

Adapting Your Scope and Sequence or Pacing Guidance

September 2020

Resources

- [Session Handouts](#)
- [The Learning Acceleration Guide](#) (specifically the "Tips for Adapting your Scope and Sequence/Pacing Guidance" starting on page 17).
- [Learning Continuity and Attendance Plans Resources and Supports](#)
- EQulP [math](#) and [ELA](#) rubrics
- [Collaborative for School Success's Publisher Information Guide](#)
- Student Achievement Partners' resources from session 3:
 - [Priority Instructional Content for 2020-21](#)
 - [Qualitative and quantitative rubrics](#) (ELA)
 - [Where to focus documents](#) and [coherence maps](#) (Math)

Adapting Your Instructional Calendar (Slide 9)



Do not plan for extended periods of remedial content.



Design a calendar that helps students reach the demands of grade-level standards.



Use prior knowledge and data to predict unfinished learning.



Set expectations that teachers and leaders use provided curricular materials.



Consider when leverage whole-group intervention versus targeted, small-group or individualized- intervention.



Ensure that your school's systems and resources match your strategy.

Teacher-Created or Non-Traditional Materials Look Fors (Slide 12)

Alignment to the Depth of Standards	<p>Targets prioritized grade-level standards to their full depth.</p> <p>Clear and explicit purpose for instruction</p> <p>Assessments elicit direct, observable evidence of learning using methods that are unbiased</p>	
Instructional Supports	<p>Cultivates student interest</p> <p>Provides all students multiple opportunities to engage with prioritized grade-level standards.</p> <p>Appropriately integrates supports or scaffolds</p> <p>Uses a mixture of instructional approaches</p>	
Assessments	<p>Designed to elicit direct, observable evidence of student thinking and use of language.</p> <p>Assesses student proficiency using methods that are unbiased and accessible to all.</p> <p>Rubrics, answer keys, or scoring guidelines clearly align to the knowledge, skill, and language of the standards.</p>	

Step 1: Orient to Your Instructional Calendar (Slide 19-20)

		Anticipated In-Person Learning Hours (if applicable)	Anticipated Remote Learning Hours
SY Start Date	<i>When will the SY2020-21 school year begin? Will this date be the same for all students?</i>		
SY End Date	<i>When will the SY2020-21 school year end? Will this date be the same for all students?</i>		
Blackout Dates	<i>Are there any days when you will not have instruction (i.e., holidays or teacher in-service days) or instruction will be atypical (testing days)?</i>		
Social-Emotional & Academic Development (SEAD) Days	<i>How will you re-/build relationships with students and/or support students social-emotional needs as they transition back to school? Account for those hours in your Scope and Sequence/Pacing Guidance.</i>		
Instructional Days	<i>How many total instructional days do you have to work with? Is this number the same for most students? Subtract any blackout dates from this count.</i>		
Tier 1 Instructional Hours	<i>How many total hours do you have for each subject (or the subject that you're focusing on today) for the year? Is this number the same for most students?</i>		
	<i>How many hours (or days) are there for the first unit/module of the subject that you're focusing on today?</i>		
	<i>What is the frequency for designated ELD? How will you adapt this to meet the needs of special populations (ELL students, students with IEPs)?</i>		
Extended Learning Time	<i>Will students receive any additional learning time (i.e., for intervention or extension)? Is this time the same for most students?</i>		
Equity & Inclusion	<i>Are there any additional instructional supports for students within key instructional populations (Multilingual, English Language Learners; students with learning or thinking differences, students with physical disabilities, students living in economically disadvantaged households, children in foster care, children experiencing homelessness, etc.)?</i>		

Step 2: Compare Prioritized Content to Instructional Calendar (Slide 19-20)

Gather your list of prioritized content. Place your prioritized list side-by-side with your instructional days.

Time & Standards
<p><i>Choose 1 grade level from your selected content area.</i></p> <ol style="list-style-type: none"> 1. <i>How many days are outlined in the updated materials for the first Unit/Module?</i> 2. <i>How much remote content instructional time will students have each day for your identified content area?</i> 3. <i>Which standards (prerequisite or prioritized grade-level) are addressed in the First Unit/Module?</i> 4. <i>How might the identified instructional time in the materials need to be adjusted for remote instruction (i.e. what standards may need more time, does the time in the materials match with your remote content time each day, what could be done synchronously or asynchronously, etc.)?</i> 5. <i>How many days do you anticipate this unit/module will actually take?</i>

Total Days Outlined for Unit/Module				
Remote Content Time/ Day				
Grade-Level Standards	Prerequisite Content	Grade Level Content	Potential Adjustments for Remote Instruction	Allotted Time Based on Instructional Calendar
Total Instructional Hours Anticipated for the First Unit/Module				

Step 3: Design Scope & Sequence (Slide 19-20)

Plot out your Scope & Sequence/Pacing Calendar for the rest of the Quarter/Term/Trimester and focus on the prioritized prerequisite and grade-level content.

Quarter/Term					
Unit/Module					
Lesson	Standard Strand/ Cluster	Standard(s)	Prioritized Content	Synchronous Allotted Instructional Time and Tasks	Asynchronous Allotted Instructional Time and Tasks
Total Instructional Hours Anticipated for the ____ Unit/Module					

Scope & Sequence / Pacing Plans Aligned to Priority Content (Slide 30)

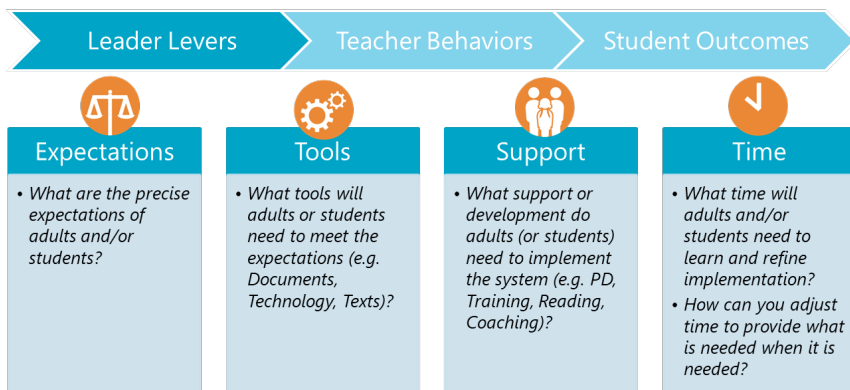
<p>How well do your district's resources align with the design principles? Where do you see areas of strong alignment, and what might be some areas for further design work?</p>	
<p>Do your pacing guides reflect revised priority content specifically for the 2020-21 school year?</p>	
<p>Do your pacing guides assume a reasonable amount of content for teachers to cover within each instructional unit?</p>	
<p>To what extent does your instructional calendar support the pacing guides you've developed? Where might be some areas where a redesigned instructional calendar might better support your plans?</p>	

Planning Next Steps (Slide 33)



What are the specific leader levers you need to pull in your district to engage in this work?

What's an actionable goal you can go after right now, and what are your immediate next steps?



Feedback Survey (Slide 36)

Please provide your feedback through the [Session 4 Survey](#).