply with "hands-on" or "performance-based" activities. Wiggins (2014, 2007) identifies three common patterns of learning and engaging in music and the other performing arts:

- Facilitating student construction of their own understandings in learning;
- Grounding learning in "real world" (authentic) experiences; and
- Assisting students in synthesis.

In choosing high-impact instructional strategies, teachers need to take into account the culture of the students in the classroom (CRT), the ways that we know learning takes place (constructivism), and the stage of teaching that we are in (prepare, present, practice, evaluate, reflect). High-impact instructional strategies also consider the different environments for learning (face-to-face, blended/hybrid, on-line, or remote).

- **Moving from less like:** Rote memorization of facts and terminology.
- **Moving to more of:** Facts and terminology learned as needed while developing explanations and designing solutions supported by evidence-based reasoning and arguments.

Instructional Strategy	In-Person	Hybrid/Blended	Online only	Remote
Cooperative Learning: (e.g. Brainstorm, Think-Pair-Share)	Engage pairs or small groups and discuss topics or ideas.	Engage in-person prompts and technology/paper packets to brainstorm.	Engage technology (i.e. chat, hand raising, breakout rooms) to brainstorm.	Engage technology and paper packets to brainstorm.

Instructional Strategy	In-Person	Hybrid/Blended	Online only	Remote
Modeling	Engage students/ other leaders in modeling information and ideas.	Engage in-person strategies and use technology (i.e. recordings, videos) to share modeling.	Engage technology (i.e. recordings, videos) to share modeling.	Engage technology (i.e. recordings, videos) to share modeling, if available.
Questioning (posing problems)	Engage students by asking questions or with problem prompts.	Engage in-person prompts and technology/paper packets to share questions.	Engage technology to share questions.	Engage technology and paper packets to share questions.
Reflective Feedback	Engage pairs or small groups to discuss and provide feedback.	Engage in-person and/or through technology/paper packets	Engage through technology (i.e. full class, chat, breakout rooms)	Engage through technology and/or paper packet.
Disciplinary Literacy (engaging through reading and writing)	Engage students in practical applications of information to build disciplinary literacy.	Engage in-person disciplinary literacy techniques. Determine possible use of technology.	Engage technology for disciplinary literacy.	Engage technology and paper packets for disciplinary literacy.

- **Moving from less like:** Learning of concepts disconnected from questions
- **Moving to more like:** Conceptual (dimension) thinking and modeling to give context for the ideas to be learned.

Instructional Strategy	In-Person	Hybrid/Blended	Online only	Remote
Direct Instruction	Facilitator leads the presentation of information for students.	Information provided in-person and through technology (presentation)	Information provided through technology.	Information provided through technology and paper packet.
Modeling	Engage students/ other leaders in modeling information and ideas.	Engage in-person strategies and use technology (i.e. recordings, videos) to share modeling.	Engage technology (i.e. recordings, videos) to share modeling.	Engage technology (i.e. recordings, videos) to share modeling, if available.
Questioning (posing problems)	Engage students by asking questions or with problem prompts.	Engage in-person prompts and technology/paper packets to share questions.	Engage technology to share questions.	Engage technology and paper packets to share questions.
Disciplinary Literacy (engaging through reading and writing)	Engage students in practical applications of information to build disciplinary literacy.	Engage in-person disciplinary literacy techniques. Determine possible use of technology.	Engage technology for disciplinary literacy.	Engage technology and paper packets for disciplinary literacy.

- **Moving from less like:** Teachers providing information to the whole class
- **Moving to more like:** Students collaborating, solving problems, and engaging in discussions with teachers' guidance

Instructional Strategy	In-Person	Hybrid/Blended	Online only	Remote
Cooperative Learning: (e.g Brainstorm, Think-Pair-Share)	Engage pairs or small groups and discuss topics or ideas.	Engage in-person prompts and technology/paper packets to brainstorm.	Engage technology (i.e. chat, hand raising, breakout rooms) to brainstorm.	Engage technology and paper packets to brainstorm.
Modeling	Engage students/ other leaders in modeling information and ideas.	Engage in-person strategies and use technology (i.e. recordings, videos) to share modeling.	Engage technology (i.e. recordings, videos) to share modeling.	Engage technology (i.e. recordings, videos) to share modeling, if available.
Compare/Contrast	Engage students individually, in pairs, or small groups to discuss topics or ideas.	Use in-person strategies and technology (i.e. recordings, videos) to share.	Use technology (i.e. breakout rooms, chat) to share.	Use technology and paper packets to share.
Questioning (posing problems)	Engage students by asking questions or with problem prompts.	Engage in-person prompts and technology/paper packets to share questions.	Engage technology to share questions.	Engage technology and paper packets to share questions.
Project-based Learning	Facilitate a project based on student ideas and interests to meet learning concepts.	Engage with students in-person and through technology and paper packets.	Engage through technology.	Engage through technology and paper packets.

Instructional Strategy	In-Person	Hybrid/Blended	Online only	Remote
Disciplinary Literacy (engaging through reading and writing)	Engage students in practical applications of information to build disciplinary literacy.	Engage in-person disciplinary literacy techniques. Determine possible use of technology.	Engage technology for disciplinary literacy.	Engage technology and paper packets for disciplinary literacy.
Reflective Feedback	Engage pairs or small groups to discuss and provide feedback.	Engage in-person and/or through technology/paper packets	Engage through technology (i.e. full class, chat, breakout rooms)	Engage through technology and/or paper packet.

- **Moving from less like:** Teachers posing questions with only one right answer
- **Moving to more like:** Students discussing open-ended questions that include more than one right way to respond.

Instructional Strategy	In-Person	Hybrid/Blended	Online only	Remote
Cooperative Learning: (e.g Brainstorm, Think-Pair-Share)	Engage pairs or small groups and discuss topics or ideas.	Engage in-person prompts and technology/paper packets to brainstorm.	Engage technology (i.e. chat, hand raising, breakout rooms) to brainstorm.	Engage technology and paper packets to brainstorm.
Compare/Contrast	Engage students individually, in pairs, or small groups to discuss topics or ideas.	Use in-person strategies and technology (i.e. recordings, videos) to share.	Use technology (i.e. breakout rooms, chat) to share.	Use technology and paper packets to share.

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Reflective Feedback	Engage pairs or small groups to discuss and provide feedback.	Engage in-person and/or through technology/paper packets	Engage through technology (i.e. full class, chat, breakout rooms)	Engage through technology and/or paper packet.

- **Moving from less like:** Pre-planned outcomes from “canned” performance-based activities
- **Moving to more like:** Multiple activities driven by students’ interest with a range of possible engagement outcomes that lead to a deeper understanding of established core dimensions.

Instructional Strategy	In-Person	Hybrid/Blended	Online only	Remote
Cooperative Learning: (e.g Brainstorm, Think-Pair-Share)	Engage pairs or small groups and discuss topics or ideas.	Engage in-person prompts and technology/paper packets to brainstorm.	Engage technology (i.e. chat, hand raising, breakout rooms) to brainstorm.	Engage technology and paper packets to brainstorm.
Compare/Contrast	Engage students individually, in pairs, or small groups to discuss topics or ideas.	Use in-person strategies and technology (i.e. recordings, videos) to share.	Use technology (i.e. breakout rooms, chat) to share.	Use technology and paper packets to share.
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Instructional Strategy	In-Person	Hybrid/Blended	Online only	Remote
Reflective Feedback	Engage pairs or small groups to discuss and provide feedback.	Engage in-person and/or through technology/paper packets	Engage through technology (i.e. full class, chat, breakout rooms)	Engage through technology and/or paper packet.

- **Moving from less like:** Worksheets
- **Moving to more like:** Student writing in journals, reports, posters, and media presentations to demonstrate understanding.

Instructional Strategy	In-Person	Hybrid/Blended	Online only	Remote
Project-based Learning	Facilitate a project based on student ideas and interests to meet learning concepts.	Engage with students in-person and through technology and paper packets.	Engage through technology.	Engage through technology and paper packets.
Disciplinary Literacy (engaging through reading and writing)	Engage students in practical applications of information to build disciplinary literacy.	Engage in-person disciplinary literacy techniques. Determine possible use of technology.	Engage technology for disciplinary literacy.	Engage technology and paper packets for disciplinary literacy.
Questioning (posing problems)	Engage students by asking questions or with problem prompts.	Engage in-person prompts and technology/paper packets to share questions.	Engage technology to share questions.	Engage technology and paper packets to share questions.

Moving from less like: Oversimplification of activities for students who are perceived to be less able than their peers

Moving to more like: Provisions for support so that all students can engage in sophisticated lessons and practices

Instructional Strategy	In-Person	Hybrid/Blended	Online only	Remote
Cooperative Learning: (e.g Brainstorm, Think-Pair-Share)	Engage pairs or small groups and discuss topics or ideas.	Engage in-person prompts and technology/paper packets to brainstorm.	Engage technology (i.e. chat, hand raising, breakout rooms) to brainstorm.	Engage technology and paper packets to brainstorm.
Compare/Contrast	Engage students individually, in pairs, or small groups to discuss topics or ideas.	Use in-person strategies and technology (i.e. recordings, videos) to share.	Use technology (i.e. breakout rooms, chat) to share.	Use technology and paper packets to share.
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Instructional Strategy	In-Person	Hybrid/Blended	Online only	Remote
Reflective Feedback	Engage pairs or small groups to discuss and provide feedback.	Engage in-person and/or through technology/paper packets	Engage through technology (i.e. full class, chat, breakout rooms)	Engage through technology and/or paper packet.

Technology Resources to Use Across Learning Settings:

When integrating technology into your classroom, it is useful to review why you are choosing to integrate technology, what technology tools are best suited for the specific learning task, and if the students you are serving have consistent access to technology tools.

The SAMR Model (substitution, augmentation, modification redefinition) can assist you in understanding the degrees of classroom technology integration.

The Technology Integration Matrix (TIM) provides a framework for describing and targeting the use of technology to enhance learning.

Learning Management System (LMS): This is your school or school district tool for learning management. Popular tools include Schoology, Canvas, Google, or Moodel. Other possible LMSs may be employed by your school.

Google: The Google platform has many different ways to support synchronous and asynchronous learning and engagement.

Jamboard: Jamboard is a collaborative digital whiteboarding experience, available through a physical board, tablet and mobile apps as well as on the web.

Flipgrid: Flipgrid is a free, simple way to foster video-based discussion on classroom topics.

Screencastify: Screencastify allows you to capture, edit and share videos in minutes!

Pear Deck: An interactive presentation tool used to actively engage students in individual and social learning and give formative assessments.

Hyperdocs: A thoughtful blend of content, pedagogy, critical thinking and creativity which is supplemented by technology.

Padlet: Allows students to collaborate by posting notes and ideas on a bulletin board type platform.

Spotify: A music streaming service. Can be accessed for free (with an account) and teachers can make playlists of songs. There are ads on the free version of this software.

YouTube: A library of videos on (almost) every topic. Be aware of ads and review ***all*** videos before assigning them to students.

Scratch: Students can use Scratch to code their own interactive stories, animations, and games.

Chrome Music Lab: a website that makes learning music more accessible through fun, hands-on experiments.

Incredibox: a music app that lets you create your own music with the help of a merry crew of beatboxers.

Smithsonian Folkways Lesson Plans: Lesson plans to teach music from cultures from around the globe.

Teach Rock: A national standards-aligned, arts integration curriculum that uses the history of popular music and culture to help teachers engage students.

Physical Education

Instructional strategies and rich learning experiences should be developmentally appropriate, meaningful and challenging and provide multiple opportunities to engage in learning, so students will have the ability to move with competence and confidence in a wide variety of physical activities in multiple environments. These high-level strategies could include but are not limited to, group discussions, cooperative learning, problem solving, role playing, and peer-led activities. Rich learning experiences correspond with the physical, cognitive, and affective domains which can be directly related to the physical, mental, social and emotional development of students. When students are able to personalize information, they can maintain their interest and motivation while accommodating diverse capabilities and learning styles.

The goal for students to achieve during physical education, no matter the learning environment is to become physically literate. Physical literacy, which is having the confidence and competency to demonstrate skills and knowledge to establish and sustain an active lifestyle, can be achieved through developmentally appropriate instructional strategies, rich learning experiences that allow for delivery of meaningful and challenging content.

The table below contains content-specific instructional strategies and tools to help physical educators provide high-quality learning experiences.

Moving from less like…	Moving to more like…	Examples	Considerations for Diverse Learning Situations PD - In Person w/Physical Distancing DL - Distance Learning H - Hybrid	Instructional Strategies
Promote exclusion by allowing student captains to pick teams or by separating students by gender (boys v girls) or skill level (highly skilled v low skilled)	Form pairs, groups and teams in ways that preserve every child's dignity and self-respect	Applications that randomly create groups (e.g., Team Shake)	PD - Incorporate marked off areas on the ground (e.g., color, symbol, number)	Direct Instruction Peer Learning Cooperative Learning Sport Education

Moving from less like…	Moving to more like…	Examples	Considerations for Diverse Learning Situations PD - In Person w/Physical Distancing DL - Distance Learning H - Hybrid	Instructional Strategies
No identifiable structure	Begin with an instant activity, anticipatory set and physical warm-up; proceed to the instructional focus and fitness activities; and close with a physiological cool-down and a review of instructional objectives	Explain and demonstrate class expectations to students, be consistent and start class with a similar greeting/warm up/instant activity	PD/DL/H - What routines and sense of normalcy can you create for your students to feel comfortable? DL/H - How can you prepare students for changes ahead of time? DL/H - Have students share in the chat box how they feel using an emoji/type how they are feeling right then, end class with the same routine? DL/H - Send a weekly schedule or note home, email students with changes with as much lead time as possible	Direct Instruction

Moving from less like…	Moving to more like…	Examples	Considerations for Diverse Learning Situations PD - In Person w/Physical Distancing DL - Distance Learning H - Hybrid	Instructional Strategies
Does not use effective time management strategies, and devotes little time to developing skill or offering meaningful feedback	Plans for skill and concept instruction and provides adequate time for practice, skill development and feedback based on appropriate skill analysis	Increase student engagement by providing maximal practice attempts and participation Focusing on introduction, reinforcement and mastery of skills over a period of time	PD/H - Have students participate in individual physical activities that comply with physical distancing guidelines and require little or no equipment	Tactical Games Personalized System for Instruction Flipped Classroom

Moving from less like…	Moving to more like…	Examples	Considerations for Diverse Learning Situations PD - In Person w/Physical Distancing DL - Distance Learning H - Hybrid	Instructional Strategies
Skills are taught once a year during the appropriate unit, and then are ignored until the following year	Lessons are planned to revisit skills and concepts throughout the year and from year to year, to allow for student growth and readiness	Curriculum has designed progressions that allow students to build on and practice previously Progressions are designed that allow students to build on previously learned content and skills by focusing on lifetime activities	PD/DL/H - Focus more on individual pursuits or skills rather than traditional team sports or activities (e.g., dance and rhythms, exercises without equipment, fitness, mindfulness, outdoor pursuits, track and field, throwing underhand, kicking and target games) DL/H - Have students at home focus on activities for motor skill development	Direct Instruction Inquiry Based Learning Tactical Games Personalized System for Instruction Project Based Teaching Flipped Classroom

Moving from less like…	Moving to more like…	Examples	Considerations for Diverse Learning Situations PD - In Person w/Physical Distancing DL - Distance Learning H - Hybrid	Instructional Strategies
One object is used for most ball-oriented activities, students play large mass activity games and in the game situation, most players touch the ball only rarely.	Allow students ample opportunity to participate Classes maximize opportunities for all students to learn and be physically active	Small-sided games (e.g., 1 v1, 2 v2, etc.) Enough equipment is provided so that students spend virtually no time waiting for turns or standing in lines At least half of class time is spent in moderate-to-vigorous activity	PD/H - Have students participate in individual physical activities that comply with physical distancing guidelines and require little or no equipment DL/H - Have students at home focus on activities for motor skill development	Direct Instruction Peer Learning Cooperative Learning Tactical Games Sport Education Personalized System for Instruction Demonstration or Modeling

Moving from less like…	Moving to more like…	Examples	Considerations for Diverse Learning Situations PD - In Person w/Physical Distancing DL - Distance Learning H - Hybrid	Instructional Strategies
"One size fits all" instruction, using primarily a direct teaching style, regardless of learning style or student response	Variety of direct and indirect teaching styles to provide for student's success, depending on lesson objectives and content and students' varied learning styles Provide opportunities for students to choose tasks or equipment that is developmentally appropriate to allow for success	Challenge by Choice • Allow students to have a choice with each lesson that will meet them at their own skill level Intra-Task Variation- Adjust the skill level of a task or activity for a group or individual Teaching by Invitation • Invite individual students to engage in an activity with a challenge to keep engagement and motivation	DL/H - Think about your students and what individual needs they may have DL/H - Will you need to provide video captioning, transcripts, or graphic organizers for students? DL/H - Provide content using a variety of methods to ensure all students can access it	Inquiry Based Learning Peer Learning Cooperative Learning Sport Education Personalized System for Instruction Project Based Teaching Universal Design Learning http://udlguidelines.cast.org

Moving from less like…	Moving to more like…	Examples	Considerations for Diverse Learning Situations PD - In Person w/Physical Distancing DL - Distance Learning H - Hybrid	Instructional Strategies
Content and activities are controlled tightly, and students rarely have input regarding rules, activities covered, or equipment used for practice	Students guide choices in matters such as equipment, rule modification or type of skill practice	Create a variety of opportunities for students to be involved in choice	PD/DL/H - Students create a game using limited amount of equipment focusing on physical activities and locomotor movements	Peer Learning Cooperative Learning Project Based Teaching Flipped Classroom
Activities are always taught command style, with no attempt to stimulate analysis or evaluation	Critical-thinking and problem-solving tactics using higher-order questions are emphasized	Offer opportunities for students to choose how they will demonstrate their knowledge and skills.	PD/DL/H - Have students provide feedback through writing, videos, journaling, etc. about activities and/or experiences	Inquiry Based Learning Tactical Games Project Based Teaching

Moving from less like…	Moving to more like…	Examples	Considerations for Diverse Learning Situations PD - In Person w/Physical Distancing DL - Distance Learning H - Hybrid	Instructional Strategies
No effort is made to connect physical education instruction to community offerings, recreation opportunities or family involvement Knowledge gained in physical education is not linked to life examples	Extend experiences from in-class activity lessons to community and family activities, promoting a physically active lifestyle	An effort is made to encourage activity in other aspects of students' lives Motor skill development, physiological and biomechanical concepts, health-enhancing physical activities that lead to a physically active lifestyle, and opportunities to develop appropriate social behaviors are included	H - Consider assigning tasks for at-home completion and then have students apply the knowledge gained in the school setting	Inquiry Based Learning Project Based Teaching Flipped Classroom

No adaptations are made for students, who are overweight or have disabilities and/or they are marginalized as those who “can’t do it.”	Lessons/activities are adapted for students who are overweight and have disabilities and are encouraged to undertake appropriate levels of activity for their own improvement The special education process for students with disabilities is implemented as outlined in student's IEPs and/ or the school’s accommodations	Distance and pace runs are made appropriate Connect with special education specialists or ELL teachers for support Allow students to have a choice with each lesson that will meet them at their own skill level	PD/DL/H - Consider for students with IEPs or 504 plans PD/DL/H - Consider how to meet all students’ needs (e.g., closed caption, providing materials ahead of a scheduled meeting time, sending recordings of meetings afterward, visual aids, tutorials, individual virtual meetings) PD/DL/H - Can any of the accommodations or modifications be used for all of my students PD/DL/H - Consider students who are English-language learners PD/DL/H - How will I communicate with parents/guardians? PD/DL/H - What additional aids will I need to help students understand assignments? PD/DL/H - Will wearing face coverings impact students’ ability to hear speech and	Direct Instruction Peer Learning Cooperative Learning Sport Education Personalized System for Instruction Demonstration or Modeling

Moving from less like…	Moving to more like…	Examples	Considerations for Diverse Learning Situations PD - In Person w/Physical Distancing DL - Distance Learning H - Hybrid	Instructional Strategies
			understand what is being said?	
Highly skilled students are permitted to dominate activities and certain activities are identified as more appropriate for girls and boys	All students, regardless of developmental level and ability, are challenged at an appropriate level and have equal opportunities to participate and interact with the teacher	All students are encouraged, supported and socialized toward successful achievement in all content Gender-neutral language is used	DL/H - Provide content using a variety of methods to ensure all students can access it DL/H - Considerations for student demographics or specific circumstances for equitable access to materials and resources DL/H - Do students have access to materials/equipment at home? DL/H - What materials can my students use at home to complete assignments?	Inquiry Based Learning Personalized System for Instruction Project Based Teaching Flipped Classroom

Moving from less like…	Moving to more like…	Examples	Considerations for Diverse Learning Situations PD - In Person w/Physical Distancing DL - Distance Learning H - Hybrid	Instructional Strategies
Unsafe practices are allowed or ignored and students are permitted to ignore the safety of others in the class or use equipment unsafely	Every effort possible is made to create a safe learning environment for students	Activities are selected carefully to ensure that they match students' ability levels and are also safe for all students Classes are closely monitored and facilities and equipment are maintained and inspected regularly for safety hazards	PD/H - Ensure lessons are planned around the available space for instruction. DL/H - Will asking my students to use physical activity equipment/materials be realistic for a range of settings? DL/H - Do my students mostly live in apartments or places with limited space or access to safe outdoor areas? DL/H - Consider if your students can participate safely in the selected activities	Direct Instruction Inquiry Based Learning Personalized System for Instruction Demonstration or Modeling

Games with no obvious learning purpose or goal other than to keep students "busy, happy and good" are used	Curriculum has an obvious scope and sequence based on standards with goals and objectives that are appropriate for all students and that are derived from state standards	Activities and games are selected, designed, sequenced and modified to maximize learning, fitness/skill enhancement and enjoyment Strategies, tactics, exercise science, anatomy and fitness concepts are included in curriculum and instruction Students are well educated to become wise consumers of the fitness/ wellness industries	PD/DL/H - Shift the focus of their curriculum to health-enhancing fitness, personal and social responsibility and value of physical activity and incorporate activities for motor skills and movement patterns and movement concepts that are safe and appropriate DL/H - Do an inventory of your current curriculum and determine which lessons or activities can be repurposed as at-home work or for online use (depending on students' access to technology). There may be lessons or activities within your current curriculum that can easily be adapted for students to complete at home or online	Direct Instruction Inquiry Based Learning Peer Learning Cooperative Learning Project Based Teaching Flipped Classroom
Students are expected to be "busy, happy and good," with no emphasis on	Programs are designed to guide students to take responsibility for their own	Clear goals and objectives for student learning and performance are	PD/DL/H - Be sure to explain class expectations to parents/guardians and students and convey the	Direct Instruction Inquiry Based Learning

learning and improvement	behavior and learning	communicated to students, parents/ guardians and administrators	relevance/importance of what students will be learning. Explain where they can find materials, how they will submit their work, and what to do if there is a problem PD/DL/H - Make sure expectations are realistic for students, especially for younger students if they require assistance from an adult to complete assignments and consider the home dynamics of your students PD/DL/H - Communicate to students and parents PD/DL/H - Reach out to those who aren't engaging and figure out what their individual situation is so you can determine a solution together. PD/DL/H - Be patient and understanding. Not all students are in the same situation and you don't know	Personalized System for Instruction Demonstration or Modeling Project Based Teaching Flipped Classroom

Moving from less like…	Moving to more like…	Examples	Considerations for Diverse Learning Situations PD - In Person w/Physical Distancing DL - Distance Learning H - Hybrid	Instructional Strategies
			what could be going on at home. PD/DL/H - Be flexible. Understand that there are many factors that contribute to successful distance learning and some of those factors may be out of your control. Educators may need to make modifications or change the direction of a lesson/activity to make it work	

Moving from less like…	Moving to more like…	Examples	Considerations for Diverse Learning Situations PD - In Person w/Physical Distancing DL - Distance Learning H - Hybrid	Instructional Strategies
Environment is not supportive or safe for student's social and emotional needs. As a result, some students feel embarrassed, humiliated and generally uncomfortable in physical education class	Plans for, develops and maintains a positive learning environment that is focused on maximizing learning and participation, in an atmosphere of respect and support from the teacher and the student's peers	Positive interventions can be used to correct behavior and positive behaviors are recognized How can you check in with students in a safe and supportive way?	DL/H - Provide opportunities to connect with your students and for students to connect with one another DL/H - Provide small group check-ins for your students or peer-support groups PD/DL/H - Spend time in each class connecting with students and find opportunities to connect with students individually	Peer Learning Cooperative Learning Sport Education

Instructional Strategies

• Direct Instruction • Teacher as instructional leader • Inquiry Based Teaching • Learn as a problem solver • Peer Teaching • I teach you, then you teach me • Cooperative Learning • Students learning with, by and for each other	• Sport Education • Learning to become competent, literate and enthusiastic sportspersons • Personalized System for Instruction • Students progress as fast or as slow as they need • Project Based Learning • Student directed • Flipped Classroom

• Tactical Games • Teaching games for understanding	• Learn about a topic at home and then come prepared to learn more about the topic in class • Demonstration or Modeling

Considerations for In-School Learning with Physical Distancing

- Physical Environment
- Personal Hygiene
- Equipment Safety and Sanitation
- Instructional Strategies

Considerations for Distance Learning

- Develop connections
- Assess your curriculum
- Communicate expectations
- Create consistency
- Make content accessible for all learners

Considerations for Hybrid Learning

- Consider assigning tasks for at-home completion and then have students apply the knowledge gained in the school setting
- Consider a flipped classroom approach where students first learn about a topic at home and then come prepared to learn more about it in class
- Consider switching from providing direct instruction to more of a student-directed instruction approach
- Provide synchronous learning opportunities (distance learning that happens in real time) as much as possible, but record lessons to provide to students who may not have access in real time
- Allow for optimal student choice and provide opportunities for students to engage with teachers directly and often

References

https://www.sdcoe.net/lls/ccr/Documents/HPE-best-practices-brochure.pdf

https://www.iahperd.org/images/enhanced_pe/IAHPERD_Best_Practices_fact_sheet.pdf

https://users.manchester.edu/student/kcarlisle/ProffWeb/bestpractices.pdf

https://www.esc1.net/cms/lib/TX21000366/Centricity/Domain/89/appropriate%20practice%20for%20PE%20elementary.pdf

https://www.shapeamerica.org/upload/Appropriate-Instructional-Practice-Guidelines-K-12.pdf

https://www.shapeamerica.org/advocacy/Reentry/K-12_School_Re-entry_Considerations.aspx

Additional Resources

Reentry P.E. Preparation Checklist

https://docs.google.com/document/d/1TtEsvHbj2YbHeNKPAgdeOylepueTdxqOTNG9v62nxAw/edit?usp=sharing

Elementary PE Resources

https://docs.google.com/document/d/1Muvhn-EOfSMih_FMD2f7UOgsTvKEErQzrRKgezIfqa4/mobilebasic

Reading, Writing, and Communicating

High-Impact Instructional Strategies for Diverse Learning Settings for Reading, Writing, and Communicating

The table below contains content-specific instructional strategies and tools to help reading, writing, and communicating educators provide high-quality learning experiences that are both culturally responsive and designed to increase their students' capacity and agency for independent learning in all settings. The strategies listed are intentionally grouped to deepen background knowledge, cultivate cognitive routines, and build word wealth which will help students progress from the foundational reading, writing, and communicating skills in the early elementary grades to more complex skills that requires upper elementary and secondary grade-level students to orally and in writing analyze and synthesize literary and informational texts; read, research, and present ideas, claims, and arguments in an organized and coherent manner; and, write, revise, edit, and publish various styles of writing, demonstrating their ability to apply techniques used by the authors, poets, journalists, and playwrights they have read and studied

Deepen Background Knowledge

The Equity Connection: "In order to do greater cognitive work, you must have deep background knowledge. You cannot give another background knowledge because everyone's schema is culturally grounded, but you can help them build upon it. Background knowledge is what turns "inert information" into useable knowledge over time" - Zaretta Hammond

Current education practices show that reading comprehension is misunderstood. It's treated like a general skill that can be applied with equal success to all texts. Rather, comprehension is intimately intertwined with knowledge. That suggests significant changes in schooling. First, it points to decreasing the time spent on literacy instruction in early grades. Third-graders spend 56% of their time on literacy activities but 6% each on science and social studies. This disproportionate emphasis on literacy backfires in later grades, when children's lack of subject matter knowledge impedes comprehension. Another positive step would be to use high-information texts in early elementary grades. Historically, they have been light in content.

- Dr. Daniel T. Willingham

Moving from less like…	Moving to more like…	Instructional Strategies	Tools to Try
Emphasizing reading literary text (i.e., narratives), leaving informational text to social studies and science teachers or blocks designated within a class schedule.	Proportional reading of informational text and literary text in English language arts and/or elementary literacy blocks specifically: By 4th grade, students should be reading a 50/50 proportion of informational and literary texts. By 8th grade, students should be reading a 55/45 proportion of informational and literary texts. By 12th grade, students should be reading a 70/30 proportion of informational and literary texts.	Assign information text that builds background knowledge, fosters disciplinary literacy in social studies and science, and engages student interests. • Build upon student interest. • Survey your students to find out what topics they are into. o Google Forms o Plickers o Kahoot o GoSoapBox • Start with community curiosities. o Do a walk about o Find out landmarks or interesting community elements or people • Have them share interesting facts. This is aligned to the shifts in the 2020 Colorado Academic Standards and Common Core for ELA.	Common Lit: Over 2,000 high-quality free reading passages for grades K-12, complemented by aligned interim assessments, growth-oriented data, and expert-led teacher development. National Geographic at Home: A K-12 resource library that uses the power of science, exploration, education, and storytelling to illuminate the wonder of our world. Newsela: Novel studies, research projects, topics for debates, paired fiction and nonfiction texts, and authentic news content turned into learning materials that are classroom-ready for all types of learners. Smithsonian Tween Tribune: Allows K-12 grade teachers to create an account, set up a class, and assign grade-appropriate readings accompanied by quizzes, which allows teachers to monitor responses through the online dashboard. The News Literacy Project: A nonpartisan national education nonprofit, empowers educators to teach students the skills they need to be smart, active consumers of news and other information and engaged, informed participants in civic life.

Moving from less like…	Moving to more like…	Instructional Strategies	Tools to Try
Reliance on written text to increase comprehension.	In addition to written text, integrate media literacy into instruction to build the funds of knowledge students need to comprehend, analyze, and synthesize the ideas, themes, purposes, claims, and arguments conveyed in literary and informational texts.	Assign information TV programs, documentaries, podcasts, webinars, and online videos. • Create a Netflix menu of documentaries, nature shows, historical events, etc. • Allow choice within the parameters of what standards you're teaching. • Require them to share this new information with others in a short audio (podcast style) or a video. If technology is an issue, they can write it for you to share. o Voice Thread: A platform where students develop critical thinking, communication, collaboration, and creativity skills. o Flipgrid: A free program that will allow you and your students to post short videos online in response to different prompts, and to converse with each other via video. Here's a "how to" video o Padlet: Allows students to collaborate by posting notes and ideas on a bulletin board type platform.	**TV Programs** National Geographic: A wide assortment of informational and documentary-style programming. PBS Kids: PBS and your local station have curated FREE, standards-aligned videos, interactives, lesson plans, and more just for teachers Rocky Mountain PBS Learning Media: Daytime educational programs to the to support remote learning. **Podcasts** Brains On: a science podcast for curious kids and adults from American Public Media. Co-hosted each week by kid scientists and reporters from public radio, we ask questions and go wherever the answers take us. Common Sense Education: A podcast that provides trustworthy information, education, and independent voice students need to thrive in the 21st century. **Videos** Smithsonian Channel: This is where curiosity lives, inspiration strikes and wonders never cease. They provide awe-inspiring stories and powerful documentaries for K-12. The Kennedy Center: This resource provides opportunities for 6-8 teachers to infuse arts into literacy through digital platform that encourages disciplinary literacy.

Moving from less like…	Moving to more like…	Instructional Strategies	Tools to Try
Teachers providing information to the class (i.e., frontloading text)	Students conduct investigations, solve problems, and engage in discussions.	Engage students in project-based learning and thought experiments. Note: Project-based learning invites and infuses informal learning contexts with formal content, concepts, and skills inherent within academic standards. Projects centered around student interest creates high engagement and acceleration and connection for struggling readers, writers, and communicators to demonstrate understanding of standards. Thought experiments are short scenarios (often rendered by video) that gauges how students approach a problem. They are designed to spur critical thinking and oral or written analysis explaining how and why they approached a problem the way they did. The questions you pose after introducing the thought experiment are essential. You want your questions to: • push your students' individual and collective thinking; • deepen your students' background knowledge through interactive and engaging discussions.	**Thought Experiments** Brain Pickings: Famous thought experiments animated in 60 seconds. **Project-Based Learning Presentation Platforms** Online Portfolios: A collection of students work that can be curated online. Students can showcase their work, or it could be used to develop a primary source set on a specific topic or event. Canva a graphic design platform that allows users to create social media graphics, presentations, posters, and other visual content. Animoto: A cloud-based video creation service that produces video from photos, video clips, and music into video slideshows, and customized web-based presentations Flipgrid: a free program that will allow you and your students to post short videos online in response to different prompts, and to converse with each other via video. Here's a "how to" video. Wix.com: An online platform that gives students the freedom to create, design, manage, and develop websites about topics, texts, or projects.

Cultivate Cognitive Routines

The Equity Connection: "A cognitive routine is a sequence of internal learning moves during the elaboration stage of information processing. They are not external strategies only used by the teachers, but a permanent set of mental steps a student uses to ignite his own internal cognitive processing system" – Zaretta Hammond

Moving from less like…	Moving to more like…	Instructional Strategies	Tools to Try
Students answering questions at the conclusion of reading texts.	Integrating external prompts throughout reading as a scaffolded way for students to look at the parts, purposes, and complexities of a text in order to compose oral and written summaries; compare and contrast characters, themes, and authorial styles and techniques; and produce expository or argumentative analysis.	Close Reading: Getting students to slow down, engage with the text in different ways, and reflect as they read are challenges for every teacher, and are the goals of close reading. They're also at the heart of the Colorado Academic Standards for RWC. Use text-dependent questions to identify, investigate, and analyze the parts, purposes, and complexities of texts. • What are the parts of the text? • What is the purpose of each part? • How does the purpose of each part help determine the whole? • How do the parts work together to make something happen? • What would happen if a part were missing or changed?	Padlet: Allows students to collaborate by posting notes and ideas on a bulletin board type platform. Flipgrid: A free program that will allow you and your students to post short videos online in response to different prompts, and to converse with each other via video. Here's a "how to" video Common Lit: Over 2,000 high-quality free reading passages for grades K-12, complemented by aligned interim assessments, growth-oriented data, and expert-led teacher development. The News Literacy Project: A nonpartisan national education nonprofit, empowers educators to teach students the skills they need to be smart, active consumers of news and other information and engaged, informed participants in civic life. It also provides people of all ages with tools and resources that enable them to identify credible information and know what to trust, share and act on.

Moving from less like…	Moving to more like…	Instructional Strategies	Tools to Try
Teachers posing questions with only one answer	Students discussing open-ended questions that focus on the strength of evidence used to generate and support claims	Inquiry-based learning through asking open-ended text dependent questions. Factual (what, when, where)  Debatable (why and how)  Conceptual (why, how, and in what ways) Question Formulation Technique: a simple, powerful strategy that builds people's skills to ask better questions, participate in decisions that affect them, and advocate for themselves. Think-aloud: This strategy asks students to say out loud what they are thinking about when reading, solving problems, or simply responding to questions posed by teachers or other students.	Padlet: Allows students to collaborate by posting notes and ideas on a bulletin board type platform. Flipgrid: a free program that will allow you and your students to post short videos online in response to different prompts, and to converse with each other via video. Here's a "how to" video Common Lit: Over 2,000 high-quality free reading passages for grades K-12, complemented by aligned interim assessments, growth-oriented data, and expert-led teacher development. Peardeck: an interactive presentation tool used to actively engage students in individual and social learning and give formative assessments.

Moving from less like…	Moving to more like…	Instructional Strategies	Tools to Try
General notetaking	Asking students to actively process (not just take notes) by connecting the unknown to the know or across concepts by creating a visual concept map with text to increase knowledge and understanding. • What is the relationship or connection between these things or concepts? • How does this part fit into the whole? What are the parts of this whole?	• Provide time for processing. • Use sketch noting or doodling for processing information. • Use the thinking routines to move through the content. • Help them internalize prompts as mental procedures they take themselves through when learning new information	Sketch Noting (Video) Sketch Noting (Article) Sketch noting allows students to visually process information presented by drawing pictures and symbols, adding words, phrases, and/or sentences summations to demonstrate understanding of content. Stormboard: shared workspace to generate more ideas, and then prioritize, organize, and refine those ideas to make learning, brainstorms, and projects more productive and effective. Spiderscribe: An online mind mapping and brainstorming tool. It lets you organize your ideas by connecting notes.

Moving from less like…	Moving to more like…	Instructional Strategies	Tools to Try
Oversimplification of activities for struggling readers, writers, and communicators.	Provisions for support so all students can engage in grade-level content.	Acceleration, not remediation. Embed mini-lessons throughout the school year to address content, concepts, and skills students need in order to demonstrate mastery of standards. • Interactive "mini lectures": Short, direct instruction that focuses on concepts and/or principles can help guide students in their learning. • Discussion: Productive discussions can build students' higher-order thinking skills. (e.g., Socratic Seminar) • Problem/Project Based Learning: a teaching method in which students learn by actively engaging in real-world and personally meaningful projects. • Think-aloud: This strategy asks students to say out loud what they are thinking about when reading, solving problems, or simply responding to questions posed by teachers or other students. • Teacher Modeling: Modeling allows teachers to make the invisible work of reading and writing visible for students, so that the course content is accessible to all students in the class. When modeling the teacher thinks aloud while publicly demonstrating a specific literacy practice/process. Modeling is relatively brief (e.g., 5-10 minutes)	Choiceboards: graphic organizers that comprise of different amounts of squares. Each square is an activity. The activities help students learn or practice a primary concept, while allowing them a choice. Students can be instructed to choose one or more of these activities to complete. Flipgrid: A free program that will allow you and your students to post short videos online in response to different prompts, and to converse with each other via video. Here's a "how to" video Padlet: Allows students to collaborate by posting notes and ideas on a bulletin board type platform. Voice Thread: A platform where students develop critical thinking, communication, collaboration, and creativity skills. Screencastify: Capture, edit and share videos in minutes! Educreations: Record your voice and screen to create dynamic video lessons that students can access any time, as needed.

Pre-planned outcomes for "cookbook" activities	Multiple investigations driven by students' questions/interests with a range of possible outcomes that collectively lead to deep understanding of text.	Inquiry-based learning through asking open-ended text dependent questions. Develop & ask disciplinary focused questions: Engaging questions that anchor a unit and engages/interests students in the topic. Writing to Learn/Writing to Read: Along with reading comprehension, writing skill is a predictor of academic achievement and essential for success in post-secondary education. Students need and use writing for many purposes (e.g., to communicate and share knowledge, to support comprehension and learning, to explore feelings and beliefs). Writing in the Content Areas: Writing about what is being learned provides students with ownership of their learning. Because they choose the words to use in their writing, they control the written word and have the freedom to put on paper what is in their minds Research projects/papers Virtual Fieldtrips: Allows students to virtually visit museums, places of interest, and historical sites. Virtual Museum Tours: Allows students to virtually visit museums and explore artwork, statues, and other artifacts found in museums. (Virtual) Socratic Seminars: A formal discussion, based on a text, in which the leader asks open-ended questions. Problem/Project Based Learning: a teaching method in which students learn by actively engaging in real-world and personally meaningful projects.	Brains On: a science podcast for curious kids and adults from American Public Media. Co-hosted each week by kid scientists and reporters from public radio, we ask questions and go wherever the answers take us. Common Sense Education: A podcast that provides trustworthy information, education, and independent voice students need to thrive in the 21st century. The National Museum of African American History and Culture: The only national museum devoted exclusively to the documentation of African American life, history, and culture. The National Museum of American History: Home to more than 1.8 million objects, our archival collections include a remarkable array of American history in documents, photographs, and other works, including major holdings on the histories of American business and music. TED-Ed: Education talks that can be used as a stimulus to engage students in the inquiry process. Padlet: Allows students to collaborate by posting notes and ideas on a bulletin board type platform.

Moving from less like…	Moving to more like…	Instructional Strategies	Tools to Try
Learning ideas disconnected from questions	Systems thinking and modeling to give context for the ideas to be learned.	Teacher Modeling: Modeling allows teachers to make the invisible work of reading and writing visible for students, so that the course content is accessible to all students in the class. When modeling the teacher thinks aloud while publicly demonstrating a specific literacy practice/process. Modeling is relatively brief (e.g., 5-10 minutes) Discussion: Productive discussions can build students' higher-order thinking skills. (e.g., Socratic Seminar) Think-aloud: This strategy asks students to say out loud what they are thinking about when reading, solving problems, or simply responding to questions posed by teachers or other students. Interactive "mini lectures": Short, direct instruction that focuses on concepts and/or principles can help guide students in their learning.	Choiceboards: graphic organizers that comprise of different amounts of squares. Each square is an activity. The activities help students learn or practice a primary concept, while allowing them a choice. Students can be instructed to choose one or more of these activities to complete. Flipgrid: A free program that will allow you and your students to post short videos online in response to different prompts, and to converse with each other via video. Here's a "how to" video Padlet: Allows students to collaborate by posting notes and ideas on a bulletin board type platform. Voice Thread: A platform where students develop critical thinking, communication, collaboration, and creativity skills. Screencastify: Capture, edit and share videos in minutes! Educreations: Record your voice and screen to create dynamic video lessons that students can access any time, as needed. Sketch Noting (Video) Sketch Noting (Article) Sketch noting allows students to visually process information presented by drawing pictures and symbols, adding words, phrases, and/or sentences summations to demonstrate understanding of content.

Build Word Wealth

The Equity Connection: "A robust word study helps students engage in word play, word consciousness, and word knowledge. Begin with building word consciousness of words in their community, home, home language, etc. This honors their culture, building capital to meet their needs."

– Zaretta Hammond

Moving from less like…	Moving to more like…	Instructional Strategies	Tools to Try
Vocabulary worksheets asking students to write the definition and use it in a sentence.	Building word wealth by interactively connecting the mood, intent, and connotative (figurative) and denotative (dictionary) meanings of words using both academic and non-academic contexts to increase students' funds of knowledge (i.e., schema).	Introduce robust word study by helping students engage in word play, word consciousness, and word knowledge Build word consciousness of words in their community, home, and home language. Assign word collecting. Examples include: • Scavenger hunts • Challenges • Contrastive analysis • Urban dictionary v. Standard use • Evolution of a word or concept over time or across disciplines • Magnetic Poetry	Sketch noting https://youtu.be/gY9KdRfNN9w Word games • Scrabble • Heads Up • Taboo Padlet: Allows students to collaborate by posting notes and ideas on a bulletin board type platform. Flipgrid: A free program that will allow you and your students to post short videos online in response to different prompts, and to converse with each other via video. Here's a "how to" video. Jamboard: a collaborative digital whiteboarding experience, available through a physical board, tablet and mobile apps as well as on the web. Mural: A digital workspace for visual collaboration

Important Reminder

Planning culturally responsive learning experiences requires intentionality and consistency. One-off strategies DO NOT work!

- Create a schedule that continues to use these structures and processes until they are internalized for the student.
- Check for internalization periodically.
- Remove the scaffold at some point so that it forces students to internalize these steps as mental algorithms.
- Contextualize within students' shared and cultural funds of knowledge to make content and learning more culturally grounded in their funds of knowledge

Anti-Racism Resources

The goal of anti-racism education is to create a lens that recognizes and interrupts inequitable patterns and practices in society by focusing on the social and political context that marginalized students experience. Therefore, the following list of anti-racist resources centers around raising the critical consciousness of students and teachers through careful reading, writing, and communicating about the inequities in everyday social, environmental, economic, and political situations.

Books:

- Coretta Scott King Book Award Winners: books for children and young adults
- 31 Children's books to support conversations on race, racism and resistance
- Black Feminist Thought by Patricia Hill Collins
- Eloquent Rage: A Black Feminist Discovers Her Superpower by Dr. Brittney Cooper
- Heavy: An American Memoir by Kiese Laymon
- How To Be An Antiracist by Dr. Ibram X. Kendi
- I Know Why the Caged Bird Sings by Maya Angelou
- Invisible No More: Police Violence Against Black Women and Women of Color by Andrea J. Ritchie
- Just Mercy by Bryan Stevenson
- Me and White Supremacy by Layla F. Saad
- Raising Our Hands by Jenna Arnold
- Redefining Realness by Janet Mock
- Sister Outsider by Audre Lorde
- So You Want to Talk About Race by Ijeoma Oluo
- The Bluest Eye by Toni Morrison
- The Fire Next Time by James Baldwin
- The New Jim Crow: Mass Incarceration in the Age of Colorblindness by Michelle Alexander
- The Next American Revolution: Sustainable Activism for the Twenty-First Century by Grace Lee Boggs
- The Warmth of Other Suns by Isabel Wilkerson
- Their Eyes Were Watching God by Zora Neale Hurston
- This Bridge Called My Back: Writings by Radical Women of Color by Cherríe Moraga
- When Affirmative Action Was White: An Untold History of Racial Inequality in Twentieth-Century America by Ira Katznelson

Podcasts:

- Parenting Forward podcast episode 'Five Pandemic Parenting Lessons with Cindy Wang Brandt'
- Fare of the Free Child podcast
- Integrated Schools podcast episode "Raising White Kids with Jennifer Harvey"
- 1619 (New York Times)
- About Race
- Code Switch (NPR)
- Intersectionality Matters! hosted by Kimberlé Crenshaw
- Momentum: A Race Forward Podcast

- Pod For The Cause (from The Leadership Conference on Civil & Human Rights)
- Pod Save the People (Crooked Media)
- Seeing White

Articles:

- How White Parents Can Talk To Their Kids About Race | NPR
- Teaching Your Child About Black History Month | PBS
- Your Kids Aren't Too Young to Talk About Race: Resource Roundup from Pretty Good
- "America's Racial Contract Is Killing Us" by Adam Serwer | Atlantic (May 8, 2020)
- Ella Baker and the Black Freedom Movement (Mentoring a New Generation of Activists
- "My Life as an Undocumented Immigrant" by Jose Antonio Vargas | NYT Mag (June 22, 2011)
- The 1619 Project (all the articles) | The New York Times Magazine
- The Combahee River Collective Statement
- "The Intersectionality Wars" by Jane Coaston | Vox (May 28, 2019)
- Tips for Creating Effective White Caucus Groups developed by Craig Elliott PhD
- "Where do I donate? Why is the uprising violent? Should I go protest?" by Courtney Martin (June 1, 2020)
- "White Privilege: Unpacking the Invisible Knapsack" by Knapsack Peggy McIntosh
- "Who Gets to Be Afraid in America?" by Dr. Ibram X. Kendi | Atlantic (May 12, 2020)

Films and TV Series:

- 13th (Ava DuVernay) — Netflix
- American Son (Kenny Leon) — Netflix
- Black Power Mixtape: 1967-1975 — Available to rent
- Blindspotting (Carlos López Estrada) — Hulu with Cinemax or available to rent
- Clemency (Chinonye Chukwu) — Available to rent
- Dear White People (Justin Simien) — Netflix
- Fruitvale Station (Ryan Coogler) — Available to rent
- I Am Not Your Negro (James Baldwin doc) — Available to rent or on Kanopy
- If Beale Street Could Talk (Barry Jenkins) — Hulu
- Just Mercy (Destin Daniel Cretton) — Available to rent for free in June in the U.S.
- King In The Wilderness — HBO
- See You Yesterday (Stefon Bristol) — Netflix
- Selma (Ava DuVernay) — Available to rent for free in June in the U.S.
- The Black Panthers: Vanguard of the Revolution — Available to rent
- The Hate U Give (George Tillman Jr.) — Available to rent for free
- When They See Us (Ava DuVernay) — Netflix

Videos:

- Black Feminism & the Movement for Black Lives: Barbara Smith, Reina Gossett, Charlene Carruthers (50:48)
- Dr. Robin DiAngelo discusses 'White Fragility' (1:23:30)
- "How Studying Privilege Systems Can Strengthen Compassion" | Peggy McIntosh at TEDxTimberlaneSchools (18:26)

Organizations:

- Antiracism Center: Twitter
- Audre Lorde Project: Twitter | Instagram | Facebook
- Black Women's Blueprint: Twitter | Instagram | Facebook
- Color Of Change: Twitter | Instagram | Facebook
- Colorlines: Twitter | Instagram | Facebook
- The Conscious Kid: Twitter | Instagram | Facebook
- Equal Justice Initiative (EJI): Twitter | Instagram | Facebook
- Families Belong Together: Twitter | Instagram | Facebook
- Justice League NYC: Twitter | Instagram + Gathering For Justice: Twitter | Instagram
- The Leadership Conference on Civil & Human Rights: Twitter | Instagram | Facebook
- The Movement For Black Lives (M4BL): Twitter | Instagram | Facebook

Science

High-Impact Instructional Strategies for Diverse Learning Settings for Science

Research has identified that **science instruction** needs to engage all students with a broad array of natural phenomena, support rigorous intellectual work, and facilitate full immersion in scientific and engineering practices over long periods of time. Such practices include a broad range of intellectual habits—asking questions, developing, and using models, analyzing data, and constructing explanations from data. Thus, science practices are not synonymous simply with "hands-on" activity. High-impact instruction in science classrooms prioritizes phenomena-based instruction with strong emphasis on student sense-making. The table below lists the instructional shifts associated with the 2020 Colorado Academic Standards for Science and high-impact instructional strategies to support inclusive science learning across diverse learning settings. COVID-19 has created a "new" normal in our field. One that challenges us to weave strategies and tools together in a way that maximizes learning for students across a variety of settings. Below are instructional strategies linked to tools to support inclusive, phenomena-driven, student-centered learning, along with tools to support implementation whether instruction is happening in school or online. Consider leveraging a tool like education researcher Ruben Puentedura's SAMR model when considering what technology tool might help you maximize student engagement in the content. Feel free to brainstorm your own strategies and tools here as well.

Moving from less like…	Moving to more like…	Instructional Strategies	Tools to Try
Rote memorization of facts and terminology	Facts and terminology learned as needed while developing explanations and designing solutions supported by evidence-based reasoning and arguments.	Developing Conceptual Meaning First in Science Develop and Ask Disciplinary Specific Questions 5E Instructional Model Eliciting Student Thinking Tools- Ambitious Science Teaching Supporting Ongoing Changes in Student Thinking- Ambitious Science Teaching Think Aloud Pressing for Evidence Based Explanations- Ambitious Science Teaching	Science Word Catcher MURAL Case Studies GLAD Pictorial Input Chart
Learning ideas disconnected from questions	Systems thinking and modeling to give context for the ideas to be learned	STEM Teaching Tools: Authentic Phenomenon Engaging Youth in Scientific Modeling Question Formulation Technique Phenomena Protocol Eliciting Student Thinking Tools	MURAL Padlet Google Draw Phenomena Protocol Simulations and Virtual Labs

Moving from less like…	Moving to more like…	Instructional Strategies	Tools to Try
Teachers providing information to the whole class	Students conducting investigations, solving problems, and engaging in discussions with teachers' guidance	5E Instructional Model CER Framework Learning Through Citizen Science Project Based/Problem Based Learning Student Media Projects Place-based Science Education	Case Studies Virtual Field Trips Citizen Science Projects Media Making Toolkit
Teachers posing questions with only one answer	Students discussing open-ended questions that focus on the strength of evidence used to generate claims	Science Talk/Discourse Socratic Seminar Question Formulation Technique Classroom Discussion Collaborative Grouping Strategies Develop and Ask Discipline Specific Questions Thinking Routines	Voice Thread for the Classroom FlipGrid SeeSaw Case Studies
Students reading textbooks and answering questions at the end of the chapter	Students reading multiple sources, including content-related magazine and journal articles and web-based resources; students developing summaries of information	Thinking Routines Case Studies in the Classroom Claim Evidence Reasoning and Classroom Discourse Supporting Ongoing Changes in Student Thinking- Ambitious Science Teaching Student Media Projects and Media Liteacy	MindMapping Primary Sources and Science Education Media Making Toolkit
Pre-planned outcomes for "cookbook" activities	Multiple investigations driven by student's questions/interests with a range of possible outcomes that collectively lead to a deep understanding of established core ideas * Student Investigation Article	Eliciting Student Thinking Scaffold Science and Engineering Practices Science Investigations Learning Through Citizen Science Project Based/Problem Based Learning Place-based Science Education	Case Studies Virtual Field Trips Citizen Science Projects Remote Learning with pHET SIMS Simulations and Virtual Lab

Moving from less like…	Moving to more like…	Instructional Strategies	Tools to Try
Worksheets	Student writing in journals, reports, posters, and media presentations that explain and argue	Science Notebooking/Journals - Video Claim Evidence Reasoning and Classroom Discourse Socratic Seminar Nature Journaling Inquiry-based Research with Nonfiction Text	Virtual Science Notebooks Digital Portfolio's Query Books via Padlet NowComment or Kialo Science Journal App- Google
Oversimplification of activities for students who are perceived to be less able than their peers	Provisions for support so that all students can engage in sophisticated lessons and practices.	Equity in Science Education Universal Design for Learning in Science Creating science learning experiences that support learners receiving special education services Collaborative Grouping Strategies Engaging English Learners in Science and Engineering Practices Investigating Contemporary Topics in Science	Concord Consortium Virtual Tasks Science Talk/Discourse Digital Portfolio's Note-taking with Technology Making Labs Accessible for Students Receiving Special Education Services

Resources to Support Diverse Learning Settings in Science

- Parent and Family Engagement in Science: Phenomena, Science Notebooks, and Science Talk
- How can science instruction leverage and develop student interests? Short answer: In so many different ways - STEM Teaching Tool 58
- Technology Integration Considerations
- Improving Distance Learning for Student's with IEP's
- Leveraging Multiple Means of Representation in the Science Classroom
- Distance Learning Problems FAQ - Edutopia
- Colorado Science Education Network - Response to COVID-19 Resources

Social Studies

High-Impact Instructional Strategies for Diverse Learning Settings in Social Studies

While there are numerous teaching strategies for effective social studies instruction, the research on high-impact instruction in social studies (in terms of a positive impact on student learning) focuses primarily in two areas: historical thinking, and civic knowledge and skills for citizenship. History education researchers tend to focus on how students analyze multiple historical documents and develop historical arguments, while civic education researchers focus on students' evaluating information about public issues from multiple sources and viewpoints and develop reasoned judgments (Barton, K.C. & Avery, P.G., 2016, p. 1002). It's important to note that while the strategies below are discussed individually, there is typically overlap among them when they are implemented in the classroom. The chart below explains a few of the high-impact instructional strategies and suggests a few online tools that could be used to move the traditionally in person strategy into an online environment:

Moving from less like…	**Moving to more like…**	**Instructional Strategies**	**Tools to Try**
Rote memorization of facts and terminology	Facts and terminology learned as needed while developing explanations and designing solutions supported by evidence-based reasoning and arguments.	Develop & ask disciplinary focused questions: Engaging questions that anchor a unit and engages/interests students in the topic. Primary & Secondary Source Analysis: Examining primary sources gives students a powerful sense of history and the complexity of the past. Helping students analyze primary sources can also guide them toward higher-order thinking and better critical thinking and analysis skills.	C3 Inquiries: Complete inquiries for students K-12 Mural: a digital workspace for visual collaboration Jamboard: a collaborative digital whiteboarding experience, available through a physical board, tablet and mobile apps as well as on the web

Moving from less like…	Moving to more like…	Instructional Strategies	Tools to Try
Learning ideas disconnected from questions	Systems thinking and modeling to give context for the ideas to be learned	Discussion: Productive classroom discussions can build students' higher-order thinking skills. Teacher Modeling: When modeling in social studies, teachers make disciplinary reading and writing strategies explicit for students, so that students are empowered to use these strategies in their work regularly and with independence.	Flipgrid: a free program that will allow you and your students to post short videos online in response to different prompts, and to converse with each other via video. Here's a "how to" video Screencastify: Capture, edit and share videos in minutes!

Moving from less like…	Moving to more like…	Instructional Strategies	Tools to Try
Teachers providing information to the whole class	Students conducting investigations, solving problems, and engaging in discussions with teachers' guidance	Interactive "mini lectures": Short, direct instruction that focuses on concepts and/or principles can help guide students in their learning. Discussion: Productive classroom discussions can build students' higher-order thinking skills. Problem/Project Based Learning: a teaching method in which students learn by actively engaging in real-world and personally meaningful projects.	Screencastify: Capture, edit and share videos in minutes! Educreations: Record your voice and screen to create dynamic video lessons that students can access any time, as needed. Peardeck: an interactive presentation tool used to actively engage students in individual and social learning and give formative assessments. Mentimeter: Create interactive presentations that includes giving students opportunities to vote, etc. Hyperdocs: a digital document—such as a Google Doc—where all components of a learning cycle have been pulled together into one central hub. Within a single document, students are provided with hyperlinks to all of the resources they need to complete that learning cycle.

Moving from less like…	Moving to more like…	Instructional Strategies	Tools to Try
Teachers posing questions with only one answer	Students discussing open-ended questions that focus on the strength of evidence used to generate claims	Think-aloud: this strategy asks students to say out loud what they are thinking about when reading, solving problems, or simply responding to questions posed by teachers or other students. Socratic Seminar: a formal discussion, based on a text, in which the leader asks open-ended questions. Question Formulation Technique: a simple, powerful strategy that builds people's skills to ask better questions, participate in decisions that affect them, and advocate for themselves	Voice Thread: a platform where students develop critical thinking, communication, collaboration, and creativity skills. FlipGrid: a free program that will allow you and your students to post short videos online in response to different prompts, and to converse with each other via video. Here's a "how to" video Padlet: Allows students to collaborate by posting notes and ideas on a bulletin board type platform

Moving from less like…	Moving to more like…	Instructional Strategies	Tools to Try
Students reading textbooks and answering questions at the end of the chapter	Students reading multiple sources, including content-related magazine and journal articles and web-based resources; students developing summaries of information	Close Reading: involves an investigation of a short piece of text, with multiple readings done over multiple instructional lessons Primary & Secondary Source Analysis: Examining primary sources gives students a powerful sense of history and the complexity of the past. Helping students analyze primary sources can also guide them toward higher-order thinking and better critical thinking and analysis skills.	CommonLit: a foundation of over 2,000 high-quality free reading passages for grades 3-12 in both English and Spanish C3 Inquiries: Complete inquiries for students K-12 Primary Source Sets: Established sets of primary sources built around a specific topic. Elementary Secondary Smithsonian Tween Tribune: Daily AP news stories for K-12 students, including Lexile levels and lesson plans. Articles available in Spanish too.

Moving from less like…	Moving to more like…	Instructional Strategies	Tools to Try
Pre-planned outcomes for "cookbook" activities	Multiple investigations driven by student's questions/interests with a range of possible outcomes that collectively lead to a deep understanding of established core ideas	Virtual Fieldtrips: Allows students to virtually visit museums, places of interest, and historical sites. Virtual Museum Tours: Allows students to virtually visit museums and explore artwork, statues, and other artifacts found in museums. Use Hyperdocs for investigations: Hyperdocs allow the teacher to set up an online inquiry with all the resources necessary to complete the inquiry.	Google Arts & Culture: This site provides numerous opportunities and activities that can engage students in exploring museums and historical sites around the world. Hyperdocs: a digital document—such as a Google Doc—where all components of a learning cycle have been pulled together into one central hub. Within a single document, students are provided with hyperlinks to all the resources necessary to complete that learning cycle. Podcasts (e.g., Backstory, The Past & the Curious, Freakonomics)

Moving from less like…	Moving to more like…	Instructional Strategies	Tools to Try
Worksheets	Student writing in journals, reports, posters, and media presentations that explain and argue	Document Based Questions: an inquiry question where students analyze a historical issue through provided sources, or "documents," and then write a short essay response to the question. Document Based Lessons: Lessons that are based on primary source documents that provide contextual understanding of a topic or event. Writing in the Social Studies: writing regularly in the social studies classroom, students not only become better prepared for reading and writing assessments but gain a deeper comprehension of social studies content.	Reading Like a Historian from the Stanford History Education Group: engages students in historical inquiry. Each lesson revolves around a central historical question and features a set of primary documents designed for groups of students with a range of reading skills. Online portfolios: A collection of students work that can be curated online. Students can showcase their work, or it could be used to develop a primary source set on a specific topic or event. Canva: a graphic design platform that allows users to create social media graphics, presentations, posters, and other visual content.

Moving from less like…	Moving to more like…	Instructional Strategies	Tools to Try
Oversimplification of activities for students who are perceived to be less able than their peers	Provisions for support so that all students can engage in sophisticated lessons and practices	Choiceboards: graphic organizers that comprise of different amounts of squares. Each square is an activity. The activities help students learn or practice a primary concept, while allowing them a choice. Students can be instructed to choose one or more of these activities to complete. Socratic Seminar: a formal discussion, based on a text, in which the leader asks open-ended questions.	Think-aloud: this strategy asks students to say out loud what they are thinking about when reading, solving problems, or simply responding to questions posed by teachers or other students. Teacher Modeling: When modeling in social studies, teachers make disciplinary reading and writing strategies explicit for students, so that students are empowered to use these strategies in their work regularly and with independence. Voice Thread: a platform where students develop critical thinking, communication, collaboration, and creativity skills. FlipGrid: a free program that will allow you and your students to post short videos online in response to different prompts, and to converse with each other via video. Here's a "how to" video

Resources to Support Diverse Learning Settings in Social Studies

- A listing of online social studies resources for remote learning: https://www.cde.state.co.us/learningathome/remotelearningresources#ss
- A padlet of social studies digital resources: https://padlet.com/edtechnut/socialstudies
- **Teaching Tolerance** provides free resources to educators to supplement the curriculum, to inform their practices, and to create civil and inclusive school communities where children are

respected, valued and welcome participants. Their program emphasizes social justice and anti-bias: https://www.tolerance.org/

- **Facing History and Ourselves** develops educational material on prejudices and injustice in American and European society, with a focus on Nazi Germany and The Holocaust: https://www.facinghistory.org
- **Social Studies Resource List:** https://www.cde.state.co.us/cosocialstudies

Visual Arts

Considerations for the Visual Art in the time of Covid-19.

This document offers suggestions for visual art teachers and administrators to use when organizing and leading instruction in different learning environments. Additionally, the National Art Education Association (NAEA) has provided quality resources here.

Thing that may be considerations in various learning environments:

- Consider student supply or art kits (for home and/or classroom): If able, consider providing each student a kit of individual "high touch" supplies such as pencils, erasers, drawing materials, scissors, and brushes that are carried with them or they will have in case of remote learning. Or consider multiple class sets of high touch tools with enough for each student in the class that go into a "to be cleaned" tub after each use. Sanitize according to state and local guidelines.
- Limit supply/tool or device sharing. Avoid media that may need to be re-used or reconstituted. Consider providing storage bags for individual portions of such material and for students to transport their own tools which may include personal keyboards or devices in cases of media arts.
- Determine the essential learning outcomes your students need during this time, not necessarily the project you intended for them to complete which may need to be flexible. Construct art syllabi in terms of reflecting the essential skills, processes, ideas, and concepts found in the 2020 CAS in visual arts. Consider allowing students to take an assignment into a direction that might express their views, interests, and experiences. What is essential to know and be able to do? What is the transferable learning that is important?
- Learning may look differently for a while, it is okay to reimagine teaching strategies and/or lessons to see what works best for students that may be out of our familiar teaching zones. See below for tips and ideas related to high-impact instruction in a variety of environments.
- Facilitate connections to students and their personal life experiences to engage creative idea making and take into consideration elements of Social Emotional Learning (e.g., Habits of Mind, RULER, CASEL Competencies).
- Include a variety of artists of different backgrounds, cultures, and areas from contemporary art and from art history that are culturally responsive. Include local artists and galleries that connect to student lives as much as possible. Here is a place to start finding contemporary art; copy and add to as needed for your own context.
- Incorporate the use devices that are currently accessible and available to students including their cell phones if applicable.
- This may be a good time to visit using images as inspiration and not image plagiarism. Provide on-going feedback, encouragement, and validation based on the evidence within their artwork and/or reflections or discussions that could help students process their experiences.

High-Impact Instructional Strategies in Art for Diverse Learning Settings

Moving from less like…	Moving to more like…	Instructional Strategies	Resources and Tools to Try
Primarily emphasizing individual self-expression	Considering personal expression within a broader realm of human experience that has the potential to affect change to self and community	Choice boards: Teachers may consider structuring lessons with bingo and choice-boards and lists that allow students to self-select based on personal and community interests as well as matching their existing supplies options and/or materials from home. These can be adapted to work for face to face, online, and remote learning options.	Google Tools for Art Education: A variety of platforms and ideas for remote and online learning Amplifier Art K-6 Art Home Learning Choice Boards Art and Community Activism Sample Project Ideas
Memorization and recall of art terms as evidence of learning	Art terms and academic vocabulary learned through process while developing plans, working through iterations, and determining when a work of art is finished	Art Adventures: Similar to choice boards around a specific concept, studio skill, or learning goal. Think- aloud: As teachers are modeling and students are working (in person, online, or through remote interactive handouts), point to and encourage reflection on decision making and processes, identifying ways works of art are constructed and deconstructed and using academic vocabulary as it is happening.	Whitney Museum Resources The Art Assignment Projects for Postmodern Principles Depth of Knowledge in the Arts

Moving from less like…	Moving to more like…	Instructional Strategies	Resources and Tools to Try
Creating works of art designed to adhere to a particular aesthetic	Works of art created in response to big ideas, conceptual understandings, and areas of inquiry that cross content and are meaningful to the student artist	Inquiry Questions: Posing questions in person in whole or small groups that have no clear yes or no answer but that require deep or critical thought around an idea or concept. A work of art, issue, or idea may be used as a starting point or point of comparison. Conceptual Inquiry: Works of art created, inspired by, and in response to big ideas, conceptual understandings, and areas of inquiry that cross content and are meaningful to the student artist.	Big Ideas in Art from SFMOMA Teaching with Contemporary Art Arts in Distance Learning
Providing sequential steps to design problems that students follow	Students finding problems, experimenting, and engaging in the artistic process with teacher guidance and support	Thinking Prompts: Ideation/ Brainstorming Imagination Prompts: Beginning steps and ideas to spark imagination. While guided drawing activities are a great place to catch interest and initiate drawing skill, focus on how those skills are transferable and not developed into a possible crutch.	Remote learning resources for sketchbooks Sketchbooks Planning Brainstorming and other ways to ideate An Evening of Music and Doodling with Yo-Yo Ma and Mo Willems.

Moving from less like…	Moving to more like…	Instructional Strategies	Resources and Tools to Try
Posing project assignments to students with known and predictable outcomes	Multiple investigations driven by student's questions and interests with a range of possible outcomes where teacher guidance toward the application of the artistic process is the goal	Universal Design: Allowing multiple access points to learning Explorative Inquiry/Problem Finding: Allowing students to discover rather than telling them what will happen or the answer. In-person learning involves using materials in the classroom following state and local safety guidelines. If students are not face to face, allow choice relative to their curiosity or give a range of topics to explore on their own through experimentation with materials found at home or provided through a take home kit. Results can be shared through online discussion boards or documented to share face to face upon returning.	Building Creative Thinkers From Theory to Practice Curiosity in action

Moving from less like…	Moving to more like…	Instructional Strategies	Resources and Tools to Try
Learning objectives based on completing a specific activity	Learning objectives based on transferrable skill gained in the process of artistic creation	Studio Habits in Action: broad thinking dispositions, or habits of mind, that visual arts teachers teach in their classes. Design Thinking: Standford's D.School Bootleg	Purpose of the Visual Arts Arts and the Scientific Method Getty Museum ideas Conceptual Framework NCCAS
Lectures about master artists, styles, or interpretation of a work of art or content	Students exploring a work of art as a "text" through deep reading of an image or object and determining meaning through their own investigations and schema of understanding and expanding these things	Stories: Allow students to share their own stories in small groups or one on one as inspiration for a work of art. Or, use stories to introduce a work of art by concept or by biography. Use stories to link to background and cultural knowledge as well as a pedagogical teaching tool. Visible Thinking: This can also be done through distance learning; specific examples in link along with a variety of online platforms that work best. Disciplinary Literacy: Using authentic literacy elements and academic vocabulary while communicating, thinking, listening, writing, reading, and speaking as an artist.	Artful thinking routines Visual thinking strategies Continua of artful thinking Cultures of thinking continuum Stories of Art in Place by Children's Book Illustrator

Moving from less like…	Moving to more like…	Instructional Strategies	Resources and Tools to Try
Working in the style of a master artist or culture	Exploring an artist's inspiration and response to their time, culture, and context then transferring this artistic behavior as students develop their own artistic responses	Personal Relevance and Linking Background Knowledge: Considering personal expression within a broader realm of human experience and real world application. Examples Make artistic connections to students' prior life experience acknowledging the variety of backgrounds and building on that knowledge as an asset and not a deficit. Google Arts & Culture: Explore museums and historical sites around the world	Student Directed Meaning Traditional and Contemporary Culture A Study in Change Native Knowledge Resources Virtual Museums to visit Making Art Helps Your Brain

Moving from less like…	Moving to more like…	Instructional Strategies	Resources and Tools to Try
Teaching artistic skill and technique as the primary end result	Students applying artistic skills and techniques as best fits their intended meaning in a work of art to be able to transfer this learning to multiple situations in the future	Direct Instruction: Teaching and Modeling a specific skillset and technique where the application of transferable artistic learning is the eventual result. Instruction may be recorded to view or done live via an electronic platform in addition to face to face. Students could also model and demonstrate their understanding either live through video or recorded if not possible face to face.	Free Design Software options Documenting artwork/phone camera

Moving from less like…	Moving to more like…	Instructional Strategies	Resources and Tools to Try
The idea that creativity happens in an isolated mind with little input from outside sources	Creativity inspired by collaborating with others and incorporating ideas and inspiration from multiple sources and points of view	Cooperative/Collaborative Learning: Group students, using guidelines for safety, to work towards a joint, productive activity in which each member of the group plays a valued part in the goal. A variety of fun grouping strategies to consider here. Some group work could be done outdoors if not possible face to face indoors. Online platforms with breakout rooms could be incorporated. Creativity through Limitation: Limitations are crucial to achieving breakthrough innovation. Use them to your advantage. Obstacles boost brainpower.	Connecting Creativity to Understanding Mural: a digital workspace for visual collaboration Flipgrid: a free program that will allow you and your students to post short videos online in response to different prompts, and to converse with each other via video. Here's a "how to" video Screencastify: Capture, edit and share videos in minutes! Padlet: Allows students to collaborate by posting notes and ideas on a bulletin board type platform Getting creative with distance art lessons Steal Like an Artist Embrace the Shake

Moving from less like…	Moving to more like…	Instructional Strategies	Resources and Tools to Try
Grading a work of art at the end of the assignment	Giving feedback and encouraging reflection throughout the process of making at each stage of the creative process, not just at the end.	Formative assessment: Combine strategies for evaluating and critiquing work and process by self, in peer groups, and in final presentations. Consider providing guiding rubrics. Feedback provides students with tools for successfully engaging and creating in the arts. This can be done face to face, in a hybrid model incorporating technology or remotely through interactive handouts or telephone conversations. Feedback and Critique: Important for this to be by self, peers, and the teacher.	Making time for reflection Arts Assessment for Learning

Resources to Support Diverse Learning Settings in Visual Arts

Consider the neuro-emotional needs that students and teachers have that can be connected to art. Resources.

- Virtual Art Show Resources
- Links to Arts Instructional Resources from each state department of education
- Adapting Arts to Online Learning Resources
- NAEA Remote Learning Toolkit
- ArtLab at Home
- CDE's Learning Resource at Home per content and 2020-2021 Planning Toolkit
- EQUITY RESOURCES, SOCIAL JUSTICE, and ANTI-RACIST RESOURCES for Visual Art

World Languages

The American Council of Teachers of Foreign Languages (ACTFL) released a series of webinars to support world language teachers around various topics during these unprecedented times.

Previously recorded webinars prepared by content experts on a range of topics including tips for teaching and learning remotely, proficiency and performance, sustaining research, and strategies for assessment. These webinars may also be accompanied by additional offline content. Webinars will be available to both members and non-members through August 31.

"Maximizing Skill-Building During Live Instruction: Guiding Students Along the Proficiency Continuum" With the advent of remote learning, our time for "live" instruction with our students has been cut short. How can we ensure that our students continue to progress across the proficiency continuum in this new environment? In this one-hour webinar led by Leslie Grahn, explore how language educators can maximize "prime time" instruction to intentionally build students' language skills needed to progress to the next proficiency level. View the PDF of the presentation slides. View the Q&A Summary.

"Translating Inclusive Classroom Practices for World Language Classrooms to Remote Learning" How can we most effectively engage all learners while teaching remotely? In this one-hour webinar with Katy Arnett, explore ways teachers can incorporate (or recognize how we are already incorporating) elements of inclusive practice in our remote learning experiences. Join this discussion and acquire specific strategies to support each unique learner. We explore how remote learning has challenged our sense of being effective as an educator, particularly as it pertains to supporting students with more complex needs or home lives. View the PDF of the presentation slides. View the Q&A Summary. View a resource on Differentiation through Choice Boards.

"Graphic Organizers: Visualize – Simplify – Connect" Graphic organizers unite text with images to present information, ideas, concepts, and vocabulary that are important to the understanding of a theme or topic. Donna Clementi illustrates how to use a variety of graphic organizers to present and facilitate communication about the theme or topic via the three modes. This one-hour webinar highlights examples from world language classrooms and from the content-based instruction website at CARLA (Center for Advanced Research on Language Acquisition) at the University of Minnesota. Access a PDF of the presentation View a summary of the Q&A. Access the graphic organizer templates.

"World Language Research in the Covid-19 Era: Tips, Strategies and Support" For world language researchers, the Covid-19 situation presents challenges for beginning, continuing, and completing research projects. Dr. Julie Sykes, Editor of Foreign Language Annals, Director of the Center for Applied Second Language Studies at the University of Oregon, a National Foreign Language Resource Center, and Co-Director of the Oregon Chinese Flagship Program shares tips for navigating research, participates in an interview with ACTFL's Center for Assessment, Research & Development (CARD) Director, Meg Malone, and answers participant questions. Access a PDF of the presentation.

"Developing Proficiency While Teaching Remotely" As language educators switched to remote teaching and learning, the first mission was to survive and maintain learners' language skills. Now many are saying they are ready to try to guide learners to improve their proficiency. Learn to focus on specific elements of proficiency through a variety of tasks tailored for synchronous sessions or asynchronous lessons. In this one-hour webinar with Nicole Naditz, walk through the lesson planning process to guide

learners to move from words and phrases to sentences and connected sentences, add more details, or ask follow-up questions. Access the PDF of the presentation. View a summary of the Q&A.

"Remote Learning: Keeping our Learners Close" How can I provide my learners a week of engaged learning? Remote teaching and learning does not mean taking five days of face-to-face lessons and putting everything online. We need to keep in mind the most effective strategies for learning in order to engage our learners in an online environment: moving from teacher-driven to student-centered and focusing on learning (through engagement and relationships) rather than teaching. How can I focus on what is most important to support my learners so they maintain their language skills? Experience what a week of learning looks like in this 1-hour live webinar with Yo Azama, 2012 ACTFL National Language Teacher of the Year, and Michelle Lupisan. Access a PDF of the presentation. View a summary of the Q&A.

"Emergency Remote Instruction: How to Pace Learning & Check for Understanding" When planning a lesson for teaching remotely, how do you provide the right balance of content, practice/application, and checks for learning? Lauren Rosen shares strategies and tips for effective pacing of a lesson by breaking it into small and manageable "chunks" of learning and building in concept checks for learning. During the webinar, experience some technologies that are simple and easy to use, and identify options for both synchronous and asynchronous learning. Access a PDF of the presentation. View a summary of the Q&A.

"Going the Distance: Tools and Strategies for Online Teaching and Learning" In this session with Nicole Naditz, ACTFL 2015 National Language Teacher of the Year (San Juan, USD), we will explore important design considerations for your remote learning experiences and tools anyone can use (yes, even if you have never done this before!!) to start delivering meaningful world language instruction online. You will leave with resources to help you get started at your own pace. Access a pdf of the presentation. View a summary of the Q&A.

"Out of School Testing" This 20-minute informational webinar will address the options for "out of school" testing being offered by ACTFL and Language Testing International (LTI) for the end of this school year. The presenters will provide an overview of two options: at-home proctoring and virtual proctoring and facilitate a question and answer. Presenters are Leah Graham (ACTFL) and Kim Sallee (LTI).

"Using the AAPPL Model for Task Design" ACTFL's Assessment of Performance toward Proficiency in Languages (AAPPL) evaluates how well learners can apply communication strategies learned in classroom settings in different, yet still familiar, contexts. This session will examine AAPPL functions and task design for the Interpersonal Listening and Speaking (ILS) mode of communication Attendees practiced rating language samples and discussed how to apply these principles in the virtual language classroom. The webinar is hosted by ACTFL staff members Camelot Marshall, PhD and Celia Zamora, PhD.

"Now That You're Teaching Remotely - What Are Your Questions?" led by Lauren Rosen (University of Wisconsin) Language learners and educators around the world have suddenly moved to learning and teaching remotely. After the initial week(s) of adjusting to this new environment, questions and challenges are arising. Lauren Rosen has coordinated online language learning and taught remotely for over 20 years. Learn and be reassured from Lauren's experiences and expertise. Learn more about

Lauren. Discover a variety of ways to feel more confident in your online teaching and provide stronger support for your language learners. Access the presentation slides.

"Empowering Diverse Learners: Research-based Strategies for Success" led by Rebecca Blouwolff (ACTFL 2020 National Language Teacher of the Year, Wellesley Middle School, Wellesley, MA. Access a pdf of the presentation.

AAPPL Communication Builder: Online Activity Creator Learn more about the ACTFL's AAPPL Communication Builder, a web-based tool for world language teachers and learners. Communication Builder facilitates the practice of interpersonal, interpretive and presentation modes of communication. It is designed to complement curriculum and to extend learning beyond the physical classroom space. Teachers can produce original tasks by choosing the subject matter, language, and targeted level that best fits their learners' needs or they can identify tasks available in the publicly shared section of Communication Builder presented by ACTFL staff members Deise Nassinhack & Michael Pereira.

"Resources for Stimulating Interpretive/Interpersonal/Presentational Communication Online: Part I" created by Distance Learning SIG member Victoria Russell, Professor of Spanish and Foreign Language Education at Valdosta State University provides helpful advice on supporting learners in remote teaching and learning situations.

"Resources for Stimulating Interpretive/Interpersonal/Presentational Communication Online: Part II", a continuation of the video by Distance Learning SIG member Victoria Russell.

"Learning to Learn Online" created by Kathryn Murphy-Judy, Virginia Commonwealth University provides advice to help postsecondary learners get the most out of their current reality of learning remotely.

"Developing Online Assessments" created by Maris Hawkins, who shares some strategies to assess students and suggests ways to circumvent students' use of online translators.

"How to Move Online in a Hurry", created by Distance Learning SIG Chair Christopher Hromalik.