



# Restart and Recovery: Considerations for Teaching and Learning

To ensure that all students participating in our public education system— across backgrounds—have **access to the resources and rigor they need.**

On April 30, CCSSO released the [Restart & Recovery Framework](#) to assist states as they work to reopen school buildings and recover student learning loss.

As the foremost organization for state chiefs, CCSSO is uniquely positioned to lead in providing state education leaders with this comprehensive set of supports and expert guidance as they plan to reopen school and envision what the next academic year will look like for students, families, teachers and staff. CCSSO has a long history of being a convener and connector in the education community to give states the best possible supports and these events make that even more important.

CCSSO is proud to be working with a wide body of individuals and organizations that share our commitment to ensuring that all students participating in our public education system—across all backgrounds—have access to the resources they need, particularly during this challenging time.

#### **States Leading**

CCSSO built the Restart & Recovery Framework based on what we directly heard from state chiefs and SEA leaders such as Chief Academic Officers and Chief Talent Officers on what they and local district leaders need in the coming year. In the weeks ahead, CCSSO will be providing considerations and resources for states and school systems to use across all four components of the Restart & Recovery Framework.

#### **Providing Support to Build System Coherence**

Among the resources, CCSSO will create tools that state education agencies need to support local schools and districts as they focus on teaching and learning in the 2020-2021 school year. More specifically, the Restart and Recovery: Considerations for Teaching and Learning resources will contemplate three areas that will be critical to the success of students in the coming school year:

- System-level considerations for operations (structuring staff, time, and technology to meet student needs).
- Well-being, connectedness and mental health supports
- Instruction (curriculum, assessment, professional learning)

Given the current circumstances, it is likely that local education agencies will find themselves moving between three scenarios for students. CCSSO recognizes that work in these areas cannot be led in isolation because these are interrelated parts of a coherent and holistic system designed to meet students' academic and mental health needs. Moreover, the needs and input of students, families, teachers and staff must be incorporated into design and decision-making.

CCSSO is bringing together state and local education leaders and experts in the field to create the Considerations for Teaching and Learning that will focus on key elements in each area, such as:



- Attending to, and caring for, the well-being, connectedness and mental health of students and staff;
- Keeping learning coherent, focused on the highest priorities for each grade level and content area, and moving forward apace -- whether learning is occurring in-person, remotely, or transitioning between the two;
- Meeting the needs of every student, across in-person, remote, and hybrid learning contexts, particularly our most vulnerable student populations including but not limited to students who are low-income, Black, Latinx, learning English, or have diverse learning needs;
- Aligning teaching roles, responsibilities, and structures to the new reality of teaching and learning; and
- Designing schedules that flexibly accommodate this new reality, including new protocols for being together in the schoolhouse and structures for continuing learning when it is happening remotely.

### **Sharing Practical Actions and Adaptable Tools**

For each of these three areas across the three scenarios, the Considerations for Teaching and Learning will include

- Clear questions around which educators and communities can organize their decision making;
- A focused set of priority actions to support teaching and learning that may be in-person, remote, and/or hybrid.
- Actionable plans and exemplars to support implementation to support this decision making;
- Curated and vetted tools and resources; and
- Easily customizable, adaptable documents.

### **Timing**

CCSSO plans to release the Considerations for Teaching and Learning by the end of June 2020. We will continue to actively seek feedback and input throughout the development of these considerations. The resources will be offered to state and local education leaders to support their planning for the start of the next academic year. In addition, curriculum publishers and technical assistance providers will have access to this guidance with the expectation that they will use it to support implementation.