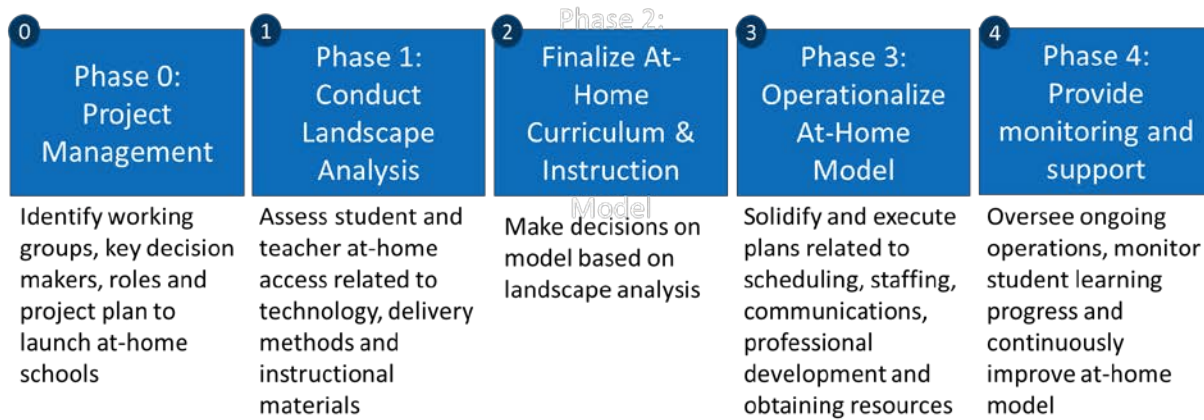


## 1. Does TEA have any best practices for providing instructional continuity?

TEA is committed to both sharing best practices developed by districts around the state and developing a suite of resources to support districts in providing instruction while students are off-site. To support districts in these efforts, the agency has developed an Instructional Continuity Framework that consists of the phases outlined below, each of which has a series of supporting planning categories. Planning guidance, TEA resources, and district examples will be continuously posted over the coming weeks in alignment with this framework to support districts.

The agency has organized instructional continuity supports into four phases of work that districts complete as they move to an at-home learning environment. Each phase of work is defined below:



The TEA Instructional Continuity Framework guides district leaders sequentially from high-level phases into specific planning sub-categories within each phase. For each planning sub-category, TEA will be compiling the following information for districts within this document:

- Recommended planning category activities
- Planning guidance for district consideration
- Suggested district staff support
- TEA resources posted to website and resources coming soon
- Additional external resources
- District specific examples

TEA recognized many districts are at different phases of the instructional continuity planning process, so district leaders should use their own judgment when choosing which activities to complete and what resources to leverage.

All resources can be found on the [Instructional Continuity Page](#) of TEA’s COVID-19 page, including a more detailed [overview](#).

## 2. Is the purpose of distance learning to maintain what students already know or to learn new things?

The purpose of instructional continuity planning is to help districts launch “at-home schools” that maximize the amount of instructional time for students this school year and **support student mastery of grade level standards.**

## 2. How should LEAs monitor English Learners who are participating in distance learning?

LEAs should monitor English learners in the same way they are monitoring other students. Additional guidance about reclassification can be found in this FAQ on [TELPAS and LPAC](#).

## 3. How should LEAs monitor progress for students participating in distance learning?

Monitoring student progress remains integral to the success of any instructional program. In the current environment, great monitoring also helps diagnose whether newly implemented remote instructional methods and materials are successful. Assessing student mastery allows educators to adjust and adapt methods and materials as appropriate. Effective monitoring includes determining grades for students and determining whether students have demonstrated proficiency in knowledge and skills catalogued in the student expectations or other subject-specific standards.

More detailed information on monitoring student progress, including guiding questions and templates, can be found in on the Instructional Continuity Pages in the materials for [2.2 Set Grading and Progress Monitoring Policies](#) and [4.1 Monitor Student Progress](#).

Districts should continue to think about monitoring student progress through the lens of three different types of assessments:

- **Formative Assessments** measure student performance on specific student expectations immediately following instruction to inform a teacher's instructional choices, adjustments to unit plans, or changes to lessons.
- **Interim Assessments** or benchmarks measure a student's understanding of a broader span of student expectations at the end of a quarter or semester, or midpoint of a curricular unit, to monitor progress, predict summative performance, and identify students for intervention.
- **Summative Assessments** measure mastery of a broad span of knowledge and skills at the end of an instructional unit or school year to prove learning occurred, evaluate long-term retention, and determine the effectiveness of a program.

Districts should also **create structures and schedules for student-teacher conferences** for student support and that they **execute and track those student-teacher conferences.**

## 4. Is it possible to open TxVSN for all students?

No, the TXVSN catalog and online schools do not have capacity for all Texas public school students. The TXVSN is only authorized to serve students in grades 3-12. Some TXVSN catalog course providers will, however, be able to open additional seats and sections in the supplemental high school-level courses available in their spring and summer 2020 offerings. More information will be provided as determinations are made regarding additional capacity. Some full-time TXVSN online schools also have capacity to add additional students. Parents interested in enrolling an eligible student in grades 3-12 into a full-time TXVSN online school may reach out to any of the online schools directly through the TXVNS online school's own website.

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