

# Asynchronous Plan Open Response Common Pitfalls

These pitfalls are —

- An example of **SOME** errors that would require LEAs to revise and resubmit their plans
- An example of some key errors LEAs will want to avoid when drafting and submitting their asynchronous plans to TEA for review and approval

These pitfalls are **NOT**

- The only or “worst” way to develop a plan that requires revisions. Plans are evaluated based on the rubric. There are several ways that plans would need revisions before being approved.
- An endorsement or non-endorsement of any particular set of materials or products. See exemplars for examples of how wide variety of products can be used or adapted to meet the requirements of the rubric.

## Instructional Schedule: Describe and attach a sample instructional schedule

Points Category	Common Pitfalls to Avoid
1.1 Instructional schedule outlines expected time for students to interact with academic content.	<ul style="list-style-type: none"> <li>• Failing to include instructional schedule outline with expected time for students to interact with academic content</li> <li>• Schedule description does not include instructional minutes, or is not clear about what instruction is happening when, <b>or</b></li> <li>• Schedule description does include instructional minutes, but teacher availability is not sufficient for student progress</li> <li>• Students do not have clear means to engage with teachers on a daily basis</li> <li>• Does not adhere to approximate minimum times for student engagement across all subjects. Minimum requirements:               <ul style="list-style-type: none"> <li>○ Half day PreK – 90 instructional minutes</li> <li>○ Full day PreK – 180 instructional minutes</li> <li>○ K through 5th grade – 180 instructional minutes</li> <li>○ 6th through 12th grade –240 instructional minutes</li> </ul> </li> </ul>
1.2 Instructional schedule outlines expected time for students to interact with teacher(s) and receive instructional support	<ul style="list-style-type: none"> <li>• Less than 30 minutes of pre-planned teacher/student interaction per day</li> <li>• Not adjusted to include differentiation               <ul style="list-style-type: none"> <li>○ Doesn't include GT, SPED support</li> <li>○ Specified intervention and special population support is not defined</li> </ul> </li> <li>• Parents are required to be a main instructional support</li> </ul>

## Materials Design: Describe how instructional materials support your asynchronous environment

Points Category	Common Pitfalls to Avoid
2.1 District has adopted a full, TEKS-aligned curriculum that can be executed in an asynchronous remote learning environment.	<ul style="list-style-type: none"> <li>• There are not TEKS-aligned instructional materials and assessments               <ul style="list-style-type: none"> <li>○ Specific materials are not named (at least a sample of what is being used across the district if there is wide variance between campuses)</li> <li>○ LEA does not specify that materials are TEKS-aligned</li> </ul> </li> <li>• LEA does not address how materials have been designed or adapted for asynchronous instruction               <ul style="list-style-type: none"> <li>○ No materials that are specific to asynchronous instruction have been named</li> <li>○ No guidance on how to adapt materials for asynchronous learning is provided</li> <li>○ Collaborative activities and hands-on activities are still meant for on campus or synchronous learning</li> <li>○ Science labs, CTE courses, etc. are not adjusted to work asynchronously or in a remote setting</li> <li>○ These descriptions suggest materials would be most impactful for students</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ on campus or in a synchronous environment</li> <li>○ It is unclear from the description how supports are research or evidence-based</li> <li>● <i>Note: LEAs can use existing adopted resources and the TEKS Resource System in their plans, as long as there is a description of how these materials are being adapted specifically for the remote asynchronous learning environment.</i></li> </ul>
2.2 Instructional materials include specifically designed resources to support students with disabilities and English Learners in an asynchronous environment	<ul style="list-style-type: none"> <li>● Instructional materials do not include resources designed to support students with disabilities and ELs</li> <li>● Does not include a plan to support all students through materials <ul style="list-style-type: none"> <li>○ No specified SPED support</li> <li>○ Language support for ELs not specified</li> <li>○ Supports are largely made for on campus or synchronous instruction and are not specific</li> </ul> </li> </ul>

**Student Progress:** Describe how instructional materials support your asynchronous environment

Points Category	Common Pitfalls to Avoid
3.1 Daily student engagement is defined, trackable, and includes expectations for daily student engagement that is consistent with progress that would occur in an on-campus environment	<ul style="list-style-type: none"> <li>● Only requirement is for students to log in; this is inconsistent with progress that would occur in an on-campus environment</li> <li>● The system for how teachers will track and report student engagement is not defined and/or the system does not track <b>daily</b> student engagement</li> <li>● Expectations for students is less than what would be consistent with progress that would occur in an on-campus environment</li> <li>● There is not a clear plan for students who do not regularly engage in content</li> </ul>
3.2 There is a system for tracking student academic progress to inform instruction and providing regular feedback to students on their progress	<ul style="list-style-type: none"> <li>● The system for tracking student academic progress is unclear or not included</li> <li>● The system for providing academic feedback is unclear or not included, <b>and/or</b> the system does not provide at least <b>weekly</b> feedback to <b>all</b> students</li> <li>● There is not a clear plan for students who do not regularly make sufficient academic progress or mastery that would be consistent with progress that would occur in an on-campus environment</li> </ul>

**Implementation:** Describe specific supports for educators and families to implement effective remote asynchronous instruction.

Points Category	Common Pitfalls to Avoid
4.1 Professional development for educators is planned and specific to supporting asynchronous instruction	<ul style="list-style-type: none"> <li>● The professional development calendar does not include key professional learning on asynchronous curriculum</li> <li>● Sessions on high-quality asynchronous instruction are not defined</li> <li>● Professional learning calendar may not be included or may not include both initial and ongoing job-embedded sessions (e.g. BOY training and PLC, ongoing PD)</li> </ul>
4.2 There is explicit communication and support for families in order to support asynchronous work at home	<ul style="list-style-type: none"> <li>● Response includes a generic plan for communication of expectations and support for families but do not specify supports for asynchronous remote learning</li> <li>● Plan does not specify communicating expectations for asynchronous instruction</li> <li>● Plan does not have reasonable expectations for families. Examples include: <ul style="list-style-type: none"> <li>○ Requires daily instruction from parents</li> <li>○ Requires printing and scanning on a weekly basis from all parents</li> <li>○ Requires parents to provide academic feedback for students</li> </ul> </li> <li>● Plan does not include additional support, training, and/or resources for families who may need additional support or support in alternative settings (e.g., only supports are online, with no accommodations for families with limited internet access)</li> </ul>

