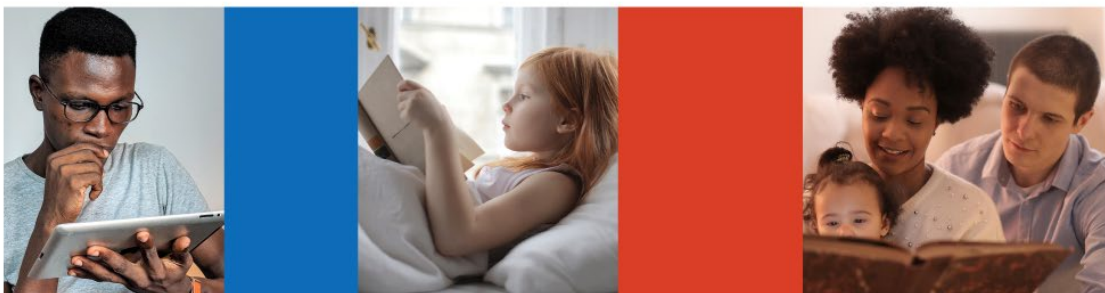


Instructional Continuity

Planning Guide



The information included in this guidance is provided as a resource only.
This information is intended to assist in the delivery of educational resources in this time of public crisis.

Executive Summary

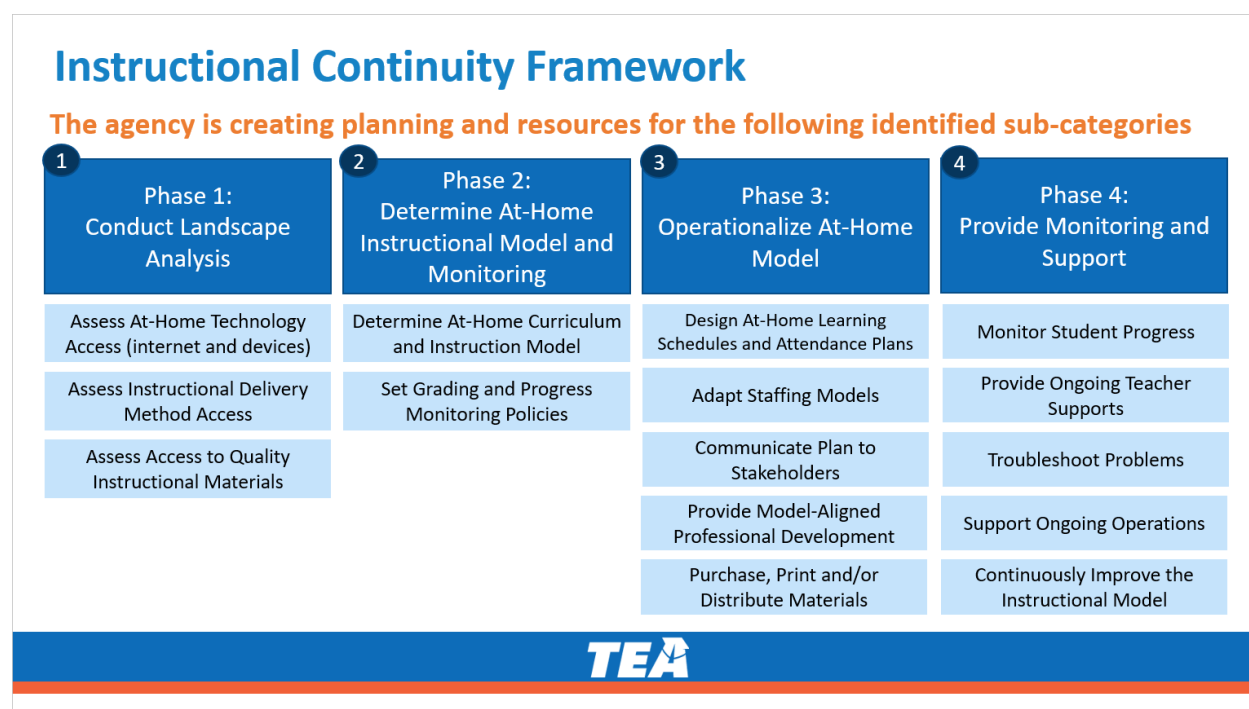
Purpose of Document

The Instructional Continuity Planning Guide help districts launch “at-home schools” that maximize the amount of instructional time for students this school year and support mastery of grade level standards.

This document aligns with the TEA 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.

TEA Instructional Continuity Framework Overview

The agency has organized instructional continuity supports into phases of work that districts will complete as they move to an at-home learning environment. Each phase is supported by planning subcategories.



TEA has compiled guidance information within this document for districts to follow, including:

- Recommended planning category activities
- Planning guidance
- Suggested staff support
- TEA resources that have been posted to our website or are coming soon
- Additional external resources
- District-specific examples

TEA recognizes 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.

View the [Instructional Continuity Planning Overview](#) presentation for additional high-level background information on the Instructional Continuity Planning Framework.

Planning Guide Navigation

Use the links to jump directly to guidance and resources specific to each planning category.

Phase 0: Project Management

[0.1 Establish Planning and Management Structures](#)

Phase 1: Conduct Landscape Analysis

[1.1 Assess At-Home Technology Access](#)

[1.2 Assess Instructional Delivery Methods Access](#)

[1.3 Assess Access to Quality Instructional Materials](#)

Phase 2: Determine At-Home Instructional Model and Monitoring

[2.1 Determine At-Home Curriculum and Instruction Model](#)

[2.2 Set Grading and Progress Monitoring Policies](#)

Phase 3: Operationalize At-Home Model

[3.1 Design At-Home Learning Schedules and Attendance Plans](#)

[3.2 Adapt Staffing Models](#)

[3.3 Communicate Plan to Stakeholders](#)

[3.4 Provide Model-Aligned Professional Development](#)

[3.5 Purchase, Print, and Distribute Instructional Materials](#)

Phase 4: Provide Monitoring and Support

[4.1 Monitor Student Progress](#)

[4.2 Provide Ongoing Teacher Supports](#)

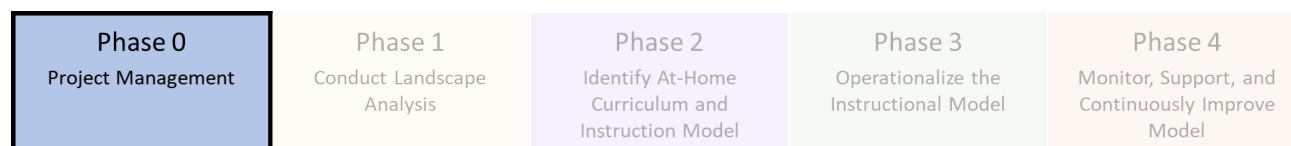
[4.3 Troubleshoot Problems](#)

[4.4 Support Ongoing Operations](#)

[4.5 Continuously Improve the Instructional Model](#)

Phase 0: Project Management

Planning Category 0.1: Establish Planning and Management Structures



Planning Category Activities

1. **Outline cross-departmental district task force** expectations, structure, and meeting cadence for instructional continuity planning.
2. **Create a project plan** with activities, owners, and timelines. Note: Districts can adapt the [Instructional Continuity Planning Tool](#) spreadsheet to be relevant to local context.

Planning Guidance

Consider the following as you establish planning and management structures:

1. **Utilize the Instructional Continuity Planning Guide (this document).** It provides district leaders with guidance and curated resources aligned to each planning category in the Instructional Continuity Planning Framework. Please review the [Instructional Continuity Framework Overview](#) presentation for additional information. This planning guide includes additional explanation about the planning activities outlined in the tool, including guiding questions, suggested people to involve in each phase, and tips and recommendations for implementation. This guide also highlights a mix of resources created by TEA and in the field.
2. **Build an instructional continuity task force.** Consider these guiding questions when developing a task force:
 - Who should be on the district leadership team?
 - What subcommittees are needed?
 - What is the goal of each subcommittee?
 - When will teams meet to discuss updates and make decisions?
 - How will teams meet?
3. **Build a task force project plan** to support the work of the group. The [Instructional Continuity Planning Tool](#) is an editable, Excel-based, step-by-step roadmap of the phases and planning categories in the TEA Instructional Continuity Framework. It can be used to guide the task force through at-home instructional model implementation. The planning tool can be customized and provides a way to assign and track completion of individual activities.

First Steps for Project Planning

1. **Open the [Instructional Continuity Planning Tool](#)** and skim it to become familiar with the phases and planning categories.

2. **Choose where to start** in the phases and planning categories. The tool is designed to be sequential, so start with the earliest planning category that your district leadership team has not yet completed.
3. **Plan your approach.** Reference this Instructional Continuity Planning Guide for guidance, tips, and resources related to each phase and planning category. Assign each activity to a district owner.
4. **Track progress with the planning tool.** Refer to the suggested day timeline in the planning tool to help keep your team on track. Mark each activity complete in the customizable Excel planning tool, then move on to next planning category.

Please note: The planning tools created by TEA and related resources identified in this document have been curated and categorized as examples for district leaders; however, TEA recommends districts update the documents to reflect their local context.

Suggested Staff Support

- **District:** superintendent or Chief Academic Office are likely the best district staff to lead the instructional continuity task force and pull in other leaders after team is established; superintendent may consider creating planning subcommittees based on district size in alignment with planning categories
- **School:** invite sample set of school leaders to sit on the task force as needed

TEA Resources

- [Instructional Continuity Framework Overview](#)
- [TEA Instructional Continuity Planning Tool](#): editable, Excel-based, step-by-step roadmap to guide district leaders through at-home instructional model implementation

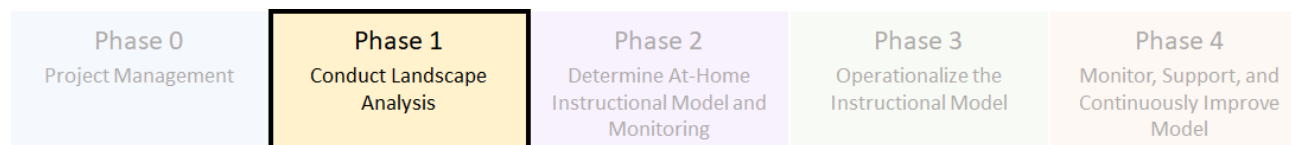
District-Created Examples

- [CRPE District Response Database](#): compiled and linked list of COVID-19 plans from districts across the country
- [Wylie ISD School Closure Instructional Plan](#)

[Return to Table of Contents](#)

Phase 1: Conduct Landscape Analysis

Planning Category 1.1: Assess At-Home Technology Access



Planning Category Activities

1. **Survey students and teachers** to assess existing student access to technology, including hardware, software, and connectivity.
2. **Compile, organize, and analyze results** from the surveys to determine delivery model limitations.
3. **Identify low-lift, high-yield opportunities** to increase technology access (e.g., hotspot rental program, hardware pickup, etc.)
4. **Develop local partnerships** to increase access to technology.

Planning Guidance

Districts must understand teacher and student access to devices, internet, and software before making decisions on at-home curriculum and instruction. When analyzing at-home access to technology, districts should consider trends in student subgroups (e.g. economically disadvantaged, special populations, etc.) to create equitable at-home curriculum and instruction (C&I) model for all students.

1. **Survey students and teachers** to assess existing student access to technology, including hardware, software, and connectivity.
 - Do students and teachers have access to technology (e.g. computers, mobile device, tablet, gaming system, etc.)?
 - Do students and teachers have reliable access to the internet?
 - Do students and teachers have a basic level of computer proficiency?
 - Do students and teachers have access to the district resources that will be used for online learning (e.g., LMS, content resources, etc.)?
 - Are there content areas/grade levels where online learning resources are lacking?
2. **Compile, organize, and analyze results** from the surveys to determine delivery model limitations.
 - How many students and teachers have access to technology?
 - How many students and teachers have reliable access to the internet?
 - How many students and teachers have a basic level of computer proficiency?

3. **Identify low-lift, high-yield opportunities** to increase technology access (e.g., hotspot rental program, hardware pickup, etc.)
 - What technology devices are available for distribution to students and teachers?
 - What district facilities could be established as distribution centers to most efficiently cover the district geographic boundaries?
 - What internet service providers are in your immediate area and offering free or discounted data plans and hotspots to students?
4. **Develop local partnerships** to increase access to technology.
 - What can businesses, faith-based organizations, and nonprofits offer to support students and teachers with increased access to technology and the internet?
 - What can vendors and service providers currently working with the district offer to support students and teachers with increased access to technology and the internet?
 - What recommendations and resources are being offered by your Regional Education Service Center to support students and teachers with increased access to technology and the internet?

Suggested Staff Support

Consider enlisting representatives from the following district-level offices:

- Research and Evaluation to support the development of the survey
- Communications to support the delivery of the survey
- Information/Instructional Technology to address technical specifications to operationalize the implementation of devices and resources
- Teaching and Learning or Curriculum and Instruction to support selection of resources and training
- School leadership or principal supervision to support campus-level planning
- Special programs, such as Bilingual Education, Dual Language, ESL, Special Education to support compliance with accessibility requirements
- Finance and Purchasing (Business Office) to support procurement processes

Consider identifying campus personnel (administrators/teachers) at each school to serve as liaisons or leads for each of the district-level instructional offices listed.

TEA Resources

- Guidance to Districts on Providing Internet to Students: information on free broadband and internet services
- Sample Parent/Guardian Survey (available in English and Spanish): brief survey to assess student access to technology and internet in the home
- Parent/Guardian Survey Questions Bank (available in English and Spanish): collection of survey questions to customize the design of your parent/guardian survey
- Sample Teacher Survey: brief survey to assess teacher access to technology devices and internet in the home
- Teacher Survey Question Bank: collection of survey questions to customize the design of your teacher survey

Additional Resources

- Education Elements “Four Ways to Facilitate Virtual Learning” article: provides leaders with a lens by which to consider virtual learning options
- Keep Americans Connected: a list of vendors pledging to help keep Americans connected during the COVID-19 pandemic
- The 1 Million Project Foundation: nonprofit providing mobile devices and high-speed internet access to students who do not have reliable access at home

District-Created Examples

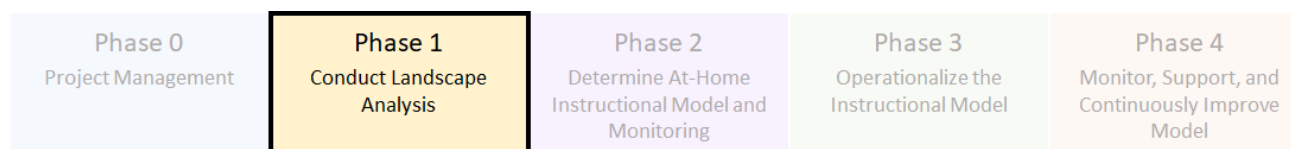
- Arp ISD Online Learning Survey
- Keller ISD Technology Survey
- London ISD Access to Technology Away from School Survey

Find links to all [Phase 1 resources](#) on the TEA Instructional Continuity Framework website.

[Return to Table of Contents](#)

Phase 1: Conduct Landscape Analysis

Planning Category 1.2: Assess Instructional Delivery Methods Access



Planning Category Activities

1. **Create inventory of platform options** based on existing licenses/free resources.
2. **Assess supports for all learners** when considering instructional delivery methods.

Planning Guidance

1. **Create inventory of platform options** based on existing licenses/free resources.
 - Do students and teachers have access to a learning management system (LMS), such as Canvas or Google Classroom, to engage in online lessons?
 - Do students and teachers have access to a vendor-provided solution (subscription, discounted, or free) to engage in online lessons?
 - Do students and teachers have access to live or recorded video to engage in online lessons?
 - How could you leverage the district or school website to support online learning?
 - How could you leverage email and chats to support online learning?
 - In the absence of technology and internet access by students/staff, how could you leverage phone systems and audio conferencing systems to create an equitable at-home curriculum and instruction (C&I) model for all students?
2. **Assess supports for all learners** when considering instructional delivery methods. In the online environment, just as in the physical classroom, the district is responsible for all students, including students with disabilities and language differences. When assessing platforms for accessibility, keep in mind that a platform can be accessible, but still have issues with usability. Some products and content are not created with accessibility in mind, so screen readers won't be able to read buttons, labels, headings, etc.

Consider the following to assess platform accessibility features:

- How is the platform accessible for students who are blind/have visual impairments?
- How is this platform accessible for students who are deaf/hard of hearing?
- How is this platform accessible for students with mobility challenges?
- How is this platform accessible for students with communication challenges?
- How does the platform interface with various forms of assistive technology?
- Does the platform support the delivery of instruction in multiple languages?

In the rush to move content online quickly, teachers may not be trained how to make sure materials are created accessibly. Even if the student has the right equipment and an accessible and usable platform, the teacher may inadvertently create learning barriers for students.

Learning a new platform takes time. If a school changes from Google Classroom to Canvas LMS, for example, it requires training for a student using screen reader software to make the switch.

Most electronic devices, such as mobile devices, have accessibility features built in that address visual, auditory, and tactile needs, such as:

- Text reader/speech-to-text functionality
- Display adjustments (e.g. zoom, magnifiers, contract, etc.)
- Changing touch interactions to support motor skill needs
- Interface options for various assistive technology devices
- Options for multiple languages
- Closed captioning and transcribing

Suggested Staff Support

Consider enlisting representatives from the following district-level offices:

- Information/Instructional Technology to address technical specifications to operationalize the implementation of devices and resources
- Teaching and Learning or Curriculum and Instruction to support resources selection and training
- Special programs, such as Bilingual Education, Dual Language, ESL, and Special Education to support compliance with accessibility requirements
- Finance and Purchasing (Business Office) to support procurement processes

Consider identifying campus personnel (administrators/teachers) at each school to serve as liaisons or leads for each of the district-level instructional offices listed.

Additional Resources

- Tech for Learners Curated List of Resources: search for learning management systems offering the product for free or at a discounted rate
- Tech & Learning Special Report: “The Just in Time Playbook for Remote Learning”
- Technology Partner Resources for Distance Learning During COVID-19: curated list of distance learning platforms

District-Created Examples

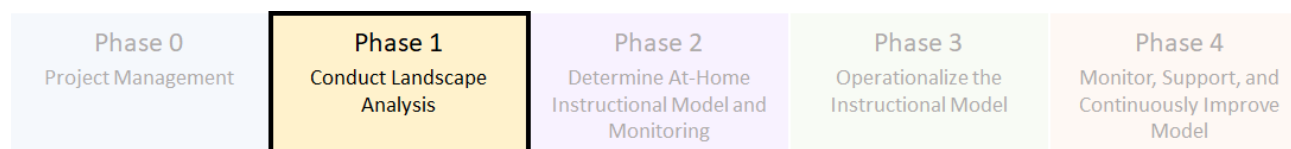
- Dallas ISD At-Home Learning: includes multiple platforms tailored for each grade level
- London ISD Distance Learning Plan: features a roles and responsibilities table
- Long Beach Unified School District Home Learning Opportunities: features a parent tab and technical support link for students and staff
- Sacred Heart Schools Flexible Plan for Instructional Continuity
- San Antonio ISD Digital Playground: daily videos, weekly lesson resources, and department-specific resources and activities

Find links to all [Phase 1 resources](#) on the TEA Instructional Continuity Framework website.

[Return to Table of Contents](#)

Phase 1: Conduct Landscape Analysis

Planning Category 1.3: Assess Access to Quality Instructional Materials



Planning Category Activities

1. **Set instructional continuity vision** for all subjects.
2. **Understand access** of previously purchased instructional materials.
3. **Explore and analyze** additional material options.
4. **Review statewide guidance** on course level materials by grade and subject area for consideration.
5. **Assess supports for all learners.**
6. **Assess availability of progress monitoring** tools across existing options.

Planning Guidance

Leveraging your previously purchased instructional materials as the foundation for your at-home instructional model will provide greater continuity and consistency for students and staff members. Consider the following questions as you conduct a landscape analysis:

1. **Set instructional continuity vision** for all subjects.
 - What do you want to be true for all students in each grade level and content area as they continue learning?
 - Is there specific, targeted content that students should focus their time learning/reviewing, or would students benefit from a general overview of the grade-level content?
2. **Understand access** of previously purchased instructional materials.
 - What materials have you already purchased?
 - Do all students already have digital access to these materials?
 - What additional access for previously purchased instructional materials can you leverage?
Note: Most publishers are providing additional access for free, so contact your publisher representative to learn more about options.
 - Do the materials you previously purchased meet all needs in each grade level and content area? If not, explore and analyze additional options.

3. **Explore and analyze** additional materials options.
 - What unmet needs could be addressed with additional materials? For example, students may need access to an online library while learning from home.
 - Do you need additional materials designed for specialized instruction, including students with special needs?
4. **Review statewide guidance** on course level materials by grade and subject area for consideration.
 - What additional materials are available?
 - Consider the TEA Resources listed in this document for some options for K-12 math, reading language arts, science, social studies, and Spanish.
5. **Assess supports for all learners.**
 - Do previously purchased instructional materials support all learners?
 - If not, what additional materials or systems need to be established to support all learners?
6. **Assess availability of progress monitoring** tools across existing options.
 - What tools are provided with the combination of previously purchased materials and additional instructional materials under consideration?
 - How do the monitoring tools of all materials integrate with progress monitoring systems that are already in place?

Suggested Staff Support

- **District:** Curriculum and Instruction guides landscape analysis as outlined in this document; include special education and ELL staff to ensure needs of all learners are considered
- **Instructional materials coordinators:** staff members who run instructional materials adoption process should support other district-level staff by contacting their publisher representatives
- **School:** campus-level instructional coaches, leaders, and teachers can provide information on previously purchased instructional materials and specific needs for additional materials; include teacher input throughout the planning process if possible to ensure an owner is assigned to each task

TEA Resources

- Template to Assess Instructional Materials Access
- Searchable Inventory of Instructional Materials
- Instructional Materials and Supports for Advanced Academics Programs and Assessments: planning guidance and list of instructional resources for students participating in AP and IB
- Instructional Materials and Curricular Supports for Career and Technical Education: planning guidance and list of instructional resources for students participating in CTE
- TRR Searchable At-Home Learning Resources: searchable database for learning continuity resources
- ***Coming Soon*** Instructional Materials and Curricular Supports for Access for All Students: planning guidance and list of instructional resources with a lens towards students with special needs

Additional Resources

- TEKS Resource System (if purchased by your district)
- Instruction Partners COVID-19 Resource Hub: guidance and templates to support instructional continuity planning
- TNTP Resources for Learning at Home When Schools Close: home learning resources organized by standalone/short-term and existing curriculum/long-term categories
- Modern States Freshman Year for Free: provides information for accessing free college courses for credit
- College Board Quick Reference Sheet for AP Teachers: shares information about updates to AP testing and links to resources
- Early Childhood Instructional Resources: provides guidance for pre-k activities at home
- Circle Activity Collection: provides early childhood activities for families
- Family Engagement Resources: provides districts with guidance and support for planning for early childhood learning

District-Created Examples

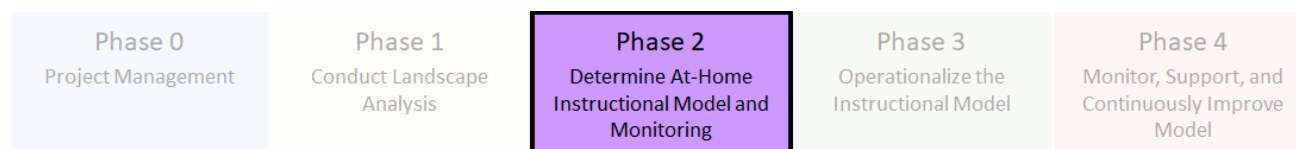
- Austin ISD Learning At-Home: includes detailed resources to support instruction at each grade level
- Austin ISD Learn At-Home Special Education Resources: demonstrates how districts can share additional resources with families
- Dallas ISD At-Home Learning: includes additional optional PK-12 free online resources and online library resources

Find links to all [Phase 1 resources](#) on the TEA Instructional Continuity Framework website.

[Return to Table of Contents](#)

Phase 2: Determine At-Home Instructional Model and Monitoring

Planning Category 2.1: Determine At-Home Curriculum and Instruction Model



Planning Category Activities

1. **Select instructional materials and delivery method** by grade, content area, and special student populations based on input from landscape analysis.
2. **Test and confirm digital access** for all selected materials and delivery methods.
3. **Identify or create scope and sequence** by subject and grade level for remainder of school year.

Planning Guidance

After conducting a landscape analysis of previously purchased and additional instructional materials, you are well-prepared to determine your at-home curriculum and instruction model.

1. **Select instructional materials and delivery method** by grade, content area, and special student populations based on input from landscape analysis.
 - What instructional materials will each grade level use in each content area?
 - How will students in each grade level and content area access the instructional materials?
 - Are the selected instructional materials self-paced digital, self-paced print, teacher-directed digital, or teacher-directed print?
 - What instructional model will you follow? All digital, all print, or a hybrid model?
 - How are teachers continuing to provide support and new learning? For example, will teachers provide pre-recorded videos, check-ins, run an online classroom, etc.?
 - How and when will teachers be available to answer questions from students and families?
 - How will teachers continue to monitor student progress?
2. **Test and confirm digital access** for all selected materials and delivery methods.
 - For digital materials, do all students already have access? If not, what is the plan for providing and testing access?
 - What guidance is needed for families? For students? For teachers?
 - What additional support can publishers provide related to digital access?
3. **Identify or create scope and sequence** by subject and grade level for remainder of school year.
 - What content should students learn or review in each grade level and subject?
 - Who will develop the scope and sequence for each subject and grade level?

Suggested Staff Support

- **District:** Curriculum and Instruction, Special Education and EL support staff, IT teams
- **Campus:** instructional leaders and coaches; leverage teacher input when possible

TEA Resources

- Selection of Digital Resources Template: fillable template to identify instructional resources by content and grade level
- Determine At-Home Curriculum and Instruction Model: template provides guidance for selection of instructional materials by content and grade level to build week-by-week guidance
- Overview of Texas Home Learning Resource
- Advanced Academics Remote Learning: list and links of resources by course and educator resources to support AP and IB remote learning
- CTE Courses Remote Learning: list and links of resources by course and educator resources to support CTE remote learning
- ***Coming Soon*** General Guidance for Prekindergarten “School at Home” Days: suggestions for districts to guide at-home learning for pre-k students

Additional Resources

- AP Updates for Schools Impacted by Coronavirus: College Board information about specific content assessed on this year’s AP exams
- Autism Circuit Tools: provides tools to support instruction for students with autism
- Instruction Partners COVID-19 Schools Resource Hub: includes list of guiding questions and a summary of different at-home instructional models to consider

District-Created Examples

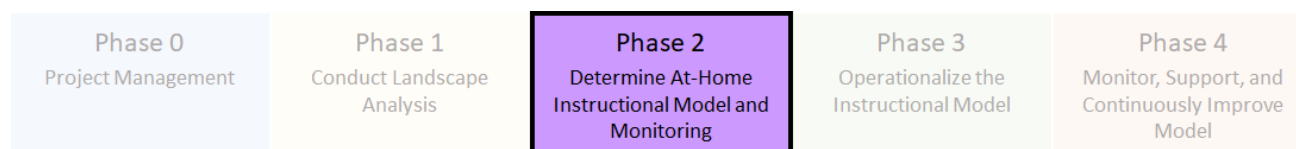
- Burleson ISD Online Learning
- Clint ISD Elementary C&I Remote Learning Plan
- Garland ISD At-Home Learning: provides an example of how instructional continuity plans are being shared with families
- Hawkins ISD Home-Based Learning
- Plano ISD Home Learning Resources: includes high-level resources and tips on navigating digital access
- Sinton ISD 5th Grade Remote Learning
- Spring Branch ISD Digital Backpack: includes e-learning roles, contacts, and resources specific to support needed in each content and grade level

Find links to all [Phase 2 resources](#) on the TEA Instructional Continuity Framework website.

[Return to Table of Contents](#)

Phase 2: Determine At-Home Instructional Model and Monitoring

Planning Category 2.2: Set Grading and Progress Monitoring Policies



Planning Category Activities

1. **Determine grading procedures and policies** for monitoring student performance.
2. **Set graduation policies** through individual graduation committee reviews.
3. **Determine attendance policies** for students in an at-home learning model.

Planning Guidance

TEA has developed guidance to support school districts and open-enrollment charter schools in setting policies for grading, graduation, and attendance during school closures.

Guiding Questions

- How will the district determine whether adjustments to the district grading policy are necessary during remote learning?
- Are adjustments to the regular district grading policy necessary as a result of remote learning? (e.g., The current policy may permit a student to retake an exam only one time, which may not be sufficient during remote learning?)
- What steps need to be taken to adopt an interim policy or addendum?
- How will changes to grading policy be communicated to students, parents, and teachers?
- Are adjustments to the grade placement procedure necessary (e.g., teacher recommendation, grade placement committees)?
- How will assignment and exam grades during remote learning be factored into promotion and retention decisions?
- How will promotion and retention decisions be made and documented?
- How will final grades and award of credit decisions be determined?
- How will assignment and exam grades during remote learning be factored into final grades?
- Are there benchmark tests, summative assessments, or other tests that can be administered to assess student proficiency for the course/subject area/grade level?
- What structures are in place for documenting final grades and award of credit?
- Do teachers have access to student records or to systems from which final grades can be exported or input directly into a student information system?
- Will timelines need to be adjusted to ensure records are entered for the current academic school year or semester?
- How will students and parents be notified about final grades and award of credit decisions?
- How will transcripts/report cards be generated and distributed?

- Does the current process for requesting transcripts need to be adjusted?
- Are adjustments to the district's standard grade point average (GPA) policy necessary?
- How might changes to the district's grading policy impact GPA calculation? (e.g., How will pass/fail grades be calculated for GPA?)
- How will the district ensure the revised policy is equitable for all students?
- How will changes to the policy be communicated to students and parents?

Suggested Staff Support

- **District:** superintendent, finance and operations teams, PEIMS coordinators
- **School:** administrators

TEA Resources

- Guidance on Grading and Graduation: guidance document on continuing or adapting grading policies

Additional Resources

- TEA Announcement: Cancellation of STAAR Testing for the Remainder of the School Year
- Relevant Texas Education Code Sections: TEC §28.0258 High School Diploma Awarded on Basis of Individual Graduation Committee Review; 19 TAC Chapter 74, Subchapter B Graduation Requirements; 19 TAC §74.1025 Individual Graduation Committee Review

District-Created Resources

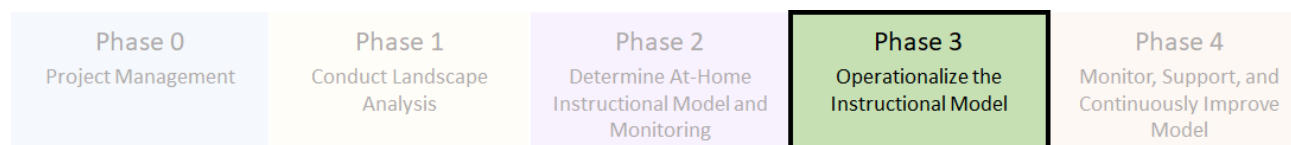
- Gunter ISD Secondary Grading Policies
- Lago Vista ISD Grading Policy
- San Saba ISD COVID-19 Grading Policy (available in English and Spanish)

Find links to all [Phase 2 resources](#) on the TEA Instructional Continuity Framework website.

[Return to Table of Contents](#)

Phase 3: Operationalize the At-Home Model

Planning Category 3.1: Design At-Home Learning Schedules and Attendance Plans



Planning Category Activities

1. **Identify time constraints** around existing school day (e.g., screen time, etc.)
2. **Set weekly and daily schedules** for teachers and students aligned to selected instructional materials.
3. **Develop and incorporate progress monitoring plan** by subject area and grade band into weekly schedules.
4. **Create plan to track and monitor attendance.**

Planning Guidance

Students and families in an at-home instructional model need clear guidance from school districts on how students should spend their instructional day. An at-home learning schedule, if designed intentionally and in alignment with the chosen instructional model, allows students to not only maintain but to develop new knowledge and skills.

Guiding Principles

- **Keep it simple.** Students are unlikely to have trained educators at home, so your schedule should be flexible and easy to implement for families.
- **Don't recreate the wheel.** Leverage current school schedules as a starting place and adapt for an at-home model.
- **Read, read, read.** It's always appropriate to default to reading as a planned activity. Make sure students have access to leveled texts and have them read as much as possible.
- **Manage screen time.** Screen time refers to the amount of time a user spends on a device to access on-screen activities. Videoconferencing and social interactions using video do not count towards screen time. The American Academy of Pediatrics recommends **children ages two to five should not exceed one hour** of daily screen time, broken into sessions of a maximum of 30 minutes. For **age six and above**, there is no specific screen time limit, but **it should not affect physical activity and face-to-face interactions** at home and school.

Guiding Questions

1. How many minutes per day should students be learning in their at-home model? Use the answer to build your instructional day.
2. Which content and enrichments are a priority for your students? Use the answer to divide the instructional day.
3. Given student access to technology, materials, and instructional delivery, what methods will lead students to mastery of content? Use the answer to plan activities for each content area.
4. Which student subgroups (SPED, G/T, at risk, etc.) will need differentiated activities? Use the answer to differentiate plans for subgroups.

Suggested Staff Support

District: Curriculum and Instruction, Finance

School: administrators

TEA Resources

- At-Home Learning Schedules Matrix District Examples: categorized list of sample schedules
- At-Home Learning Master Schedule Template
- Expectations for At-Home Learning Expectations for District Staff
- Elementary Scheduling Template
- Middle School and High School Scheduling Template
- PK Suggested Schedule for School at Home Day
- TEA School Finance Guidance on Student Attendance

Additional Resources

- American Academy of Pediatrics Recommendations on Children's Media Use
- Instruction Partners K-5 Sample Schedules in Distance Instructional Models
- IXL At-Home Learning: day-by-day learning plans
- Khan Academy Schedules for School Closures

District-Created Examples

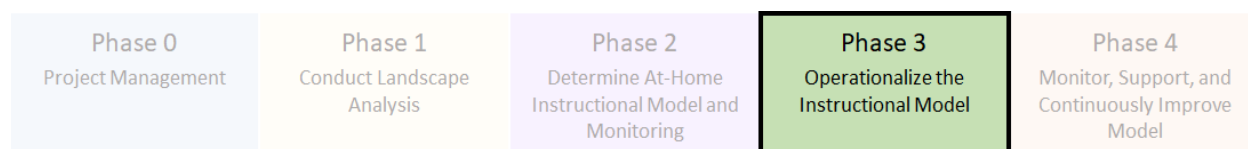
- Austin ISD Learning At-Home website
- Clint ISD Elementary Learning Remote Plan
- Dallas ISD At-Home Learning: sample learning schedules/plans
- DeSoto ISD Distance Learning Plan by grade band (PK3, PK4-2, 3-5, 6-8, 9-10, 11-12)
- Katy ISD C&I Online Learning Course
- Lytle ISD Remote Learning Connection
- Plano ISD Home Learning Resources: schedules by grade band (PK-5, 6-8, 9-12)
- Rosebud-Lott ISD Elementary School Home Activities
- San Antonio ISD Digital Playground: grade band activities by subject
- Success Academy Remote Learning Deck: simple and clear teacher schedule and expectations

Find links to all [Phase 3 resources](#) on the TEA Instructional Continuity Framework website.

[Return to Table of Contents](#)

Phase 3: Operationalize the At-Home Model

Planning Category 3.2: Adapt Staffing Models



Planning Category Activities

1. **Identify staffing** plan needs based on selected curriculum and instruction model.
2. **Update roles and responsibilities** of all school and district level positions included in staffing model.

Planning Guidance

During the fluidity of school closures, local education agencies must carefully consider planning, alignment, and expectations of staff to effectively support instructional continuity.

Guiding Principles

- **Lead.** During this unprecedented time, staff members look to you for guidance and direction.
- **Set high expectations for staff and students.** Leaders must set the expectation that students must still learn during school closures. If teacher expectations are lowered, student outcomes will suffer.
- **Clarity is king.** Have clear roles and responsibilities, expected actions, and communicated due dates and times for staff and students.
- **Don't recreate the wheel.** Leverage current staff structure, schedules, and responsibilities as a starting place and adapt for an at-home model.

Five Steps for Identifying Staff Roles and Responsibilities

1. **Identify and communicate point people.** Create a staff-facing matrix of whom to go to for what issues (e.g., content specific, operations, tech access).
2. **Clearly communicate teacher roles and responsibilities.** Use the resources provided in this document to assign, communicate, and manage follow-up for individual teacher responsibilities.
3. **Continue weekly check-ins or professional learning communities (PLCs).** Teachers should continue learning alongside students, so continue (virtual) coaching conversations and PLCs.
4. **Set up daily contact** for staff and students. Teachers should contact students as frequently as possible to check on wellness and learning. Prioritize communication with at-risk students.
5. **Monitor student progress.** Give students a schedule, determine how teachers will assess student learning, and give feedback to support all learners.

Suggested Staff Support

- **District:** Curriculum and Instruction, HR
- **School:** administrators, department heads

TEA Resources

- Expectations for At-Home Learning for District Staff
- Expectations Template for At-Home Learning School-Based Staff
- Guidance on Educator and Staff Issues and Educator Evaluations and Non-Renewal
- Staffing Models Matrix: searchable list of sample staff expectations with categorized attributes to meet the needs of multiple district contexts
- ***Coming Soon*** TEA Special Populations-Specific Staffing and Scheduling Guidance: about serving students with special needs during school closures

Additional Resources

- Instruction Partners Four Phases of Building Culture
- TASB Personnel Issues During Epidemics and School Closures
- TASB Personnel Issues Related to Instructional Continuity During Closures
- TASB HR Services COVID-19 Frequently Asked Questions

District-Created Examples

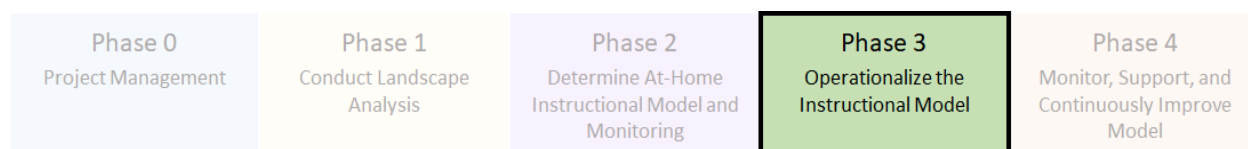
- Alamo Heights ISD Continuous Learning Guidelines: a resource for teachers
- Garland ISD Educator Training: district-level expectations for teachers on a week-by-week basis with exit ticket from training
- Miami-Dade County Public Schools "Preparing for Distance Teaching and Learning" presentation: informational PowerPoint with teacher checklists
- Rocky Mountain Prep Teacher/Staff Expectations: expectations for teachers, staff, and students
- Success Academy Remote Learning Deck: simple and clear teacher schedule and expectations
- Wylie ISD Instructional Plan for School Closure: includes roles and responsibilities

Find links to all [Phase 3 resources](#) on the TEA Instructional Continuity Framework website.

[Return to Table of Contents](#)

Phase 3: Operationalize the At-Home Model

Planning Category 3.3: Communicate Plan to Stakeholders



Planning Category Activities

1. **Create communications plan** and timeline of key messaging for all stakeholders.
2. **Communicate with teachers** about at-home curriculum and instructional model.
3. **Communicate with students and families** about at-home curriculum and instructional model.
4. **Provide ongoing communications** as decisions are made and as new information becomes available.

Planning Guidance

Communications should be connected to all phases of the Instructional Continuity Framework to bring the components together and communicate them effectively to the different stakeholders.

1. **Create a communications plan** and timeline of key messaging for all stakeholders.
 - Read about the [six essential guidelines for effective communication](#).
 - Identify key messages for each phase of the Instructional Continuity Framework.
 - Establish the timeline for communicating key messages.
 - Identify stakeholders who need to be informed.
 - Create key messages to be delivered.
2. **Communicate with teachers** about at-home curriculum and instructional model.
 - Establish expectations from teachers as they implement the at-home curriculum and instructional model.
 - Provide information about where to find resources for teacher professional development.
 - Provide information about where to find resources for students.
 - Check in frequently and provide communication channels for teachers to give feedback and let you know how instruction is progressing.
3. **Communicate with students and families** about at-home curriculum and instructional model.
 - Provide an overview of information that students and families need to know.
 - Communicate answers to frequently asked questions about COVID-19, STAAR testing, graduation requirements, where to access resources, etc.

- Provide an overview of the at-home curriculum and instruction model and what is expected of students and families.
 - Check in frequently and provide communication channels for students and families to give feedback and let you know how instruction is progressing.
4. **Provide ongoing communications** as decisions are made and as new information becomes available.
- Follow up to ensure stakeholders are receiving the information.
 - Refine messages as needed based on stakeholder feedback.
 - Provide access to additional information and resources as they become available.

Suggested Staff Support

- **Lead district supports:** superintendent, communications, chief academic officer, and C&I team
- **Additional district supports:** operations, HR, IT, Child Nutrition, family liaisons, multilingual education departments
- **School:** principal(s), lead counselor, department leads, parent liaison, student representatives, special education director

TEA Resources

District Crisis Communications Plan: resources for district leaders communicating to various stakeholders in times of a crisis

District-Created Examples

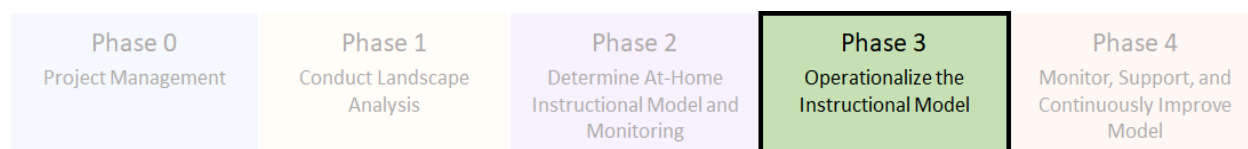
- Elgin ISD “Weekly Focus” Communication: demonstrates simple communication and illustrates that effective communication does not need to be high tech
- Humble ISD Strategic Communications Plan: robust strategic plan that identifies vision, objectives, responsible parties, and timelines
- San Marcos CISD Remote Learning Plan: demonstrates the communication of the remote learning plan to teachers and administrators
- Spring Branch ISD Stakeholder Communication: sample demonstrates utilizing the website as the main form of communication
- Spring Branch ISD Parent Communication: provides easy-to-digest, manageable content related to the audience

Find links to all [Phase 3 resources](#) on the TEA Instructional Continuity Framework website.

[Return to Table of Contents](#)

Phase 3: Operationalize the At-Home Model

Planning Category 3.4: Provide Model-Aligned Professional Development



Planning Category Activities

1. **Create training plan** and timeline by stakeholder group.
2. **Identify training platform and design trainings** for all stakeholders.
3. **Execute trainings** as decisions are made and information is available.

Planning Guidance

Prior to identifying a model-aligned professional development plan, districts need to identify the digital tools, programs, and platforms currently in use. Leverage already purchased or regularly used tools and platforms to provide greater continuity and consistency for students and staff. Consider the following when planning and executing model-aligned professional development:

1. **Inventory existing tools, programs, and platforms** to be used by instructional staff to support at-home learning.
 - What digital tools, programs, and platforms are currently utilized by campuses and instructional staff to deliver instruction? Consider purchased adopted instructional materials with their own platforms, programs, or tools.
 - What digital tools, programs, or platforms are currently used by campus leaders and teachers for coaching purposes, regular check-ins, and deliverables (e.g., lesson plans, data analysis, meetings)? Consider how accountability is maintained using the identified tools.
 - What digital tools, programs, or platforms are used to communicate with students and families regarding student progress and feedback?
 - What new tools, programs, or platforms will be needed to deliver instruction based on the determined at-home instructional delivery model?
 - What new digital tools, programs, or platforms are needed for campus leaders and teachers to support coaching, regular check-ins, and deliverables? How is accountability maintained?
 - What new digital tools, programs, or platforms are needed to communicate with students and families regarding student progress and feedback?
2. **Determine training needs** for digital tools, programs, and platforms for each stakeholder group. Prioritize the training needs based on district policies and timelines.
 - What trainings are needed for instructional staff?
 - What trainings are needed for campus leaders, teacher managers, students, and families?
 - Are there additional staff that need to attend training to support?

- What information is most critical to initiate at-home learning? Consider how information will be delivered to families, the daily expectations for students and teachers, and regular interaction expected between teachers and students and between teachers and leaders.
3. **Identify options for training.**
 - How has virtual training been conducted in the past?
 - Are trainings available through established partnerships with publishers, vendors, and other organizations?
 - What staff can support training development or facilitation?
 - Will differentiated options be offered based on needs and capacity of the stakeholders?
 4. **Create and execute a training and support plan** for stakeholders. Develop a scope and sequence of training by stakeholder group.
 - Prioritize and schedule trainings. Which stakeholder groups will need each training and by when? Establish procedures for attendance and completion.
 - How will training information be communicated?
 - Will participants be required to register for trainings? If so, how will registration take place? Who will monitor and identify if someone needs training but has not registered?
 - How will you ensure training has been completed and participants are prepared to utilize the new tool, program, or platform?
 5. **Prepare for follow-up** training and support.
 - What will be the follow-up to determine if stakeholders are using the new tool, program, or platform effectively? How will you determine if further training is needed?
 - What supports will be in place as stakeholders use new tools, programs, or platforms? Who is responsible for support? How will this be tracked to identify additional training needs?

Suggested Staff Support

- **District-level curriculum and instruction:** generates list of content-specific and general instructional tools, programs, platforms, and resources for training support; include district-level special education and EL staff
- **Instructional materials coordinator:** develops list of adopted products that could be leveraged for at-home learning; contacts publisher representative to identify additional services/support
- **Campus instructional leaders, coaches, or teachers:** provide information about current tools, programs, and platforms; identify needs based on campus and teacher expectations and systems
- **IT:** provides information about use of tools, programs, and platforms to inform decisions; facilitates continuous collaboration and provides support in the transition to at-home learning

TEA Resources

- Example Considerations for Determining Tools, Programs, and Platforms: template to determine which tools, programs, or platforms are needed in the instructional model
- Template Designing a Training Plan: for district leaders to develop and organize a professional development plan for educators
- Training Database: Excel list of trainings available for purchased instructional materials and products

Additional Resources

- ESC 11 Digital Learning Sessions: schedule of on-demand learning
- ESC 20 Remote Instructional Digital Age Learning Webinars: schedule of webinars and online support provided by Region 20
- CEC & eLuma Teaching Special Education Online During COVID-19 Webinar
- Google for Education: training center to support use of Google tools
- EdSurge Preparing to Take School online: provides training checklists and guidance for training

District-Created Examples

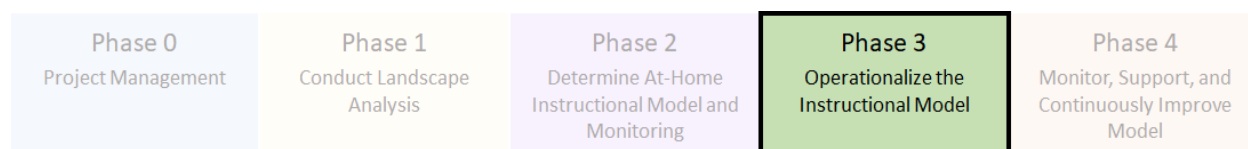
Garland ISD Required Training for Teachers: provides an overview of the training plan and access to courses to support initial online training

Find links to all [Phase 3 resources](#) on the TEA Instructional Continuity Framework website.

[Return to Table of Contents](#)

Phase 3: Operationalize the At-Home Model

Planning Category 3.5: Purchase, Print, and Distribute Instructional Materials



Planning Category Activities

1. **Identify list of needed print-based materials** based on instructional delivery model.
2. **Create plan for delivery** of materials given identified constraints.
3. **Purchase and print** any materials not already available.
4. **Oversee logistics** of materials distribution.
5. **Create inventory and tracking system** to ensure students receive materials.

Planning Guidance

Prior to identifying instructional materials to purchase, print, and distribute, conduct a landscape analysis to see what physical materials are available within the district to support the at-home instructional delivery model.

Given that some families may not have digital access, districts should consider what materials can be distributed to ensure learning continuity. Leveraging previously purchased instructional materials as the foundation for the at-home instructional model will provide greater continuity and consistency for students and staff members.

1. **Identify list of needed print-based materials** based on instructional delivery model.
 - What materials are available for immediate distribution, such as consumable workbooks and teacher-created print materials? Are there out-of-adoption materials that could be used for at-home supplemental use, such as leveled readers?
 - What additional necessary materials need to be purchased and distributed?
 - What materials must be provided or printed for all students to support at-home learning?
 - What digital materials can be printed and distributed for families without digital access?
 - What is the need for accessible materials such as Braille or large print?
2. **Create plan for delivery** of materials given identified constraints.
 - What distribution plans are already in place at your district (e.g., meal distribution for students)? Could those be leveraged to provide instructional materials as well? How will this be coordinated (e.g., certain grades report to campus at certain times, etc.)?
 - How will you ensure all students have what is needed for instruction?

3. **Purchase and print** any materials not already available.
 - What materials need to be purchased or acquired? Have you reached out to a publisher representative to see if they are offering additional resources for their customers?
 - Who is responsible for printing instructional materials and distributing to families?
 - When will materials be available? How often will families receive or pick them up?
 - What is the expectation for teachers (or other staff) to submit materials for printing?
4. **Oversee logistics** of materials distribution.
 - What will be the schedule for distribution of materials?
 - What will be the chain of delivery from identifying what to print, printing, delivering to distribution location, and tracking who has received materials?
 - Who will own and support each component of the process?
5. **Create inventory and tracking system** to ensure students receive materials.
 - What systems already exist for the tracking and distribution of instructional materials?
 - What systems are needed to track and distribute materials to students and families in need?
 - How will students and families communicate their need for printed materials?
 - What will be the follow-up with families to ensure they pick up/receive the materials?

Suggested Staff Support

- **District operations:** follow established plan for printing and distribution; direct printing of materials and process for distributing materials to the appropriate locations and families
- **District curriculum and instruction staff:** collect and organize printing needs by content area and grade level; lead teachers can support the identification of specific materials for print; support weekly routine of teachers submitting printing needs; ensure all content areas have appropriate materials for distribution
- **Instructional materials coordinator:** connects with publishers to provide information on additional materials and resources being provided for adopted materials; responsible for ordering additional materials

TEA Resources

- Logistical Considerations for Paper-Based Packet Pick Up: guidance to support districts with logistical consideration for safe distribution of instructional materials
- Template to Purchase, Print, and Distribute Instructional Materials: guidance to support plan creation with examples and template for tracking distribution of print materials

Additional Resources

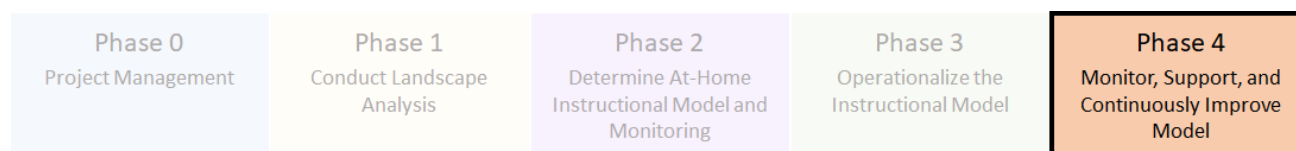
Instruction Partners Instructional Management, Structures, and Routines: guidance to support districts and campus planning

Find links to all [Phase 3 resources](#) on the TEA Instructional Continuity Framework website.

[Return to Table of Contents](#)

Phase 4: Provide Monitoring and Support

Planning Category 4.1: Monitor Student Progress



Planning Category Activities

1. **Design process to track student mastery and growth** for districts, principals, teachers, and students.
2. **Create structure and schedule student-teacher conferences** for student support.
3. **Execute and track** student-teacher conferences.

Planning Guidance

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.

When grading student work, teachers may consider factors such as work ethic, engagement, and participation in addition to student performance. However, educators should not rely on grades alone to accurately measure individual student proficiency of knowledge and skills.

Districts should continue to think about monitoring student progress through with 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. Examples include checks for understanding, exit tickets, student responses, observations, various student work, worksheets, formal quizzes, etc.
- **Interim assessments** or benchmarks measure a student's understanding of a broader span of student expectations at the end of a quarter, 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.

Additionally, when determining an approach to collecting student work and tracking student grades, educators should consider the guidance provided in the School Finance FAQ included on the COVID 19 home page regarding documentation to verify that instruction has been provided while school is closed. Tracking student mastery of knowledge and skills is one form of this documentation.

1. **Design process to track student mastery and growth** for districts, principals, teachers, and students.
 - Who oversees design and implementation of different assessment types?
 - Which assessments are common across campuses or the district?
 - Which assessments are decided by individual teachers?
 - What types of support will be provided for assessments that are decided by teachers (e.g., feedback, professional development, materials)?
 - How should assessments be designed and delivered? What delivery channels are available to teachers and students (e.g., online tools, video conferences, paper packets)?
 - What assessments are appropriate for those channels (e.g., live or recorded presentations, quizzes, projects, portfolios, papers)?
 - How should delivery channels and assessments differ by subject and grade level or by assessment type?
 - Are there resources/information that teachers will need to evaluate student work and assign a grade (e.g., rubrics for essays or projects)?
 - How do we leverage existing tools and resources (e.g., district-created benchmarks, extended window for state-developed interim assessments)?
 - How will progress monitoring and results be shared across district and campuses and communicated with students and parents?
 - Does the district or campus have a learning management system that can be leveraged for teacher, student, and parent communications tracking student progress?
 - Does the district or campus have a standardized tracker for student expectations that teachers can use?
 - Does the district or campus have a shared drive for campus and district leaders to access learning management systems, progress monitoring tools, or other documents?
 - What structures should be in place to update students and parents on progress (e.g., conferences, check-ins, progress reports, shared tracker)?
2. **Create structure and schedule student-teacher conferences** for student support.
 - What are the various formats teachers can use to contact students? What guidance will you give to teachers to determine which format to use?
 - If students are picking up and returning hard copies of assignments, what will the expectations be for teachers to review and provide feedback?
 - What expectation will you set for response times to student inquiries via various formats (i.e., phone messages vs. email messages)?
 - How frequently should teachers check in with groups of students or individual students and what is the expected duration?

3. **Execute and track** student-teacher conferences.
 - What will the expectations be for different types of interactions between teachers and students? These include but are not limited to direct teach, monitoring of formative or summative assessment (such as reading fluency), responding to questions, providing feedback on submitted work, etc.
 - How will you differentiate for age groups and content areas? How will you differentiate for students with IEPs or students or parents who need ESL supports?
 - Consider providing sample agendas for teacher check-ins.
 - Who will determine the schedule for teachers to conduct online or telephone office hours to support students and parents with any challenges they may be experiencing in mastering content remotely?

Suggested Staff Support

- **District:** Curriculum and Instruction, assessment staff
- **Campus:** consult instructional leaders and instructional coaches as plans are created; leverage teacher input as much as possible

TEA Resources

- Student Progress Monitoring Template
- Remote Counseling Supports: comprehensive school counseling programs during school closure
- ***Coming Soon*** Resources to diagnose student learning in an at-home model
- ***Coming Soon*** STAAR Interim Assessments: free, optional online tool for districts to monitor progress and predict student performance on STAAR
- ***Coming Soon*** STAAR Released Test Questions: sample questions and test forms that may have been previously administered

Additional Resources

- Albert 121 Tools for Distance Learning: large list of technology tools for distance learning, including formative assessment (section 1.12)
- EDU in 90 Quizzes in Google Forms: video tutorial about creating online quizzes and assessments using Google Forms
- Google: Using Comments + Action Items in G Suite docs, sheets, and slides
- Hanover Research Best Practices in K-12 Online and Hybrid Courses: recommendations for interaction between instructors and students in online and hybrid environments

District-Created Examples

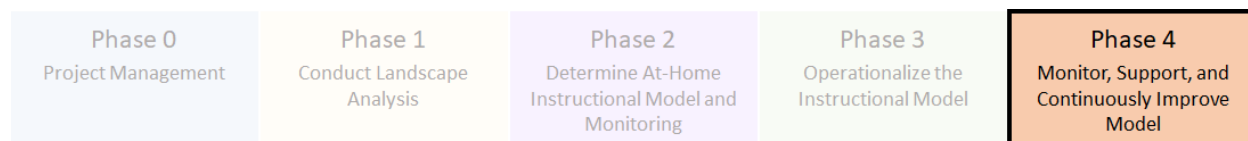
- Frisco ISD eLearning Guidelines: addresses expectations for grading during school closure in the Instructional Planning section; includes guidance regarding teacher feedback to students in eLearning Participation Expectations for Staff and Students section
- Garland ISD Required Training for Educators: outlines teacher expectations regarding outreach to parents and frequency of teacher feedback to students
- Lewisville ISD Virtual Learning Academy Guide: guidelines for types of interaction and minimum expectations for teachers and students in a virtual environment

Find links to all [Phase 4 resources](#) on the TEA Instructional Continuity Framework website.

[Return to Table of Contents](#)

Phase 4: Provide Monitoring and Support

Planning Category 4.2: Provide Ongoing Teacher Supports



Planning Category Activities

1. **Design process for school leaders and coaches to check in with teachers** for support.
2. **Develop check-in template, schedule, and execute teacher check-ins.**
3. **Create professional development plan** to provide ongoing support around use of materials and delivery method.

Planning Guidance

School districts should leverage existing systems and processes as a foundation of support to provide greater continuity and consistency.

1. **Design process for school leaders and coaches to check in with teachers** for support.
 - What processes and systems already exist for school leaders and coaches to check in with teachers? How can these systems be adjusted to a virtual setting?
 - What new systems or processes need to be implemented to ensure campus leaders and coaches have regular and frequent check-ins with teachers?
 - What daily routines and expectations will need to be created or adjusted to check daily attendance or presence of teachers?
 - How will systems be monitored and improved at the district level?
 - What expectations will be mandatory across the district? What expectations will be determined by individual campus leaders or coaches?
2. **Develop check-in template, schedule, and execute teacher check-ins.**
 - What critical components do campus leaders or coaches need to check in about regularly with teachers to support at-home instruction?
 - How will campus leaders or coaches conduct check-ins with teachers? What will be the expectations for pre- and post-work for check-ins?
 - Where will check-in documents be located and how will they be shared?
 - What is the expectation for preparing prior to the meeting?

3. **Create professional development plan** to provide ongoing support around use of materials and delivery method.
 - How will teacher training needs be identified? How will identified needs be shared with district leaders responsible for professional development support?
 - Does a library of on-demand trainings exist to support differentiated teacher needs?
 - What is the process for requesting additional training?
 - Have individuals been identified as leads with certain programs or content to support teacher needs?
 - What systems need to be adjusted or created to support coaches with teacher check-ins? How will training for coaches be identified and provided for ongoing improvement, support, and accountability?
 - Are there structures to support teacher collaboration and discussion for peer support?

Suggested Staff Support

The primary staff members who could be involved in this planning are district and campus leaders. As much as possible under current circumstances, leverage teacher input. Throughout the planning process, ensure that a clear owner is assigned to each task.

- **District:** establish guidelines for campus leaders and teachers regarding regular check-in expectations; develop process for identifying training needs and establishing system for requesting district-level support
- **Campus:** communicate expectations with staff and set schedule for check-ins; determine how teacher progress will be monitored and needs identified; share template for check-in and model use or adjustments to current process
- **Teachers:** leverage check-ins as a system for raising concerns and requesting support; staff shares feedback to improve system to better meet individual needs

TEA Resources

Template Teacher Check-In Document: example of structure and guidance for campus leaders or coaches to conduct teacher check-ins

Additional Resources

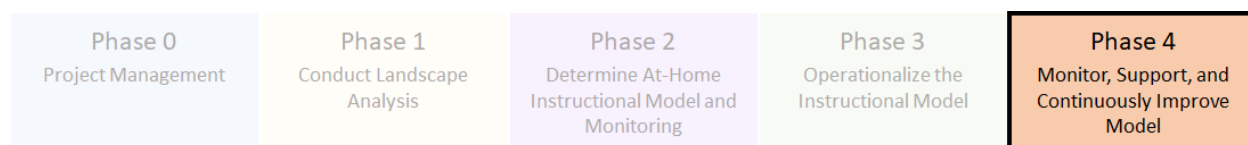
Curriculum Support Guide Determine the Plan for Coaching: framework provided by Instructional Partners to guide the model and systems for coaching teachers

Find links to all [Phase 4 resources](#) on the TEA Instructional Continuity Framework website.

[Return to Table of Contents](#)

Phase 4: Provide Monitoring and Support

Planning Category 4.3: Troubleshoot Problems



Planning Category Activities

1. **Develop a help desk ticket submission process** for students and teachers.
2. **Create a district support team** to address help desk tickets.
3. **Provide ongoing troubleshooting services** to students and teachers.
4. **Create additional trainings/communications** to reduce repeated student and teacher challenges.

Planning Guidance

Consider creating a centralized place for teachers and parents to request help and troubleshoot problems they encounter during at-home instruction.

If your district already has a help desk system, evaluate whether it can effectively support your instructional continuity plan. Evaluate whether the current system can perform key functions, given the current scale of demand, and handle the changes in support needs with the shift to at-home instruction.

An effective help desk should accomplish the following:

- **Provide a single point of contact:** Teachers and parents should always know where to go when they need help.
- **Answer questions:** Teachers and parents should be able to use self-service or contact a help desk staff member when they need answers or step-by-step instructions.
- **Free up time:** A well-run help desk centralizes knowledge and provides workflow guidance that makes solving problems quicker and easier.
- **Measure satisfaction:** Users should always have a way of rating the help desk and giving feedback to improve processes, knowledge bases, and solutions.

Guiding Questions

- What is the purpose of this help desk system in terms of who it is intended to help and what their needs are?
- How would a teacher or parent reach you for help? How does your help desk system support users with different access abilities?
- What kind of documentation or receipt, if any, will a help desk user get once they submit a ticket or support request?

- Will this documentation include a date and time by which they should expect to receive a response? How will help desk staff know when a ticket or request has been solved or closed?
- What criteria and processes will be in place to assess and assign priority to different support requests? When and how can a request be escalated?
- What should a teacher or parent do if they do not receive a response within the described time or within a timely manner?
- How will you measure continuous improvement? Will users receive satisfaction surveys? What should a user do if service was unsatisfactory? To whom would they report concerns?

Use your responses to these questions to create or improve documentation of your standard operating procedures for the help desk system. Standard operating procedures document the steps needed to deliver or complete specific processes or tasks. In help desk terms, this document will outline how to handle support requests or tickets. This allows staff to manage all responses in a structured and uniform way from initial contact to successful resolution.

Plan to iterate the system over time. Consider what help resources and contact lines you already have. Are these resources linked to in the same place as your online learning resources or your specialized COVID-19 sites? Are they accessible by teachers and parents with differing levels of online access? If there are multiple support channels, consider whether they can be better integrated to ensure no one falls through the cracks.

Develop your knowledge base and training materials over time. Provide quick and easy training materials in different formats. Again, plan to provide access to necessary information quickly in available formats, then iterate and add new formats over time.

Suggested Staff Support

- **Emergency operations team:** helps provide updates to centralized website or communications system
- **IT:** provides tech support and system development
- **Communications:** supports development of training templates and communications materials
- **HR:** provides teacher contact information
- **Third-party vendors:** provides software support

TEA Resources

- Sample Help Desk System Processes and Tools
- Template ICP Help Desk Standard Operating Procedures

Additional Resources

- Asana IT helpdesk
- Google G Suite Guide: Set up your Help Desk
- Mojo Helpdesk
- Smartsheet: How to Use Smartsheet as an IT Ticketing System, Help Desk Ticket Tracker with Form
- Zendesk Online Ticketing System

District-Created Examples

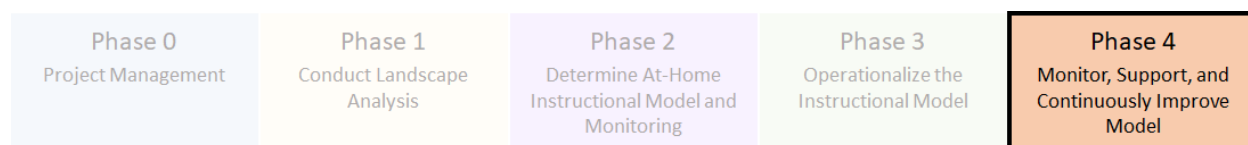
- Dallas ISD At-Home Learning (scroll to bottom for help desk link): provides a link help desk and a number to call for technical difficulties
- Houston ISD @H.O.M.E.: includes multiple support and training resources for parents, students, and teachers; HISD Online Booking for Instructional Technology Appointment; Houston ISD Technology Service Desk
- Katy ISD Parent Tech Help page and Parent Tech Help Form
- Leon County Schools Support Portal: help desk ticketing system uses Mojo Helpdesk and was created to support all customers (teachers, students, administrators, staff, and parents)
- Miami-Dade County Public Schools COVID-19 Support Lines (scroll down): multiple hotlines to ensure the right person receives the right type of support; supports students, parents, and teachers
- Parkrose School District Helpdesk: uses Google Forms for an online ticketing system; provides user-friendly links to other important resources
- Pharr-San Juan-Alamo ISD Academic Continuity Parent Resources and HelpDesk Form: features dedicated page with step-by-step instructions to access online learning resources; includes HelpDesk Google form in English and Spanish

Find links to all [Phase 4 resources](#) on the TEA Instructional Continuity Framework website.

[Return to Table of Contents](#)

Phase 4: Provide Monitoring and Support

Planning Category 4.4: Support Ongoing Operations



Planning Category Activities

1. **Develop a process** for stakeholders to submit questions or feedback.
2. **Create a district response team** to address questions and concerns.
3. **Provide ongoing operational support** to stakeholders.
4. **Create additional trainings/communications** to enhance at-home model operations.

Planning Guidance

Supporting stakeholders on an ongoing basis means identifying needs as they come up and continuing to adjust and improve. Guides and templates for parents, teachers, and students help create the foundation for interaction. However, continued communication is essential to find out what is working and what is not.

1. **Develop a process** for stakeholders to submit questions or feedback.
 - Establish a formal feedback collection survey and a regular collection cycle (see planning category 4.5).
 - Create a master district email address or other single channel through which anyone can submit informal questions and feedback (similar to disasterinfo@tea.texas.gov).
 - Ensure students have access to food service and other necessities.
 - Ensure students and teachers are engaged in teaching and learning.
2. **Create a district response team** to address questions and concerns.
 - Create a dedicated team to review the daily feedback collected and categorize questions or improvements based on the expertise required to address. For example, decide if questions should go to the instructional design team or the IT team.
 - Curate the questions or feedback into a shorter list by summarizing or removing duplicates.
 - Create a regular review cycle or meeting to send curated feedback to district experts.
3. **Provide ongoing operational support** to stakeholders.
 - Have district experts craft operational improvements or responses to questions. Share those responses and plans back with the district response team and internal stakeholders.
 - Decide on necessary timelines and resources to make operational improvements in light of other priorities.

- Note that too many new and exciting ideas or changes will be overwhelming for those expected to implement them. District leaders should curate approaches or explicitly assign curators to roll out changes in a less overwhelming way.
4. **Create additional trainings/communications** to enhance at-home model operations.
- Proactively communicate changes or improvements (see planning category 3.3) to external stakeholders.
 - Ensure training is available to support implementation of the changes or improvements. Create standalone templates, guides, or videos to support this.

Suggested Staff Support

- **District:** centralized district response team, district executive leadership, subject matter experts, and communications staff
- **All staff:** can be involved in creating continuous improvement based on feedback
- **Dedicated district response team:** collects questions/feedback and curates information for district experts on various teams; can serve as a central hub for information collection and distribution to help ensure a coordinated response across district teams
- **Other district leaders:** ensure that changes or improvements are curated and rolled out in a coordinated way across stakeholders

TEA Resources

- Attendance Policy Considerations
- Virtual Discipline and Dress Code
- ***Coming Soon*** Legal Implications in a Virtual Environment

Additional Resources

Federal Student Aid Handbook excerpt on documenting attendance when students are enrolled in distance education courses:

In a distance education context, documenting that a student has logged into an online class is not sufficient, by itself, to demonstrate academic attendance by the student. A school must demonstrate that a student participated in class or was otherwise engaged in an academically related activity. Examples of acceptable evidence of academic attendance and attendance at an academically related activity in a distance education program include:

- *Student submission of an academic assignment*
- *Student submission of an exam*
- *Documented student participation in an interactive tutorial or computer-assisted instruction*
- *A posting by the student showing the student's participation in an online study group that is assigned by the institution*
- *A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters*

An email from the student or other documentation showing that the student initiated contact with a faculty member to ask a question about the academic subject studied in the course.

District-Created Examples

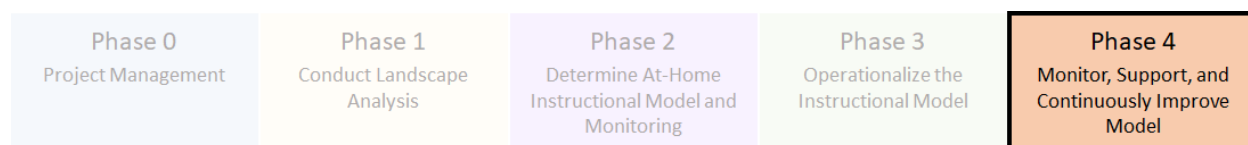
- Connections Academy Attendance Guide: article provides recommendations on how to take attendance in a remote learning environment
- First Line Schools Operational Guidance: list of core values in an online environment
- STRIVE Prep Remote Learning Plan: discusses design principles, learning expectations, and culture expectations; includes information about student discipline expectations in an online environment
- Success Academy Remote Learning Plan: provides an overview of operations principles, daily schedules, and guidance for remote learning
- Virtual SC Student Code of Conduct: created by state-sponsored online program in South Carolina that provides remote education; outlines staff and student conduct expectations during remote learning

Find links to all [Phase 4 resources](#) on the TEA Instructional Continuity Framework website.

[Return to Table of Contents](#)

Phase 4: Provide Monitoring and Support

Planning Category 4.5: Continuously Improve the Instructional Model



Planning Category Activities

1. **Develop a process** to collect, categorize, and assess barriers to implementation.
2. **Analyze barriers** to implementation and adjust execution based on findings.

Planning Guidance

Implementing distance learning will be new for many teachers, students, and families. It is important to have a continuous improvement mindset and consider systems for reflecting on the instructional model. Give administrators, teachers, parents, and students an opportunity to reflect and give feedback.

Consider the following methods—each has advantages and limitations:

- A centralized help center or feedback page
- Virtual meet-ups or conference calls
- Virtual focus groups with administrators, teachers, parents, or students
- Virtual check-ins or surveys

A combination of these tools or methods is recommended to give the district a more accurate depiction of what is working well or could be improved with the instructional model. Also, the district will need to consider the type of data being collected. Example fields include:

- Role (e.g., administrator, teacher, parent, student, community member)
- Campus name
- Grade level
- Course name
- Teacher
- Name
- Email

Once the data is collected, it is important to remember the data is only valuable if it used to make strategic decisions as part of a continuous improvement system.

Suggested Staff Support

- **District:** C&I for teacher meet-ups, setting up focus groups, or analyzing survey data to strategize improvements to the current instructional model
- **Teachers:** create task force of teacher leaders from each campus to support this work
- **IT:** to create or update centralized help center or feedback button or if distributing a survey on a large scale

TEA Resources

Feedback Tools and Methods: district tool to determine appropriate methods and tools to gather feedback from stakeholders

Additional Resources

- Google Teach from Home: remote learning resources compiled by Google; includes feedback section for educators, located at the bottom of page
- University of Texas Center for Community College Student Engagement Focus Group Toolkit: provides a sample focus group guide that could be adapted by districts; provides examples to tailor the focus group discussion based on those present
- Ednovate Virtual School Tips: this charter school network created a virtual school in just three days in response to school closures; their website outlines the process and major learnings

District-Created Examples

Georgetown ISD “Let’s Talk” Feedback Page: community engagement page for educators, parents, students, and other community members; depending on the topic, comments are routed to the appropriate district staff member for a response

Find links to all [Phase 4 resources](#) on the TEA Instructional Continuity Framework website.