

Instructional Schedule: Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

Points Category	0 Points	1 Point	2 Points
<p>1.1 Instructional schedule outlines expected time for students to interact with academic content.</p>	<ul style="list-style-type: none"> ● Expectation for daily interaction with academic content is not clear, ● Or times for daily interactions are not defined 	<ul style="list-style-type: none"> ● Expectations for daily interaction with academic content is clear ● And times are defined for student interaction with academic content ● But it is not clear how all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content everyday 	<ul style="list-style-type: none"> ● Expectation for daily interaction with academic content is clear ● And times are defined for student interaction with academic content ● And it is clear that all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content everyday
<p>Level of implementation: <u> 2 </u></p>	<p>Rationale:</p> <ul style="list-style-type: none"> ● Expectation for daily interaction with academic content is clear: <i>The district included both a sample elementary schedule and a sample secondary schedule with time increments for students to engage in a combination of asynchronous and synchronous learning for core content areas for a total of 240 minutes each day. The schedules also included time for community check-ins/mastery coach or teacher check-ins and extended labs as needed.</i> ● And times are defined for student interaction with academic content: <i>The description defines that students have four academic blocks of 60 minutes each, that combine both asynchronous and synchronous instruction. Additionally, students will participate in community time/whole group reading time, mastery coach check-ins. In total, students have 360 minutes of learning time each day. The district also provided a secondary schedule with specific times for core content blocks, as well as CTE courses, Community Check-ins and Extended Lab times. Time durations for each content area are clearly defined. While times are defined, the asynchronous activities are self paced, giving students/families the flexibility to work at their own pace.</i> ● And it is clear that all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content everyday: <i>The generic schedule provided defines that students have at least 240 minutes of synchronous/asynchronous learning per day. It is clear that all grade levels (both at the elementary and secondary levels) have the opportunity to engage in a full day of academic content daily. Student groups can also get support during synchronous meetings with mastery-coaches, teacher check-ins, extended labs and open office hours. The check-ins with mastery coaches can occur as frequently as needed, but can occur daily if necessary. The district has also included a description of the checklists students will receive to guide them through their learning activities. Additionally, the district has indicated that at the end of each block, students will take a survey indicating what they have</i> 		

	<p><i>completed during that time. Additionally, the district describes that each student will have a weekly plan, aligned to TEKS-based lessons that students would need to work towards completing each week.</i></p>		
<p>1.2 Instructional schedule outlines expected time for students to interact with teacher(s) and receive instructional support</p>	<ul style="list-style-type: none"> ● Instructional schedule does not include expectations and pre-planned times for teacher/student interactions and support 	<ul style="list-style-type: none"> ● Expectations and pre-planned times for teacher/student interactions are clear in instructional schedule ● But expectations and pre-planned times for teacher/student interactions is inadequate (e.g. less than 30 minutes per day) or does not consider differentiation (e.g. is not differentiated for students with additional learning needs) 	<ul style="list-style-type: none"> ● Expectations and pre-planned times for teacher/student interactions are clear in instructional schedule ● And expectations and pre-planned times for teacher/student interactions are adequate for all students ● And expectations and pre-planned times for teacher/student interactions are differentiated for students with additional learning needs

Level of implementation: <u> 2 </u>	Rationale: <ul style="list-style-type: none">● Expectations and pre-planned times for teacher/student interactions are clear in the instructional schedule: <i>The generic schedule provided indicates that each student is offered at least two different opportunities (of 30 minutes each at the elementary level, 1 hr at the secondary level) for mastery-coach or teacher check-ins each day. These check-ins can occur as often as necessary depending on student need, thereby considering differentiated and supporting students with additional learning needs. Additionally,</i>● And expectations and pre-planned times for teacher/student interactions are adequate for all students: <i>In addition to the times for check-ins with mastery coaches, student data will be used to determine the needs of all students for those check-ins, to plan for small groups and targeted instruction to address learning gaps. Additionally, the instructional software materials are self-paced and adapt to student learning, which allows for teachers to track progress, provide feedback and personalize instruction to meet student needs. Students with disabilities and other learning needs will have additional support from mastery-coaches as well as continuing to receive the modifications and support in their IEPs.</i>● And expectations and pre-planned times for teacher/student interactions are differentiated for students with additional learning needs: <i>Students with disabilities and other learning needs will have additional access to mastery coaches and support that aligns with the accommodations/ modifications in their IEPs.</i>
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Material Design: Describe (or attach a description of) how your instructional materials support your asynchronous environment, including how all students can access instructional materials

Points Category	0 Points	1 Point	2 Points
<p>2.1 District has adopted a full, TEKS-aligned curriculum that can be executed in an asynchronous remote learning environment.</p>	<ul style="list-style-type: none"> ● TEKS-aligned instructional materials and assessments are not named ● Or it is unclear how instructional materials and assessment have been designed/adapted for asynchronous instruction 	<ul style="list-style-type: none"> ● TEKS-aligned instructional materials and assessments are named ● And there is clear research/evidence-base for how instructional materials and assessment have been designed/adapted for asynchronous instruction ● But there is not a clear research/evidence-base for how instructional materials will ensure a coherent, logical sequence of learning and consistently provide opportunities to reinforce concepts to improve retention of knowledge as students move between learning environments 	<ul style="list-style-type: none"> ● TEKS-aligned instructional materials and assessments are named ● And there is clear research/evidence-base for how instructional materials and assessment have been designed/adapted for asynchronous instruction ● And there is clear research/evidence-base for how instructional materials will ensure a coherent, logical sequence of learning and consistently provide opportunities to reinforce concepts to improve retention of knowledge as students move between learning environments
<p>Level of implementation: <u> 2 </u></p>	<p>Rationale:</p> <ul style="list-style-type: none"> ● TEKS-aligned instructional materials and assessments are named: <i>District has described what instructional materials they will use for almost all areas. The curricular resources described are noted as TEKS aligned and the district provides an appendix that includes an example of a unit plan and its TEKS alignment.</i> ● And there is clear research/evidence-base for how instructional materials and assessment have been designed/adapted for asynchronous instruction: <i>The existing instructional materials used in synchronous instruction by the district are being adapted for asynchronous learning by a design team. This team is re-designing units to provide a high-level curriculum-at-a-glance that includes unit topics for each grade. Instructional Materials include viable curriculum that was reviewed by the Texas Resource System. The district has indicated multiple measures of integrating these resources with the LMS to adapt the materials to asynchronous instruction. Additionally, the district is prioritizes best practices in virtual learning to enable educators to use best practices to effectively deliver the instructional materials through the LMS. Furthermore, each unit is supplemented with additional materials and content to best support asynchronous instruction. Lessons include activities for students to complete on their own and with others.</i> 		

	<ul style="list-style-type: none"> • And there is clear research/evidence-base for how instructional materials will ensure a coherent, logical sequence of learning and consistently provide opportunities to reinforce concepts to improve retention of knowledge as students move between learning environments: <i>Because the district has indicated that the curriculum they are using for asynchronous instruction is adapted from their existing curricular materials, and is being redesigned by a design team to supplement as necessary, there is evidence of coherence. Additionally, the district indicates that the revised unit plans are being reviewed by TNTP for coherence and to check-for application of best instructional practices.</i> 		
<p>2.2 Instructional materials include specifically designed resources to support students with disabilities and English Learners in an asynchronous environment</p>	<ul style="list-style-type: none"> • It is unclear how instructional materials have been designed to support students with disabilities and ELs 	<ul style="list-style-type: none"> • Instructional materials include resources designed to support students with disabilities and ELs • But it is unclear that there is a plan for all students with disabilities and ELs to receive the needed support through the use of the instructional materials 	<ul style="list-style-type: none"> • Instructional materials include resources designed to support students with disabilities and ELs • And it is clear that there is a plan for all students with disabilities and ELs to receive the needed support through the use of the instructional materials

<p>Level of implementation: <u>2</u></p>	<p>Rationale:</p> <ul style="list-style-type: none">• Instructional materials include resources designed to support students with disabilities and ELs: <i>The district indicates that unit plans are being designed in conjunction with the special populations teams including CTE, Special Education, Gifted and Talented, and English Learner. These teams are working with the curriculum design team on instructional methodology for special populations. Additionally, many of the curriculum resources are available in both English and Spanish to support ELs.</i>• And it is clear that there is a plan for all students with disabilities and ELs to receive the needed support through the use of the instructional materials: <i>The district describes some of the additional supports available for students with disabilities and ELs such as: access to materials provided by community leads, increased support from mastery-coaches including 1-on-1 and small group time, a dedicated special populations team, on-campus support mini-groups, and continued supports and modifications in each students' IEP. The district has provided specifics about Special Education Teachers' role in developing differentiated lessons as well as the district design team's role in ensuring the unit plans have appropriate flexibility. The team will engage in ongoing review of these instructional materials to ensure access for all students. The district has also listed considerations to support families to work with students with disabilities and ELs through various communication structures, check ins, etc.</i>
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Student Progress: Describe (or attach a description of) how you're tracking student engagement and progress in your asynchronous environment.

Points Category	0 Points	1 Point	2 Points
<p>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</p>	<ul style="list-style-type: none"> Expectations for daily student engagement is not defined Or there is not a clear system for tracking daily student engagement 	<ul style="list-style-type: none"> Expectations for daily student engagement is defined And there is a system for tracking daily student engagement But expectations for daily student engagement are lower than what would occur in an on-campus environment (e.g. only requirement is for students to log in without anything else) 	<ul style="list-style-type: none"> Expectations for daily student engagement is defined And there is a system for tracking daily student engagement And expectations for daily student engagement are consistent with progress that would occur in an on- campus environment
<p>Level of implementation: <u>2</u></p>	<p>Rationale:</p> <ul style="list-style-type: none"> Expectations for daily student engagement is defined: <i>The district has defined student expectations for engagement clearly, noting that evidence of student engagement will include daily: community time, and checklist activities. At a minimum, students are also expected to engage with their mastery coaches weekly (but can be as often as daily). While students are expected to make progress on their checklist assignment and tasks, they do have the flexibility over which order and on what days to complete each task.</i> And there is a system for tracking daily student engagement: <i>The district has clearly defined the system for tracking student engagement using one of the following three ways: 1) via teacher interactions in a synchronous learning environment, 2) via daily progress in the LMS by completing the survey at the end of each block along with a formative quiz, or 3) via assignments turned in on Wednesdays/Fridays. Mastery coaches are responsible for logging attendance for their cohort of students on a daily basis based on the form of engagement that student participated in each day. Furthermore, there is teacher discretion over how to track attendance if a student chooses to participate in various forms of engagement in a single day.</i> And expectations for daily student engagement are consistent with progress that would occur in an on- campus environment: <i>The district clearly outlines how the expectation for student engagement are consistent with those in an on-campus environment in that they mimic how a student would receive teacher support, individual work time and peer interaction as if they were physically on campus. Additionally, all students, whether on campus or at home, will receive access to peer interaction and mastery coach support. Furthermore, the units' assigned tasks/projects will delineate the expected</i> 		

	<p><i>amount of time necessary to complete these learning activities, and these times will correlate to what would be necessary to complete units of study in an on-campus environment.</i></p>		
<p>3.2 There is a system for tracking student academic progress to inform instruction and providing regular feedback to students on their progress</p>	<ul style="list-style-type: none"> ● There is not a clear system for tracking student academic progress ● Or there is not a clear system for providing regular feedback to students on progress 	<ul style="list-style-type: none"> ● There is a clear system for tracking student academic progress ● And there is a clear system for providing feedback to students on progress ● But it is not clear that all students will receive regular (at least weekly) feedback on progress 	<ul style="list-style-type: none"> ● There is a clear system for tracking student academic progress ● And there is a clear system for providing regular (at least weekly) feedback to all students on progress
<p>Level of implementation: <u> 2 </u></p>	<p>Rationale:</p> <ul style="list-style-type: none"> ● There is a clear system for tracking student academic progress: <i>The district has a clear, multi-pronged approach to tracking student progress. This includes check-ins with mastery coaches, assignments and projects and culminating performance assessments (CPAs) per content area for each grading period. The district includes sample CPAs for various grade-levels and subject areas.</i> ● And there is a clear system for providing regular (at least weekly) feedback to all students on progress: <i>In the plan, the district notes that it will ensure students receive feedback in a variety of ways. First, students are required to meet with mastery coaches at least weekly. During these check-ins, they will review progress and receive feedback on their performance. In addition, the instructional software students are using provides nearly real-time feedback on assignments. And third, the assignments that are turned in (at a minimum, weekly) will be reviewed and feedback will be provided to students.</i> 		

Implementation: Describe (or attach a description of) specific supports for educators and families to implement effective remote asynchronous instruction.

Points Category	0 Points	1 Point	2 Points
<p>4.1 Professional development for educators is planned and specific to supporting asynchronous instruction</p>	<ul style="list-style-type: none"> There is no pre-planned calendar for educators with specific supports for implementing asynchronous instruction Or the professional development calendar does not include both initial and ongoing, job-embedded development opportunities 	<ul style="list-style-type: none"> There is a pre-planned calendar for educators with specific supports for implementing asynchronous instruction And the professional development calendar includes both initial and ongoing, job-embedded development opportunities But it is not clear how the professional learning will develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials 	<ul style="list-style-type: none"> There is a pre-planned calendar for educators with specific supports for implementing asynchronous instruction And the professional development calendar includes both initial and ongoing, job-embedded development opportunities And it is clear how the professional learning will develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
<p>Level of implementation: <u> 2 </u></p>	<p>Rationale:</p> <ul style="list-style-type: none"> There is a pre-planned calendar for educators with specific supports for implementing asynchronous instruction: <i>The district has created targeted professional development paths for their teachers based on the roles and responsibilities that they will have in SY20-21. Each path outlines the topics that would be covered based on the role. There are also general, base asynchronous trainings for virtual platforms for all. The district has noted their initial inservice and is creating a full differentiated calendar of support throughout the year that also includes the job embedded supports noted below.</i> And the professional development calendar includes both initial and ongoing, job-embedded development opportunities: <i>The district is providing initial technical training on Schoology that includes training on building lessons, reviewing student data, general LMS features and functionality, and determining student engagement while remote. Teachers will also receive training on Zoom functionality and effective virtual facilitation strategies. The plan also lists specific job embedded professional development, including: PLCs, Roles specific pd, asynchronous training and real-time feedback related to Face to Face PD.</i> And it is clear how the professional learning will develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials: <i>The district is providing targeted training to analyze and use data to inform unit planning, student interventions, and customized support to student and families based on identified need. The use of data to inform practices will vary based on roles and responsibilities of staff.</i> 		

<p>4.2 There is explicit communication and support for families in order to support asynchronous work at home</p>	<ul style="list-style-type: none"> ● There is not a plan for explicit communication of expectations and support for families specific to asynchronous instruction ● Or the plan does not have reasonable expectations for families (e.g. expects families to be primary deliverer of instruction) 	<ul style="list-style-type: none"> ● There is a plan for explicit communication for families specific to expectations for asynchronous instruction ● And the plan has reasonable expectations for family engagement/support of students ● But the plan does not include additional supports, training, and/or resources for families who may need additional support 	<ul style="list-style-type: none"> ● There is a plan for explicit communication for families specific to expectations for asynchronous instruction ● And the plan has reasonable expectations for family engagement/support of students ● And the plan includes additional supports, training, and/or resources for families who may need additional support
<p>Level of implementation: _2_</p>	<p>Rationale:</p> <ul style="list-style-type: none"> ● There is a plan for explicit communication for families specific to expectations for asynchronous instruction: <i>The district will utilize School Messenger and the student portal to regularly communicate expectations and update to families. The district has various means of communication that include videos, websites, social media, newsletters, and weekly touchpoints with teachers in place to communicate with families and the community at large.</i> ● And the plan has reasonable expectations for family engagement/support of students: <i>The district expects that families support student transitions, where appropriate, engage with Mastery Coaches, and read provided updates and Anytime, Anywhere Learning Manual. Families are encouraged to reach out with concerns or requests for additional support. The district has clearly listed the expectations for Mastery Coaches and Community Leads' role in providing family support and, similarly, the specifics of family expectations for engaging with both of these roles.</i> ● And the plan includes additional supports, training, and/or resources for families who may need additional support: <i>The district has created multiple avenues of communication for families to receive information from the district and from the campus that include both general updates and student-specific progress information. They have listed specific resources, trainings and methods for continuous updates.</i> 		