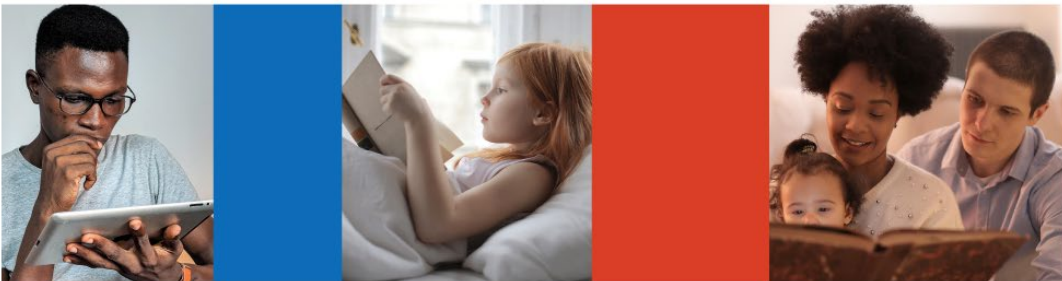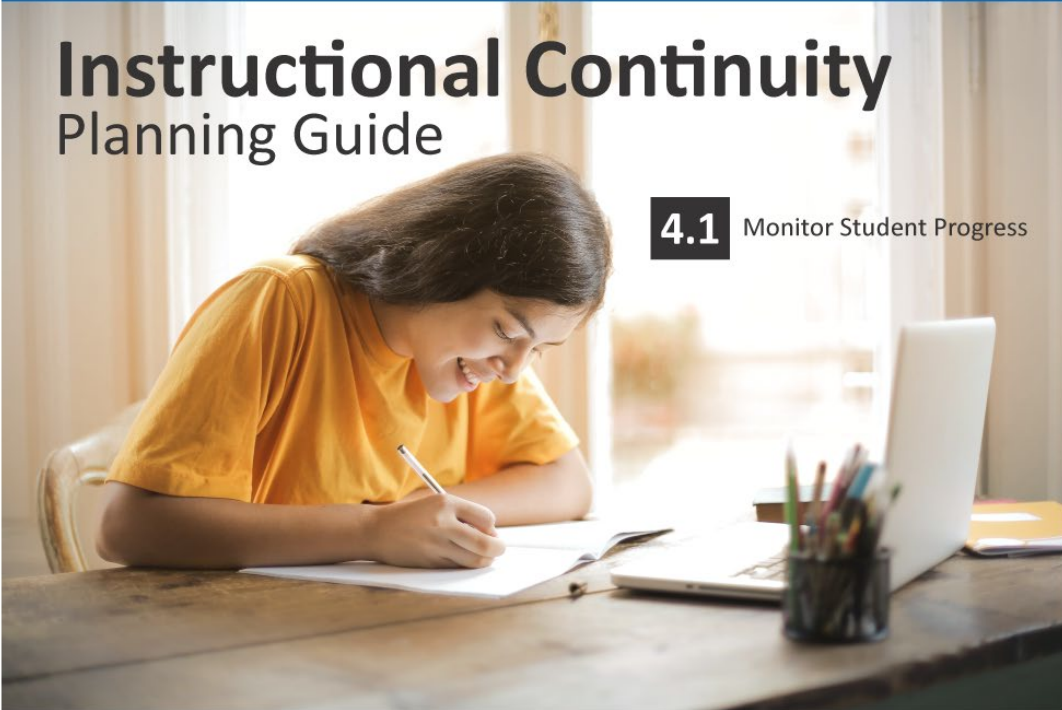**Phase 4:** Provide Monitoring and Support

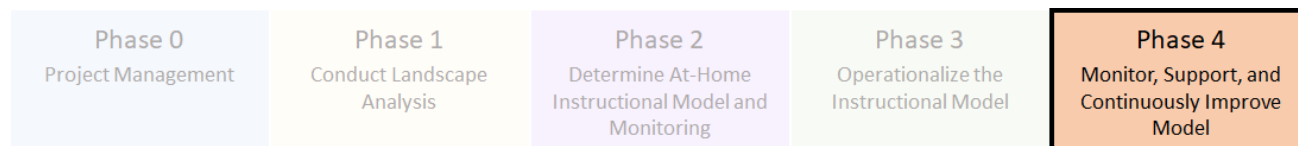**TEA**

Instructional Continuity
Planning Guide

4.1 Monitor Student Progress

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.

Phase 4: Provide Monitoring and Support
Planning Category 4.1: Monitor Student Progress

Phase 0	Phase 1	Phase 2	Phase 3	Phase 4
Project Management	Conduct Landscape Analysis	Determine At-Home Instructional Model and Monitoring	Operationalize the Instructional Model	**Monitor, Support, and Continuously Improve Model**

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.