

**Developing Tiered Support for Remote Instruction in the Era of COVID-19:
Using Brain-Based Research to Address Engagement and Rigor in Culturally Diverse
Social Studies Classes through Curricular Redesign**

The transition to remote instruction due to COVID-19 has magnified the achievement gap that exists in our student population. This professional learning focuses on supporting secondary educators in redesigning literacy-based units in high school social studies courses. Educators will use book and lesson study to guide this redesign with a focus on integration of Tier 2 and Tier 3 instruction alongside high quality formative assessment and teacher feedback. Additionally, focus will be placed on helping our marginalized learners develop cognitive and noncognitive learning strategies to meet the literacy demands of the redesigned units in both face to face and remote learning environments.

The overarching goal of this professional learning is to reduce the achievement gap of our least privileged learners (our students of color and/or low socioeconomic status (SES), and our students receiving exceptional student education (ESE) services) through improvement of content-area literacy in high school social studies. We will accomplish this overarching goal through professional learning and course development for teachers and through both cognitive and noncognitive skills' development among our least privileged learners.