

**TEA**

**STRONG  
START**

2020-21

**District  
Asynchronous  
Plan Webinar**



**Where to find this document:**

<https://tea.texas.gov/texas-schools/health-safety-discipline/covid/remote-instruction-requirements>



# Webinar Objectives

1. Review the asynchronous methods for attendance
2. Review the asynchronous instruction plan template and rubric
3. Share an exemplar asynchronous plan, rubric ratings, and rating rationale
4. Discuss next steps including district submissions, scoring, and timelines





# Asynchronous Plan Resources

- 20-21 Asynchronous Plan Summary
- Asynchronous Plan Rubric
- Asynchronous Look Fors
- Asynchronous Letter of Intent
- Asynchronous Plan Exemplars
- Webinar Asynchronous Plan Exemplar
- Asynchronous Plan Online Application

Link to Resources:

<https://tea.texas.gov/texas-schools/health-safety-discipline/covid/remote-instruction-requirements>



# Links to Exemplar Plans and Rubric Rationale



District	Description	Exemplar Plan Link	Rubric Rationale Link
<b>Aldine ISD</b>	Mid-size, urban district	Aldine ISD Exemplar Plan	Aldine ISD Rubric Rationale
<b>Hawkins ISD</b>	Small, rural district	Hawkins ISD Exemplar Plan	Hawkins ISD Rubric Rationale
<b>Lubbock ISD</b>	Mid-size, urban district	Lubbock ISD Exemplar Plan	Lubbock ISD Rubric Rationale
<b>DeSoto ISD</b>	Small, suburban district	DeSoto ISD Exemplar Plan	DeSoto ISD Rubric Rationale

*Note: All of these exemplar plans are still in draft form as the LEAs are continuing to gather input from stakeholders and finalize with approval from their school boards. They have graciously shared these drafts to be used as examples for us to learn from, but the details of the plans may still change before they are final and submitted to TEA for approval.*



# RECAP: Asynchronous Methods for Attendance



# Asynchronous instruction involves far more self-guided student instruction



- Defined as a curricular experience where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices or over the phone
- Eligible for all grades, generates full-day funding for each day “engaged,” assuming (for secondary) that a student isn’t scheduled to participate in less than a half-day’s worth of courses, and half-day funding for PK students as normal
- If students are engaged for the day, they would be marked as “Present-Remote Asynchronous” in SIS for PEIMS. Engaged is any of these three:
  - Progress (as defined in the approved learning plan) in the Learning Management System (LMS) made that day
  - Progress (as defined in the approved learning plan) from teacher/student interactions made that day
  - Turn-in of assignment(s) that day
- LEAs must apply to receive the waiver, by submitting a plan to TEA for approval



# What if we want to provide a mix of synchronous and asynchronous instruction? Can we do that? What about PK?



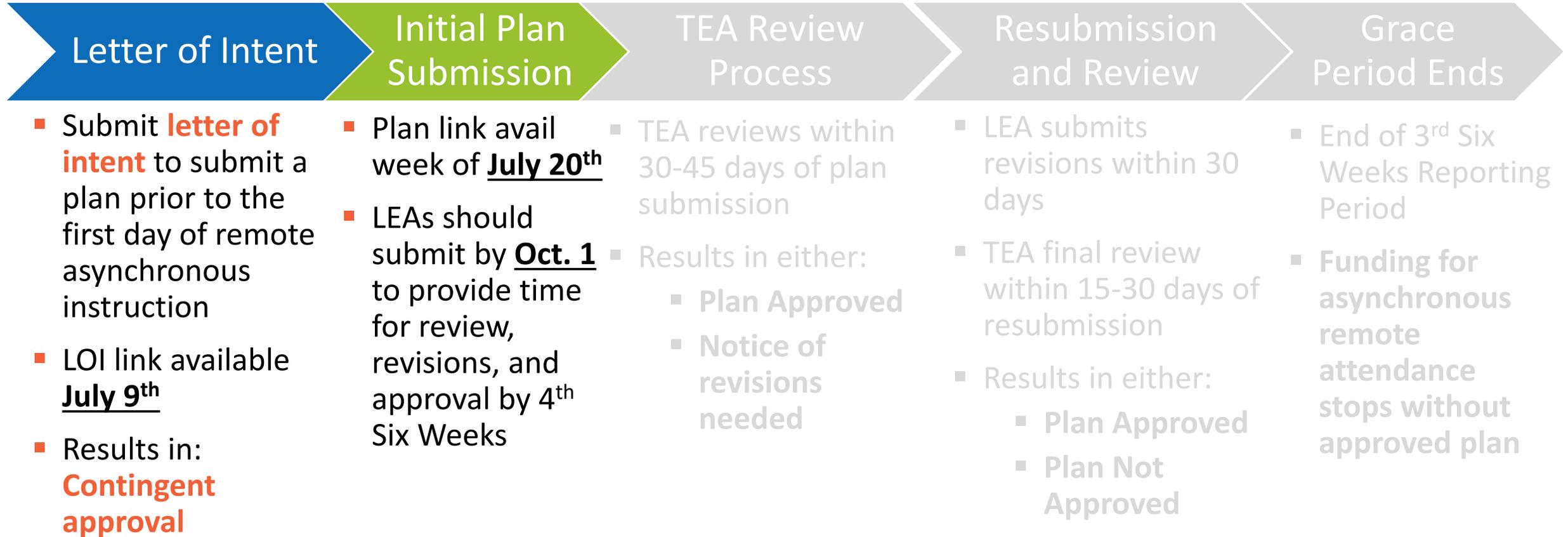
- All asynchronous instruction plans absolutely can and should include a mix of synchronous and asynchronous instruction, especially for PK.
- Submitting an asynchronous plan does NOT mean that you are ONLY doing asynchronous instruction, only that you aren't meeting the minimum number of daily synchronous minutes required for the synchronous instruction method.



# The Asynchronous Instruction Plan Template



# Submission Timeline



# Asynchronous plans must address four key requirements



**Instructional Schedule**



**Material Design**



**Student Progress**



**Implementation**





# Key Requirement Descriptions



Describe the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.



Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.



Describe how you're tracking student engagement and progress in your asynchronous environment.



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





# Each requirement has a section that contains attestations and one open response question

- **Attestations** require the district that to certify that they are providing that particular structure or support to students in lieu of minutes.
- **Open response** questions allow districts to provide additional evidence for how they will meet the attestations. Districts may draft or attach information in the online application. Open response questions will be evaluated on a rubric, looking for clear criteria.

*Plans will need to be posted publicly in addition to being submitted to TEA through an online application.*

Element 1 – Instructional Schedule

The cadence of planned teacher interaction with students is predictable, sufficient to support student progress, and clearly outlined for asynchronous learning environments in a published instructional schedule.

Yes

No

Teacher availability for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.

Yes

No

Students are provided information regarding how to access instructional support from teachers when needed and are surveyed to ensure they demonstrate knowledge of that information.

Yes

No



# Please check the grade levels for which these open response descriptions/attachments apply



PK3

PK4

K

1

2

3

4

5

6

7

8

9

10

11

12

While we ask that districts only submit one plan, you will be able to share how your plan varies by grade level, grade band, or subject areas in your open responses.



# Asynchronous Plan Rubric



# Asynchronous plans must address four key requirements



## Instructional Schedule



- 1.1 Student interactions with academic content
- 1.2 Scheduled student-teacher interactions

## Material Design



- 2.1 Full, TEKS-aligned, asynchronous curriculum
- 2.2 Instructional materials support special populations

## Student Progress



- 3.1 Daily student engagement
- 3.2 Student achievement tracking & feedback

## Implementation



- 4.1 PD for asynchronous instruction
- 4.2 Family communication & support



# Rubric Scoring Guide: Points by Row



Each of the four key requirement has two rubric rows. Any key requirement (two rows) not earning 3 points will require a district to revise and resubmit.

Points by Row	What does it mean?
0	<b>Did not</b> show evidence of meeting requirements
1	Demonstrates <b>some</b> evidence of meeting requirements, but needs improvement
2	Demonstrates evidence of <b>fully meeting</b> plan requirements



# Asynchronous Instruction Plan Exemplar



# What an exemplar plan IS and IS NOT



An example of **ONE** way to develop a plan that meets the criteria in the rubric



The only or “best” way to develop a plan.



An example of the level of detail LEAs could include in their plan to ensure the plan has enough evidence to be rated against the rubric, but not be overwhelming for LEAs to submit or reviewers to review



A comprehensive plan that includes every detail for every grade, subject, campus, course requirement or particular contexts that individual LEAs will need to consider



Additional guidance and considerations for LEAs as they create their plan



An endorsement of any particular set of materials or products

# Instructional Schedule Rubric



Points Category	0 Points	1 Point	2 Points
<p><b>1.1</b> Instructional schedule outlines expected time for students to interact with academic content.</p>	<ul style="list-style-type: none"> <li>Expectation for daily interaction with academic content is not clear,</li> <li><b>Or</b> times for daily interactions are not defined</li> </ul>	<ul style="list-style-type: none"> <li>Expectations for daily interaction with academic content is clear</li> <li><b>And</b> times are defined for student interaction with academic content</li> <li><b>But</b> 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</li> </ul>	<ul style="list-style-type: none"> <li>Expectation for daily interaction with academic content is clear</li> <li><b>And</b> times are defined for student interaction with academic content</li> <li><b>And</b> 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</li> </ul>
<p><b>1.2</b> Instructional schedule outlines expected time for students to interact with teacher(s) and receive instructional support</p>	<ul style="list-style-type: none"> <li>Instructional schedule does not include expectations and pre-planned times for teacher/student interactions and support</li> </ul>	<ul style="list-style-type: none"> <li>Expectations and pre-planned times for teacher/student interactions are clear in instructional schedule</li> <li><b>But</b> 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)</li> </ul>	<ul style="list-style-type: none"> <li>Expectations and pre-planned times for teacher/student interactions are clear in instructional schedule</li> <li><b>And</b> expectations and pre-planned times for teacher/student interactions are adequate for all students</li> <li><b>And</b> expectations and pre-planned times for teacher/student interactions are differentiated for students with additional learning needs</li> </ul>





# District Exemplar (Aldine ISD, 1<sup>st</sup>-5<sup>th</sup> Grade Plan)

## Section 1.1: Student Interactions with Instructional Content

<i>Time</i>	<i>Student Activity</i>	<i>Synchronous/ Asynchronous</i>
90 mins	<i>ELA / SLA:</i> <ul style="list-style-type: none"><li>● <i>Screencasting and / or Video Broadcasting (60 mins)</i></li><li>● <i>Schoology Activities (30 mins)</i></li></ul>	Asynchronous
90 mins	<i>Math:</i> <ul style="list-style-type: none"><li>● <i>Screencasting and / or Video Broadcasting (60 mins)</i></li><li>● <i>Schoology Activities (30 mins)</i></li></ul>	Asynchronous
45 mins	<i>Science:</i> <ul style="list-style-type: none"><li>● <i>Screencasting and / or Video Broadcasting</i></li></ul>	Asynchronous
30 mins	<i>Social Studies:</i> <ul style="list-style-type: none"><li>● <i>Screencasting and / or Video Broadcasting</i></li></ul>	Asynchronous
45 mins	<i>Fine Arts / Elective / PE:</i> <ul style="list-style-type: none"><li>● <i>Screencasting and / or Video Broadcasting</i></li></ul>	Asynchronous
40-60 mins	<i>Interventions and / or small group instruction</i>	Synchronous
45 mins x 2	<i>Office hours</i>	Synchronous





# District Exemplar (Aldine ISD)

## Section 1.1: Student Interactions with Instructional Content

Component	Explanation
<p><b>What are the expectations for daily student interaction with academic content?</b></p>	<p>Students are expected to engage in the scheduled content asynchronously for a total of <b>300 minutes per day</b>. Student schedule is determined by an <b>estimated time duration per subject</b> as opposed to designated time blocks of instruction. During the day, students will have access to all activities and complete self-paced assignments independently and in the order in which they prefer. Teachers can <b>track student login time and assignment completions via online LMS</b>, and can <b>tailor pacing and content</b> for students based on their individual progress and/or areas where students may require additional practice or support.</p> <p>The daily schedule includes the following time requirements:</p> <ul style="list-style-type: none"> <li>– 90 minutes of ELA</li> <li>– 90 minutes of Math</li> <li>– 45 minutes of Science</li> <li>– 30 minutes of Social Studies</li> <li>– 45 minutes of Fine Arts / Elective / PE</li> </ul> <p>Additional synchronous opportunities of small group instruction and office hours are provided daily:</p> <ul style="list-style-type: none"> <li>– Small group instruction time is determined on as-needed basis by teachers based on student progress in LMS</li> <li>– Office hours attendance is optional and based on student choice</li> </ul>
<p><b>How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?</b></p>	<p>To facilitate instructional alignment, instructional parameters, such as the amount of time of engagement, should be consistent across remote asynchronous and on-campus synchronous models. To achieve instructional alignment, student engagement for asynchronous instruction is a minimum of <b>4 hours (240 minutes) of daily instruction for core subjects (excluding Fine Arts / Electives / PE), which is approximately a full day of academic content on-campus.</b></p> <p>In the above schedule, students will complete <b>300 minutes of asynchronous learning</b>. Instruction and activities will be completed primarily asynchronously, though students will receive <b>direct synchronous instruction and support through interventions, small group instruction, and office hours.</b></p>



# Instructional Schedule Rubric



Points Category	0 Points	1 Point	2 Points
<p><b>1.1</b> Instructional schedule outlines expected time for students to interact with academic content.</p>	<ul style="list-style-type: none"> <li>Expectation for daily interaction with academic content is not clear,</li> <li><b>Or</b> times for daily interactions are not defined</li> </ul>	<ul style="list-style-type: none"> <li>Expectations for daily interaction with academic content is clear</li> <li><b>And</b> times are defined for student interaction with academic content</li> <li><b>But</b> 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</li> </ul>	<ul style="list-style-type: none"> <li>Expectation for daily interaction with academic content is clear</li> <li><b>And</b> times are defined for student interaction with academic content</li> <li><b>And</b> 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</li> </ul>
<p><b>1.2</b> Instructional schedule outlines expected time for students to interact with teacher(s) and receive instructional support</p>	<ul style="list-style-type: none"> <li>Instructional schedule does not include expectations and pre-planned times for teacher/student interactions and support</li> </ul>	<ul style="list-style-type: none"> <li>Expectations and pre-planned times for teacher/student interactions are clear in instructional schedule</li> <li><b>But</b> 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)</li> </ul>	<ul style="list-style-type: none"> <li>Expectations and pre-planned times for teacher/student interactions are clear in instructional schedule</li> <li><b>And</b> expectations and pre-planned times for teacher/student interactions are adequate for all students</li> <li><b>And</b> expectations and pre-planned times for teacher/student interactions are differentiated for students with additional learning needs</li> </ul>





# Instructional Schedule Rubric

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# District Exemplar (Aldine ISD)

## Section 1.2: Student Interactions with Teachers

Component	Explanation
<b>What are the expectations for teacher/student interactions?</b>	<p>Teachers are expected to engage with students through <b>daily feedback</b> (<i>more about this in the Student Progress section</i>).</p> <p>Additionally, students can interact with teachers and peers <b>daily during the interventions and / or small group</b> instruction via video conferencing. Students should be accustomed to this online interaction with their teachers based on their experience this spring, and teachers will notify which students are to attend intervention sessions, when, and for what subjects.</p> <p>Finally, teachers will establish time for <b>daily open office hours</b> where they can meet with students or answer student questions. Attending office hours is not mandatory; students may determine if they choose to attend.</p>
<b>How will teacher/student interactions be differentiated for students with additional learning needs?</b>	<p>Students selected to certain <b>small group intervention sessions</b> are based on <b>student need and progress</b> markers in LMS.</p> <ul style="list-style-type: none"><li>– Markers in LMS will serve as <b>diagnostic</b> for teachers to identify students who need more 1:1 support</li><li>– Teachers may also pull students aside for <b>1:1 check-in</b> if they notice LMS progress is insufficient, or if a student is engaging but struggling to make progress</li><li>– Intervention sessions are conducted <b>synchronously over video conferencing</b></li></ul> <p><b>Students with disabilities, students of special populations or EL</b> will also have access to <b>additional accommodations</b> in the instructional materials. For higher needs, students have <b>more teacher touch points</b> (longer and more frequent) and access to additional tools and accommodations within the LMS.</p> <p>Students have the opportunity for personalized support during designated <b>office hours</b>.</p>



# Rubric Rationale (Aldine ISD)

## Section 1.2: Student Interactions with Teachers



Points Category	0 Points	1 Point	2 Points
1.1 Instructional schedule outlines expected time for students to interact with academic content.	<ul style="list-style-type: none"><li>Expectation for daily interaction with academic content is not clear,</li><li>Or times for daily interactions are not defined</li></ul>	<ul style="list-style-type: none"><li>Expectations for daily interaction with academic content is clear</li><li><b>And</b> times are defined for student interaction with academic content</li><li><b>But</b> 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</li></ul>	<ul style="list-style-type: none"><li>Expectation for daily interaction with academic content is clear</li><li><b>And</b> times are defined for student interaction with academic content</li><li><b>And</b> 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</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>Instructional schedule does not include expectations and pre-planned times for teacher/student interactions and support</li></ul>	<ul style="list-style-type: none"><li>Expectations and pre-planned times for teacher/student interactions are clear in instructional schedule</li><li><b>But</b> 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)</li></ul>	<ul style="list-style-type: none"><li>Expectations and pre-planned times for teacher/student interactions are clear in instructional schedule</li><li><b>And</b> expectations and pre-planned times for teacher/student interactions are adequate for all students</li><li><b>And</b> expectations and pre-planned times for teacher/student interactions are differentiated for students with additional learning needs</li></ul>





# Instructional Schedule Look Fors

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

Look Fors ...

- Expectation for daily interaction with academic content is clear with defined times for student interaction with academic content
- The schedule ensures all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content everyday
- Expectations and pre-planned times for teacher/student interactions are clear in instructional schedule
- Expectations and pre-planned times for teacher/student interactions are adequate for all students
- Expectations and pre-planned times for teacher/student interactions are differentiated for students with additional learning needs

Asynchronous Plan Look Fors (posted [here](#))



# Material Design Rubric



Points Category	0 Points	1 Point	2 Points
<p><b>2.1</b> 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"> <li>• TEKS-aligned instructional materials and assessments are not named</li> <li>• <b>Or</b> it is unclear how instructional materials and assessment have been designed/adapted for asynchronous instruction</li> </ul>	<ul style="list-style-type: none"> <li>• TEKS-aligned instructional materials and assessments are named</li> <li>• <b>And</b> there is clear research/evidence-base for how instructional materials and assessment have been designed/adapted for asynchronous instruction</li> <li>• <b>But</b> 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</li> </ul>	<ul style="list-style-type: none"> <li>• TEKS-aligned instructional materials and assessments are named</li> <li>• <b>And</b> there is clear research/evidence-base for how instructional materials and assessment have been designed/adapted for asynchronous instruction</li> <li>• <b>And</b> 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</li> </ul>
<p><b>2.2</b> 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"> <li>• It is unclear how instructional materials have been designed to support students with disabilities and ELs</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional materials include resources designed to support students with disabilities and ELs</li> <li>• <b>But</b> 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</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional materials include resources designed to support students with disabilities and ELs</li> <li>• <b>And</b> 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</li> </ul>





# District Exemplar (Aldine ISD)

## Section 2.1: Curriculum Adoption

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned, or how will it be adapted?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Math Instructional Materials	1st- 5th	AISD Curriculum Go Math/Think Central	Schoology Activities Digital Campus Based Assessments Digital District Common Assessments	Yes	Differentiation and scaffolding supports are embedded within the curriculum.  Accommodations and/or modifications will be provided to students based on their individualized education plan.  <a href="#">Supports for Students with Disabilities</a>	Go Math/Think Central includes an online hub that features English and Spanish materials (including videos and resources).  Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.  <a href="#">Digital Tools to Support English Learners</a>
ELA Instructional Materials	1st - 5th	AISD Curriculum Core Knowledge Language Arts (CKLA)	mCLASS Progress Monitoring Schoology Activities Digital CKLA Unit Assessments Digital Campus Based Assessments Digital District Common Assessments	Yes	Differentiation and scaffolding supports are embedded within the curriculum.  Accommodations and/or modifications will be provided to students based on their individualized education plan.  <a href="#">Supports for Students with Disabilities</a>	CKLA has embedded EL support instructions and contains numerous nonlinguistic representations as part of the materials. Amplify also has a digital learning hub with teacher resources to support their EL instruction.  Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.  <a href="#">Digital Tools to Support English Learners</a>





# District Exemplar (Aldine ISD)

## Section 2.1: Curriculum Adoption

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned, or how will it be adapted?	What resources are included to support students with disabilities?	What resources are included to support ELs?
SLA Instructional Materials	1st- 5th	AISD Curriculum Core Knowledge Language Arts (CKLA) Benchmark Education	mCLASS/IDEL Schoology Activities Digital Campus Based Assessments Digital District Common Assessments	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan. <a href="#">Supports for Students with Disabilities</a>	CKLA has embedded EL support instructions and contains numerous nonlinguistic representations Benchmark Education has digital materials in English and Spanish Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee. <a href="#">Digital Tools to Support English Learners</a>
Science Instructional Materials	1st - 5th	AISD Curriculum Science Fusion/Think Central	Schoology Activities Digital Campus Based Assessments Digital District Common Assessments	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan. <a href="#">Supports for Students with Disabilities</a>	Science Fusion/Think Central has an online hub that features English and Spanish materials (including videos and resources). Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee. <a href="#">Digital Tools to Support English Learners</a>





# District Exemplar (Aldine ISD)

## Section 2.1: Curriculum Adoption

How will materials be designed or adapted for asynchronous instruction, ensuring coherence and retention of knowledge:

Instructional Materials will be available digitally through the Schoology Platform. Teachers will redesign them as Schoology activities where appropriate so that students have a more interactive experience. The use of videos/screencasts/broadcasts will be part of our distance learning experience to ensure that students have detailed instructions on how to navigate the instructional materials and receive explicit instruction on new content.



# Material Design Rubric



Points Category	0 Points	1 Point	2 Points
<p><b>2.1</b> 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"> <li>• TEKS-aligned instructional materials and assessments are not named</li> <li>• <b>Or</b> it is unclear how instructional materials and assessment have been designed/adapted for asynchronous instruction</li> </ul>	<ul style="list-style-type: none"> <li>• TEKS-aligned instructional materials and assessments are named</li> <li>• <b>And</b> there is clear research/evidence-base for how instructional materials and assessment have been designed/adapted for asynchronous instruction</li> <li>• <b>But</b> 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</li> </ul>	<ul style="list-style-type: none"> <li>• TEKS-aligned instructional materials and assessments are named</li> <li>• <b>And</b> there is clear research/evidence-base for how instructional materials and assessment have been designed/adapted for asynchronous instruction</li> <li>• <b>And</b> 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</li> </ul>
<p><b>2.2</b> 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"> <li>• It is unclear how instructional materials have been designed to support students with disabilities and ELs</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional materials include resources designed to support students with disabilities and ELs</li> <li>• <b>But</b> 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</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional materials include resources designed to support students with disabilities and ELs</li> <li>• <b>And</b> 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</li> </ul>



# Material Design Rubric



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"> <li>TEKS-aligned instructional materials and assessments are not named</li> <li><b>Or</b> it is unclear how instructional materials and assessment have been designed/adapted for asynchronous instruction</li> </ul>	<ul style="list-style-type: none"> <li>TEKS-aligned instructional materials and assessments are named</li> <li><b>And</b> there is clear research/evidence-base for how instructional materials and assessment have been designed/adapted for asynchronous instruction</li> <li><b>But</b> 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</li> </ul>	<ul style="list-style-type: none"> <li>TEKS-aligned instructional materials and assessments are named</li> <li><b>And</b> there is clear research/evidence-base for how instructional materials and assessment have been designed/adapted for asynchronous instruction</li> <li><b>And</b> 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</li> </ul>
<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"> <li>It is unclear how instructional materials have been designed to support students with disabilities and ELs</li> </ul>	<ul style="list-style-type: none"> <li>Instructional materials include resources designed to support students with disabilities and ELs</li> <li><b>But</b> 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</li> </ul>	<ul style="list-style-type: none"> <li>Instructional materials include resources designed to support students with disabilities and ELs</li> <li><b>And</b> 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</li> </ul>





# District Exemplar (Aldine ISD)

## Section 2.2: Instructional Materials for Special Populations

**What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?**

Continuity in **personalized support** for students with specialized needs/services (i.e., special education, 504, English Learners, etc.) will be provided appropriately within the asynchronous learning environment as determined by each student's **individual education plan**; teachers and paraprofessionals will continue to **tailor instructional content and activities** to meet the specific needs of these students. Our Multilingual Department and Special Education department have developed the following extensive **guidance documents to support teachers** in accommodating materials for our English Language and Special Education Learners:

[Digital Tools to Support English Learners](#)

[Supports for Students with Disabilities](#)



# Material Design Rubric



Points Category	0 Points	1 Point	2 Points
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>TEKS-aligned instructional materials and assessments are not named</li> <li>Or it is unclear how instructional materials and assessment have been designed/adapted for asynchronous instruction</li> </ul>	<ul style="list-style-type: none"> <li>TEKS-aligned instructional materials and assessments are named</li> <li><b>And</b> there is clear research/evidence-base for how instructional materials and assessment have been designed/adapted for asynchronous instruction</li> <li><b>But</b> 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</li> </ul>	<ul style="list-style-type: none"> <li>TEKS-aligned instructional materials and assessments are named</li> <li><b>And</b> there is clear research/evidence-base for how instructional materials and assessment have been designed/adapted for asynchronous instruction</li> <li><b>And</b> 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</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>It is unclear how instructional materials have been designed to support students with disabilities and ELs</li> </ul>	<ul style="list-style-type: none"> <li>Instructional materials include resources designed to support students with disabilities and ELs</li> <li><b>But</b> 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</li> </ul>	<ul style="list-style-type: none"> <li>Instructional materials include resources designed to support students with disabilities and ELs</li> <li><b>And</b> 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</li> </ul>





# Material Design Look Fors

**Material Design:** Describe (or attach a description of) how your instructional materials support your asynchronous environment, including how all students can access instructional materials

Look Fors ...

- The plan names TEKS-aligned instructional materials and assessments
- The plan provides a clear research/evidence-base for how instructional materials and assessment have been designed/adapted for asynchronous instruction
- The plan explains the 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
- The plan shares how instructional materials will include resources designed to support students with disabilities and ELs
- There is a plan for all students with disabilities and ELs to receive the needed support through the use of the instructional materials

Asynchronous Plan Look Fors (posted [here](#))





# Student Progress Rubric

Points Category	0 Points	1 Point	2 Points
<p><b>3.1</b> 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"> <li>Expectations for daily student engagement is not defined</li> <li><b>Or</b> there is not a clear system for tracking daily student engagement</li> </ul>	<ul style="list-style-type: none"> <li>Expectations for daily student engagement is defined</li> <li><b>And</b> there is a system for tracking daily student engagement</li> <li><b>But</b> 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)</li> </ul>	<ul style="list-style-type: none"> <li>Expectations for daily student engagement is defined</li> <li><b>And</b> there is a system for tracking daily student engagement</li> <li><b>And</b> expectations for daily student engagement are consistent with progress that would occur in an on-campus environment</li> </ul>
<p><b>3.2</b> 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"> <li>There is not a clear system for tracking student academic progress</li> <li><b>Or</b> there is not a clear system for providing regular feedback to students on progress</li> </ul>	<ul style="list-style-type: none"> <li>There is a clear system for tracking student academic progress</li> <li><b>And</b> there is a clear system for providing feedback to students on progress</li> <li><b>But</b> it is not clear that all students will receive regular (at least weekly) feedback on progress</li> </ul>	<ul style="list-style-type: none"> <li>There is a clear system for tracking student academic progress</li> <li><b>And</b> there is a clear system for providing regular (at least weekly) feedback to all students on progress</li> </ul>





# District Exemplar (Aldine ISD)

## Section 3.1: Tracking Daily Student Engagement

Component	Explanation
<b>What is the expectation for daily student engagement?</b>	<p>Students are required to be engaged daily with work; students who do not demonstrate engagement on a given day are marked absent. Daily student engagement expectations and progress must be clearly defined, measurable, and published online for parents and students. Engagement expectations are defined by grade level and/or subjects/courses.</p> <p>Students participate daily by completing instructional tasks, answering questions, submitting assignments, completing projects, or submitting pictures of assignments and tasks. Students are also encouraged to actively participate in teacher office hours for any additional support and answers to questions they may have.</p>





# District Exemplar (Aldine ISD)

## Section 3.1: Tracking Daily Student Engagement

Component	Explanation
<b>What is the system for tracking daily student engagement?</b>	<p>Tracking engagement will, at a minimum, follow guidance from TEA ADA funding method 3 possible attendance markers:</p> <ol style="list-style-type: none"><li>1. Daily Progress in the Management System Schoology</li><li>2. Daily Progress via student-teacher interaction</li><li>3. Completion / Turn-in of assignments</li></ol> <p><b>Grades 1-5:</b></p> <ul style="list-style-type: none"><li>– By default, Students are marked "Present-Remote Asynchronous."</li><li>– Daily attendance is taken at a predetermined time (3:00 pm).</li><li>– Teachers monitor and check for student "engagement" each day.</li><li>– Students that are not actively "engaged" and do not have documentation of completing the minimum targeted activities will be marked absent.</li><li>– Additionally, students have a <b>late night engagement option for Distance Learning Teachers</b>, where students have until midnight of each day to be considered "engaged"; if a student was reported engaged in Schoology from 3:00pm to midnight and had been marked absent by the teacher on the previous day, the teacher will submit an attendance change to present</li></ul>





# District Exemplar (Aldine ISD)

## Section 3.1: Tracking Daily Student Engagement

Component	Explanation
<b>What is the system for tracking daily student engagement?</b>	<p>However, Aldine ISD intends to set a high bar for our students as it relates to daily engagement; we believe that students should demonstrate more than basic progress daily. While we recognize that the 20-21 school year will represent a significant departure from “normal” for our students and families, we cannot afford to miss a single opportunity for our students to learn and grow. Therefore, <i>over the course of the school year our district intends to roll-out progressively higher expectations around levels of engagement. Equity of access and student progress in virtual learning will be evaluated at the end of each grading period to determine our district’s readiness to move to a higher level of engagement expectations.</i></p> <ul style="list-style-type: none"><li>○ <b>Phase 1</b> - Students are engaged and marked present when the teacher observes that the student is working on virtual curriculum, interacts with the teacher or submits an assignment for grading. Evidence of the student engagement must be verifiable with a time stamp in the districts Learning Management System (LMS)</li><li>○ <b>Phase 2</b> - Students are engaged and marked present when the teacher observes that the student is working on four or more subjects every day. Evidence of the student engagement must be verifiable with a time stamp in the districts Learning Management System (LMS) in four or more subject areas.</li><li>○ <b>Phase 3</b> - Students are engaged and marked present for the day when the teacher observes that the student has completed a minimum of 4-time bundles of 45 minutes for elementary schools (180 minutes) and 6 time bundles of 45 min for middle and high schools (270 min).</li></ul>





# District Exemplar (Aldine ISD)

## Section 3.1: Tracking Daily Student Engagement

Component	Explanation
<b>What is the system for tracking daily student engagement?</b>	<p>Note: <a href="#">Our district has adopted the following approaches / terms relating to tracking daily engagement and attendance:</a></p> <ul style="list-style-type: none"><li>● <b>Cohesive Measurement</b> - Instructional material must be organized such that there is equity between the attendance models. Learning objectives and activities must be aligned to provide cohesive and consistent learning opportunities. Cogent and equivalent learning modules provide consistency between the attendance models</li><li>● <b>Chunking</b> - For attendance purposes, a student is present when they are engaged, as measured by completing a time block period in a given subject or course. To meet a targeted time period of 45 minutes, some lessons, tasks, and assignments may need to be broken into small segments (chunks)</li><li>● <b>Time Bundle</b> - Time bundles simplify the verification process. When instruction, lessons, tasks, assignments, seminars, feedback, and assessments are organized into logical time bundles (e.g. 45 minutes), a student demonstrates they have been engaged by completing the tasks assigned to that time</li><li>● <b>Tracking</b> - Teachers track student completion of time bundles and record attendance when the student meets minimum expectations. When 4-time bundles for elementary (minimum of one for each subject) and 6 time bundles for middle and high school (minimum of one for each subject/period) are complete, the student is marked present for the day. If the student fails to complete the minimum expectation, they are recorded as absent</li></ul>





# District Exemplar (Aldine ISD)

## Section 3.1: Tracking Daily Student Engagement

Component	Explanation
<b>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</b>	<p>Apart from interventions and office hours, attendance will be tracked daily in the district’s LMS, Schoology, through the <a href="#">built-in Progress Markers</a>, using the same process and protocol as is used during on-campus instruction. In addition, students who fall below a 90% attendance for the time that the course is offered will not receive credit for the course, regardless of level of “engagement”, consistent with on-campus expectations.</p> <p><a href="#">These methods require engagement that is consistent to an on-campus learning environment</a> because they mimic the ways in which students would interact with their teachers and classmates on-campus though duration, learning objectives achieved, activities completed, and coursework. Furthermore, these opportunities for engagement provide evidence that the student is making progress and engaging with their schoolwork daily.</p>





# Rubric Rationale (Aldine ISD)

## Section 3.1: Tracking Daily Student Engagement

Points Category	0 Points	1 Point	2 Points
<p><b>3.1</b> 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"> <li>Expectations for daily student engagement is not defined</li> <li><b>Or</b> there is not a clear system for tracking daily student engagement</li> </ul>	<ul style="list-style-type: none"> <li>Expectations for daily student engagement is defined</li> <li><b>And</b> there is a system for tracking daily student engagement</li> <li><b>But</b> 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)</li> </ul>	<ul style="list-style-type: none"> <li>Expectations for daily student engagement is defined</li> <li><b>And</b> there is a system for tracking daily student engagement</li> <li><b>And</b> expectations for daily student engagement are consistent with progress that would occur in an on-campus environment</li> </ul>
<p><b>3.2</b> 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"> <li>There is not a clear system for tracking student academic progress</li> <li><b>Or</b> there is not a clear system for providing regular feedback to students on progress</li> </ul>	<ul style="list-style-type: none"> <li>There is a clear system for tracking student academic progress</li> <li><b>And</b> there is a clear system for providing feedback to students on progress</li> <li><b>But</b> it is not clear that all students will receive regular (at least weekly) feedback on progress</li> </ul>	<ul style="list-style-type: none"> <li>There is a clear system for tracking student academic progress</li> <li><b>And</b> there is a clear system for providing regular (at least weekly) feedback to all students on progress</li> </ul>





# Student Progress Rubric

Points Category	0 Points	1 Point	2 Points
<p><b>3.1</b> 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"> <li>Expectations for daily student engagement is not defined</li> <li><b>Or</b> there is not a clear system for tracking daily student engagement</li> </ul>	<ul style="list-style-type: none"> <li>Expectations for daily student engagement is defined</li> <li><b>And</b> there is a system for tracking daily student engagement</li> <li><b>But</b> 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)</li> </ul>	<ul style="list-style-type: none"> <li>Expectations for daily student engagement is defined</li> <li><b>And</b> there is a system for tracking daily student engagement</li> <li><b>And</b> expectations for daily student engagement are consistent with progress that would occur in an on-campus environment</li> </ul>
<p><b>3.2</b> 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"> <li>There is not a clear system for tracking student academic progress</li> <li><b>Or</b> there is not a clear system for providing regular feedback to students on progress</li> </ul>	<ul style="list-style-type: none"> <li>There is a clear system for tracking student academic progress</li> <li><b>And</b> there is a clear system for providing feedback to students on progress</li> <li><b>But</b> it is not clear that all students will receive regular (at least weekly) feedback on progress</li> </ul>	<ul style="list-style-type: none"> <li>There is a clear system for tracking student academic progress</li> <li><b>And</b> there is a clear system for providing regular (at least weekly) feedback to all students on progress</li> </ul>





# District Exemplar (Aldine ISD)

## Section 3.2: Tracking Academic Progress

Component	Explanation
<b>What is the system for tracking student academic progress?</b>	<p>Student progress will be tracked daily in the LMS Schoology through daily assignments, activities, interaction with a teacher and other markers. The district is planning on implementing a standardized structure in tracking instructional minutes and engagement.</p> <p>Students will have passing grades at the end of each grading period (failure to have passing grades may result in non-enrollment in virtual learning and enrollment in face-to-face learning at the student’s assigned school for the following grading period).</p> <p>Parents have full access to student work, interactions with teachers, assignment submissions and feedback through parent portal of LMS. Parents can designate either weekly or daily progress reports. The parent portal will also establish a two-way communication channel between parents and teachers. These expectations for student engagement and progress monitoring will be shared with parents at the start of the school year via our Commitment Form, that clearly lists the expectation that parents should have and the level of support they will be required to provide students if they opt for a fully-remote school option for SY20-21.</p> <p>Currently, the district is planning for a 1:1 device roll-out to be complete by early fall. In the meantime, the district is developing a plan to address the needs of students who may still face device and access gaps. For students that do not have access to the LMS, there will be a non-digital, paper-based version of instructional content, exercises and supports. The district is currently considering implementing traditional grading and phone check-ins to measure academic progress in these situations.</p>





# District Exemplar (Aldine ISD)

## Section 3.2: Tracking Academic Progress

Component	Explanation
<b>What is the system for providing regular (at least weekly) feedback to all students on progress?</b>	<p>Teachers are expected to provide daily feedback in at least one capacity within Schoology. Daily specific feedback from teachers to students is conducted through a variety of methods, via Schoology lessons, activities, or small group instruction and teacher office hours. The daily feedback mechanism allows students to have a clear understanding of their academic progress on a consistent and frequent basis.</p> <p>With limited synchronous learning time, teachers will have additional time to provide interventions and/or small group instruction and office hours. Elementary school teachers are expected to host 40-60 minutes of intervention and two 45-minute office hour sessions per day. Teachers will review each individual student's progress and conduct outreach for small group intervention sessions where and when appropriate. It is important to emphasize to teachers that feedback engagement is not limited to synchronous F2F; it can be done through discussion forums, chat features, email correspondence and other channels in accordance with what their students may prefer or find most effective.</p> <p>The district will also conduct entry diagnostic assessments of math and reading at the beginning of the year and will continue (at the district level) the cadence of district common assessments.</p>



# Rubric Rationale (Aldine ISD)

## Section 3.2: Tracking Academic Progress

Points Category	0 Points	1 Point	2 Points
<p><b>3.1</b> 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"> <li>Expectations for daily student engagement is not defined</li> <li><b>Or</b> there is not a clear system for tracking daily student engagement</li> </ul>	<ul style="list-style-type: none"> <li>Expectations for daily student engagement is defined</li> <li><b>And</b> there is a system for tracking daily student engagement</li> <li><b>But</b> 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)</li> </ul>	<ul style="list-style-type: none"> <li>Expectations for daily student engagement is defined</li> <li><b>And</b> there is a system for tracking daily student engagement</li> <li><b>And</b> expectations for daily student engagement are consistent with progress that would occur in an on-campus environment</li> </ul>
<p><b>3.2</b> 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"> <li>There is not a clear system for tracking student academic progress</li> <li><b>Or</b> there is not a clear system for providing regular feedback to students on progress</li> </ul>	<ul style="list-style-type: none"> <li>There is a clear system for tracking student academic progress</li> <li><b>And</b> there is a clear system for providing feedback to students on progress</li> <li><b>But</b> it is not clear that all students will receive regular (at least weekly) feedback on progress</li> </ul>	<ul style="list-style-type: none"> <li>There is a clear system for tracking student academic progress</li> <li><b>And</b> there is a clear system for providing regular (at least weekly) feedback to all students on progress</li> </ul>





# Student Progress Look Fors

**Student Progress:** Describe (or attach a description of) how you're tracking student engagement and progress in your asynchronous environment. The plan names TEKS-aligned instructional materials and assessments

Look Fors...

- Expectations for daily student engagement are defined
- The plan includes a system for tracking daily student engagement
- The plan explains how expectations for daily student engagement are consistent with progress that would occur in an on- campus environment
- The plan includes a clear system for tracking student academic progress
- The plan includes a clear system for providing regular (at least weekly) feedback to all students on progress

Asynchronous Plan Look Fors (posted [here](#))





# Implementation Rubric

Points Category	0 Points	1 Point	2 Points
<p><b>4.1</b> Professional development for educators is planned and specific to supporting asynchronous instruction</p>	<ul style="list-style-type: none"> <li>There is no pre-planned calendar for educators with specific supports for implementing asynchronous instruction</li> <li><b>Or</b> the professional development calendar does not include both initial and ongoing, job-embedded development opportunities</li> </ul>	<ul style="list-style-type: none"> <li>There is a pre-planned calendar for educators with specific supports for implementing asynchronous instruction</li> <li><b>And</b> the professional development calendar includes both initial and ongoing, job-embedded development opportunities</li> <li><b>But</b> 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</li> </ul>	<ul style="list-style-type: none"> <li>There is a pre-planned calendar for educators with specific supports for implementing asynchronous instruction</li> <li><b>And</b> the professional development calendar includes both initial and ongoing, job-embedded development opportunities</li> <li><b>And</b> 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</li> </ul>
<p><b>4.2</b> There is explicit communication and support for families in order to support asynchronous work at home</p>	<ul style="list-style-type: none"> <li>There is not a plan for explicit communication of expectations and support for families specific to asynchronous instruction</li> <li><b>Or</b> the plan does not have reasonable expectations for families (e.g. expects families to be primary deliverer of instruction)</li> </ul>	<ul style="list-style-type: none"> <li>There is a plan for explicit communication for families specific to expectations for asynchronous instruction</li> <li><b>And</b> the plan has reasonable expectations for family engagement/support of students</li> <li><b>But</b> the plan does not include additional supports, training, and/or resources for families who may need additional support</li> </ul>	<ul style="list-style-type: none"> <li>There is a plan for explicit communication for families specific to expectations for asynchronous instruction</li> <li><b>And</b> the plan has reasonable expectations for family engagement/support of students</li> <li><b>And</b> the plan includes additional supports, training, and/or resources for families who may need additional support</li> </ul>





# District Exemplar (Aldine ISD)

## Section 4.1: Asynchronous-Specific Educator PD

<i>Time of year</i>	<i>Key Topics</i>	<i>Key Staff</i>
<b>Campus Administrator Training (Part 1): 6/10/2020</b>	This digital tool orientation will provide an overview of the tools to help facilitate the transition of online instruction and onboarding educators virtually. This orientation will be hosted through a Schoology course and focus on Schoology and Google Applications.	- Principals - Assistant Principals - Counselors
<b>Program Directors Training (Part 1): 7/6/2020</b>	<b>Schoology platform introduction</b> <ul style="list-style-type: none"><li>– Overview of Schoology LMS</li><li>– Introduction to Schoology Groups for faculty communication</li></ul> <b>Google Applications introduction</b> <ul style="list-style-type: none"><li>– Google Calendar tutorial</li><li>– Google Collaboration tools</li><li>– Using Google as a tool for communication and workflow</li></ul>	- Content Directors - Department Program Directors





# District Exemplar (Aldine ISD)

## Section 4.1: Asynchronous-Specific Educator PD

<i>Time of year</i>	<i>Key Topics</i>	<i>Key Staff</i>
<b>Returning Educators Training (Part 1):</b> 7/13/2020	<p>Educators will be provided with an overview and training on the tools needed to help deliver online course material and to facilitate interactions with students. This orientation will be hosted through a Schoology course and focus on Schoology, Google Applications, and available Aldine tools.</p> <p><b>Schoology platform introduction</b></p>	<ul style="list-style-type: none"> <li>- Teachers</li> <li>- Skill Specialists</li> <li>- ILS</li> <li>- Coaches</li> <li>- Literacy Coaches</li> </ul>
<b>Executive Leaders Training (Part 1):</b> 8/1/2020	<ul style="list-style-type: none"> <li>– Overview of Schoology LMS</li> <li>– Introduction to Schoology Groups for resources</li> <li>– Schoology course structures</li> </ul> <p><b>Google Applications introduction</b></p> <ul style="list-style-type: none"> <li>– Google Calendar tutorial</li> <li>– Google Collaboration tools</li> <li>– Using Google as a tool for streamlined workflow</li> </ul>	<ul style="list-style-type: none"> <li>-Superintendents</li> <li>- Area Superintendents</li> <li>- Executive Directors</li> </ul>
<b>New to Aldine Educators Training (Part 1):</b> 8/5/2020	<p>Aldine tools and devices overview, <b>Introduction to Aldine device and tools accessible by stakeholders</b></p>	<ul style="list-style-type: none"> <li>- Educators new to Aldine ISD</li> </ul>





# District Exemplar (Aldine ISD)

## Section 4.1: Asynchronous-Specific Educator PD

### *Follow up Support*

#### **Primary and Elementary School District Staff Development (DSD) for the 2020-2021 school year:**

- **8/3/2020 to 8/5/2020:** New Teacher Onboarding Launch
- **8/6/2020:** Campus day
- **8/7/2020:** Social emotional learning
- **8/10/2020:** Literacy training or other content
- **8/11/2020:** ½ day Aldine Instructional Model
- **8/12/2020:** ½ days Schoology 2.0 and ½ day blended/virtual teacher expectations
- **8/13/2020:** Campus days (classroom setup/digital classroom design)
- **8/14/2020:** Campus day





# District Exemplar (Aldine ISD)

## Section 4.1: Asynchronous-Specific Educator PD

### Follow up Support

Additional training for primary and elementary school leadership teams will be held virtually throughout the summer and fall semester. Follow-up also includes replicating their virtual training with their respective campuses during their District Staff Development meetings:

**7/13/2020: “Preparing for Virtual Instruction”** (Learning delivery model: Schoology course, self-paced)

Topics covered:

- Schoology course design
- Video conferencing
- Video creation
- Google applications

**August 2020: “Instructional Model 1”** (Learning delivery model: Nearpod, Trainer of Trainer Model, and Leadership Team)

Topics covered:

- Focus on content knowledge
- Teaching & learning gradual release model
- Setting objectives
- Providing feedback

### Follow up Support

**10/16/2020: “Instructional Model 2”** (Learning delivery model: Nearpod, Trainer of Trainer Model, and Leadership Team)

Topics covered:

- Focus on content knowledge
- Teaching & learning gradual release model
- Cooperative learning

**11/3/2020: “Instructional Model 3”** (Learning delivery model: Nearpod, Trainer of Trainer Model, and Leadership Team )

Topics covered:

- Teaching & learning gradual release model
- Building background

**1/5/2021: “Instructional Model 4”** (Learning delivery model: Nearpod, Trainer of Trainer Model, and Leadership Team)

Topics covered:

- Teaching & learning gradual release model
- Questions, cues, and advanced organizers





# District Exemplar (Aldine ISD)

## Section 4.1: Asynchronous-Specific Educator PD

Component	Explanation
<p>How will both initial and ongoing, job-embedded educator development opportunities occur?</p>	<p>The PD calendar above outlines the primary methods of delivery for initial and ongoing professional development along with the skills and tools professionals are expected to become proficient in:</p> <ul style="list-style-type: none"> <li>● <b>Schoology:</b> Continuing educators will have most of their digital onboarding hosted through a Schoology course</li> <li>● <b>Google sites:</b> Educators new to Aldine ISD will initially have their training hosted through an accessible Google site and eventually transition to Schoology</li> <li>● <b>Nearpod:</b> A student engagement platform educators can leverage to create interactive lessons</li> <li>● <b>Trainer the trainer model:</b> Educators proficient in the relevant asynchronous course delivery platforms can help train educators who need help with learning about the technology</li> </ul> <p><b>Timeline for other ongoing training and support</b> (leadership teams will attend these meetings and are responsible for replicating this virtual training with their respective campuses during District Staff Development days) found on the table above.</p> <p><b>Instructional Specialists</b> are assigned to every campus to provide the following ongoing educator development and support:</p> <ul style="list-style-type: none"> <li>● Provide on-going personalized professional development and instructional coaching through real-time feedback</li> <li>● Model core content lessons with guidance on content specific instructional strategies and resources</li> <li>● Develop content knowledge through the facilitation of collaborative planning and monitoring the alignment of instruction, assessment, and student outcomes to district and state requirements</li> <li>● Assist teachers in disaggregating, analyzing, and disseminating progress monitoring data to drive decisions on instructional placement and responsive action to address students' academic needs</li> <li>● Assist teachers in developing on-time responsive interventions for students with academic needs</li> </ul>





# District Exemplar (Aldine ISD)

## Section 4.1: Asynchronous-Specific Educator PD

Component	Explanation
<b>How will both initial and ongoing, job-embedded educator development opportunities occur?</b>	<p><b>Digital Learning Specialists</b> are assigned to clusters of campuses to serve as technology and virtual learning coaches. The Digital Learning Specialists partner with Instructional Specialists to support teachers in the development of purposeful integration of technology and the delivery of high-quality instruction in a virtual environment.</p> <p><b>District Literacy Coaches</b> are assigned to clusters of campuses to provide the following ongoing educator development and support:</p> <ul style="list-style-type: none"><li>● Guide teachers in the implementation of the district’s adopted language arts curriculum and literacy framework</li><li>● Model high-quality literacy lessons aligned to the district instructional expectations and curriculum</li><li>● Develop content knowledge through the facilitation of collaborative planning and monitoring the alignment of instruction, assessment, and student outcomes</li><li>● Implement the district coaching cycle by observing teachers and providing real-time feedback</li><li>● Collaborate with the campus Instructional Specialist provide targeted professional development to teachers</li></ul> <p><b>Campus administrators</b> will continue to coach educators throughout the school year and provide feedback on practices and on the job training, with consistent and frequent real-time feedback.</p>





# District Exemplar (Aldine ISD)

## Section 4.1: Asynchronous-Specific Educator PD

Component	Explanation
<b>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</b>	<p>Through the initial digital onboarding process and ongoing topical discussions throughout the fall semester on how to effectively leverage Schoology, educators will learn how to deliver course content and respond to the data provided by the LMS feedback system. Educators will use LMS progress markers and reports to understand student engagement with their course offerings and how to adapt materials, activities and pacing to the needs of the individual students with whom they work. The opportunity to replicate the virtual training modules outlined above with their respective campuses during District Staff Development will also help to instill best practices for asynchronous course delivery.</p>





# Rubric Rationale (Aldine ISD)

## Section 4.1: Asynchronous-Specific Educator PD

Points Category	0 Points	1 Point	2 Points
4.1 Professional development for educators is planned and specific to supporting asynchronous instruction	<ul style="list-style-type: none"> <li>There is no pre-planned calendar for educators with specific supports for implementing asynchronous instruction</li> <li><b>Or</b> the professional development calendar does not include both initial and ongoing, job-embedded development opportunities</li> </ul>	<ul style="list-style-type: none"> <li>There is a pre-planned calendar for educators with specific supports for implementing asynchronous instruction</li> <li><b>And</b> the professional development calendar includes both initial and ongoing, job-embedded development opportunities</li> <li><b>But</b> 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</li> </ul>	<ul style="list-style-type: none"> <li>There is a pre-planned calendar for educators with specific supports for implementing asynchronous instruction</li> <li><b>And</b> the professional development calendar includes both initial and ongoing, job-embedded development opportunities</li> <li><b>And</b> 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</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>There is not a plan for explicit communication of expectations and support for families specific to asynchronous instruction</li> <li><b>Or</b> the plan does not have reasonable expectations for families (e.g. expects families to be primary deliverer of instruction)</li> </ul>	<ul style="list-style-type: none"> <li>There is a plan for explicit communication for families specific to expectations for asynchronous instruction</li> <li><b>And</b> the plan has reasonable expectations for family engagement/support of students</li> <li><b>But</b> the plan does not include additional supports, training, and/or resources for families who may need additional support</li> </ul>	<ul style="list-style-type: none"> <li>There is a plan for explicit communication for families specific to expectations for asynchronous instruction</li> <li><b>And</b> the plan has reasonable expectations for family engagement/support of students</li> <li><b>And</b> the plan includes additional supports, training, and/or resources for families who may need additional support</li> </ul>



# Implementation Rubric

Points Category	0 Points	1 Point	2 Points
4.1 Professional development for educators is planned and specific to supporting asynchronous instruction	<ul style="list-style-type: none"> <li>There is no pre-planned calendar for educators with specific supports for implementing asynchronous instruction</li> <li><b>Or</b> the professional development calendar does not include both initial and ongoing, job-embedded development opportunities</li> </ul>	<ul style="list-style-type: none"> <li>There is a pre-planned calendar for educators with specific supports for implementing asynchronous instruction</li> <li><b>And</b> the professional development calendar includes both initial and ongoing, job-embedded development opportunities</li> <li><b>But</b> 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</li> </ul>	<ul style="list-style-type: none"> <li>There is a pre-planned calendar for educators with specific supports for implementing asynchronous instruction</li> <li><b>And</b> the professional development calendar includes both initial and ongoing, job-embedded development opportunities</li> <li><b>And</b> 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</li> </ul>
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# District Exemplar (Aldine ISD)

## Section 4.2: Family Communication for Asynchronous Learning

Component	Explanation
How will you communicate the expectations for asynchronous instruction to families?	<p>Communication with parents will be facilitated through platforms such as the Aldine ISD website, social media, Blackboard, “Let’s Talk!” , and Schoology parent portal as outlined below:</p> <ul style="list-style-type: none"><li>● <b>Website and social media:</b> Aldine will be using these platforms to provide quick and easily accessible announcements pertaining to all students in the Aldine ISD.</li><li>● <b>Blackboard:</b> Aldine ISD will use this platform to post announcements for students’ families</li><li>● <b>“Let’s Talk:</b> District staff will use the “Let’s Talk” platform to monitor and respond to parent questions in a timely manner.</li><li>● <b>Schoology parent portal:</b> Parents/guardians/custodians will have access to a parent portal through Schoology, which will enable them to oversee their own student’s progress on academic assignments, engagement with lessons, and their interactions with teachers. This portal also serves as a two-way communication channel between parents and teachers.</li></ul>



# District Exemplar (Aldine ISD)

## Section 4.2: Family Communication for Asynchronous Learning

Component	Explanation
What are the expectations for family engagement/support of students?	<p><b>Timeline for parent/guardian/custodian engagement this summer:</b></p> <ul style="list-style-type: none"><li>– <b>7/13/2020 through 7/19/2020</b><ul style="list-style-type: none"><li>○ Parents responsible for completing the re-entry selection process on July 13 by completing a Student Commitment Form (posted on district and campus websites) for each child</li><li>○ Commitment Form will outline the commitments, expectations, and requirements for parents supporting their student’s remote asynchronous learning</li><li>○ Parents will continue to receive additional reminders via Blackboard (text, call, and email)</li></ul></li><li>– <b>7/20/2020 through 7/22/2020</b><ul style="list-style-type: none"><li>○ Campus teams contact parents who have not completed commitment form and assist parents with completion if needed</li></ul></li><li>– <b>7/23/2020 through 8/14/2020</b><ul style="list-style-type: none"><li>○ Student Services team will work with campus teams to ensure students are scheduled in the appropriate setting, “Learning on Campus” or “Learning at Home”</li></ul></li></ul>





# District Exemplar (Aldine ISD)

## Section 4.2: Family Communication for Asynchronous Learning

Component	Explanation
<b>What are the expectations for family engagement/support of students?</b>	<ul style="list-style-type: none"><li>– <b>8/15/2020</b><ul style="list-style-type: none"><li>○ Parent digital onboarding will be launched initially on a Google site and transition to being hosted through Schoology</li><li>○ Parents will be introduced to the Schoology platform and specifically the tools available to them as a parent such as the parent portal</li><li>○ Parents will also be taught how to leverage several available Aldine devices and tools</li></ul></li></ul> <p><b>Parents/guardians/families will be provided the following resources to support their students pursuing the “Learning at Home” track:</b></p> <ul style="list-style-type: none"><li>– Parent on-boarding such as instructional videos and support through platforms outlined above</li><li>– Schoology’s parent portal and other tools to monitor student progress:<ul style="list-style-type: none"><li>○ Signing up through Schoology’s parent portal to receive weekly or daily progress reports on student’s engagement with learning materials and face-to-face interactions with teachers</li></ul></li><li>– Parent learning website that has easy access to support systems</li></ul>



# District Exemplar (Aldine ISD)

## Section 4.2: Family Communication for Asynchronous Learning

Component	Explanation
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>As outlined above, district staff will continuously monitor “Let’s Talk” to respond to parent questions in a timely manner. Announcements and resources for parents will be posted on Blackboard and relevant district-wide progress and news will be released through social media and the Aldine ISD website.</p> <p>The <b>Aldine Family and Community Engagement Department</b> will partner with campus leaders to provide the following support and resources to our families:</p> <ul style="list-style-type: none"> <li>● Distributing additional resources and support to each campus i.e., school supplies for students</li> <li>● Identifying health and human services support for families in need</li> <li>● Increasing school staff capacity to effectively connect, engage, and partner with families</li> <li>● Creating opportunities for parent leaders to engage directly with the Superintendent to inform and validate district strategies</li> <li>● Developing more systems and opportunities for parents to be active partners at the campus level</li> </ul> <p><b>Parent Engagement Nights</b> will be provided at each campus for ongoing support and training.</p> <ul style="list-style-type: none"> <li>– Additionally, there will be dedicated time within the teacher's daily office hours to support the needs of individual parents.</li> </ul>



# Rubric Rationale (Aldine ISD)

## Section 4.2: Family Communication for Asynchronous Learning

Points Category	0 Points	1 Point	2 Points
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# Implementation Look Fors

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

Look Fors...

- There is a pre-planned calendar for educators with specific supports for implementing asynchronous instruction
- The professional development calendar includes both initial and ongoing, job-embedded development opportunities
- The plan includes 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
- The plan describes how there will be explicit communication for families specific to expectations for asynchronous instruction
- The plan has reasonable expectations for family engagement/support of students
- The plan includes additional supports, training, and/or resources for families who may need additional support

Asynchronous Plan Look Fors (posted [here](#))



# Scoring, Next Steps & Resources



# Rubric Scoring

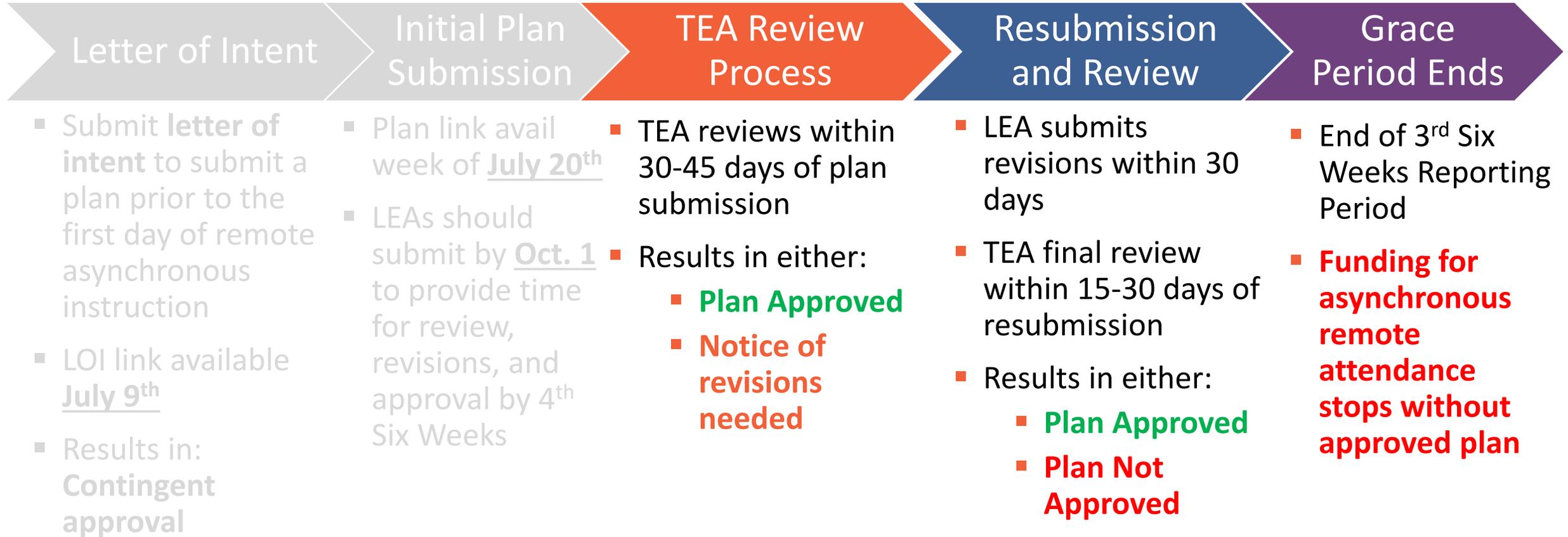


Average % Points (16 total points)	What does it mean?
Less than 75% (0-11 total points) <b>Or</b> , less than 3 out of 4 points for any key requirement	Plan returned to LEAs for revision with feedback
75-100% (12-16 total points) <b>And</b> , at least 3 out of 4 points for all key requirements	Approved

Each of the four key requirement has two rubric rows. Any key requirement (two rows) not earning 3 points will require a district to revise and resubmit.



# Submission Timeline





## The review process involves multiple reviews from trained reviewers, and the opportunity for LEAs to revise and resubmit

- All plans will receive at least **two reviews from experienced educators** who are trained and normed on the rubric
- **TEA staff** will conduct a third review if there is significant variance between first and second reviewers, or if average score is close to cut-off for approval, and will make all final approval/revision needed decisions
- Any plan that is not initially approved will be returned to the LEA with **specific feedback on improvements needed** and a chance to revise and resubmit
- Plans will need to be submitted by **Oct. 1<sup>st</sup>** in order to allow for enough time for revisions and resubmissions within the grace period.



# Additional Resources

As you develop your asynchronous plan, you can reference these resources for additional support.

## [Strong Start Reflection Tool](#)



## [Texas Resource Review](#)



## [Texas Home Learning THL 3.0 Update](#)

