Restart & Recovery:
Considerations for Teaching and Learning

All documents are stored in this folder

Overview

This project is designed to support states and school systems in addressing the critical set of challenges they will face as they plan for—and restart—teaching and learning in the 2020-2021 school year (SY21) amid the COVID-19 pandemic and in light of the moral imperative to actively redress racial and other inequities. It consists of customizable guidance and vetted resources designed to:

- Support school systems as they thoughtfully plan for a strong launch and school year in a rapidly shifting environment and prioritize equity for all learners—especially the most vulnerable; and
- Help states jump-start the process of providing teaching and learning guidance to their school systems.

This series of supports has been assembled in consultation with state leaders, school system leaders, and other educators and experts.

It is free and may be repurposed to meet various needs. It is thus being disseminated as series of Google documents that are easy to copy or download, customize, and reshare.

Below are the links to access each section of this guidance.

System Conditions

- **Engagement**. How will the needs of students and families, especially those most vulnerable, and the voices of teachers, school leaders, and staff be incorporated into the structures and decisions school systems make for SY21?
- **Curriculum Selection**. How will each student consistently access high-quality instructional materials to support their learning?
- **Technology**. How will each student access learning every day, whether in-person or remote?

- **Staffing**. How will each student be supported by teachers so they experience strong and integrated teaching, whether in-person or remote?
- **Scheduling**. How will each student attend school, whether in-person, remote, or hybrid, in a manageable and safe way that supports learning coherence?
- **Managing and Improving.** How will schools assess what's working well and what needs to be adjusted?

Wellbeing and Connection

- **Staff Wellbeing, Connection and Capacity**: How can the school community create a culture of care in which staff growth and wellbeing are prioritized, and all feel safe, connected, supported, engaged, and valued, both individually and collectively?
- **Student Wellbeing and Connection:** How can the school community create a culture of care in which students' growth and wellbeing are prioritized, and each student feels safe, connected, supported, engaged, and valued, both individually and collectively?
- **Tailored Student Supports:** How can the school community identify the range of health and wellbeing needs in students, and provide them with or connect them to effective, culturally relevant supports?

Academics

- **Priority Instructional Content**: What must students learn?
- **Curriculum and Instruction**: How will each student learn this content, whether in-person or remote?
- **Assessment**: How prepared is each student to learn this content?
- **Professional Learning**: How will teachers be prepared to teach this content effectively, whether in-person or remote, and meet the needs of each student?

State Policies and Actions

This document outlines the critical policies and actions that states should review to ensure that their work is aligned with each section of the guidance: System Conditions, Wellbeing and Connection, and Academics.

Please email communications@ccsso.org with any questions.