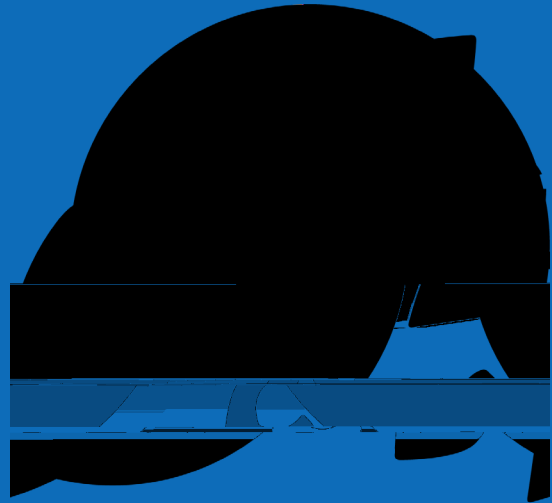
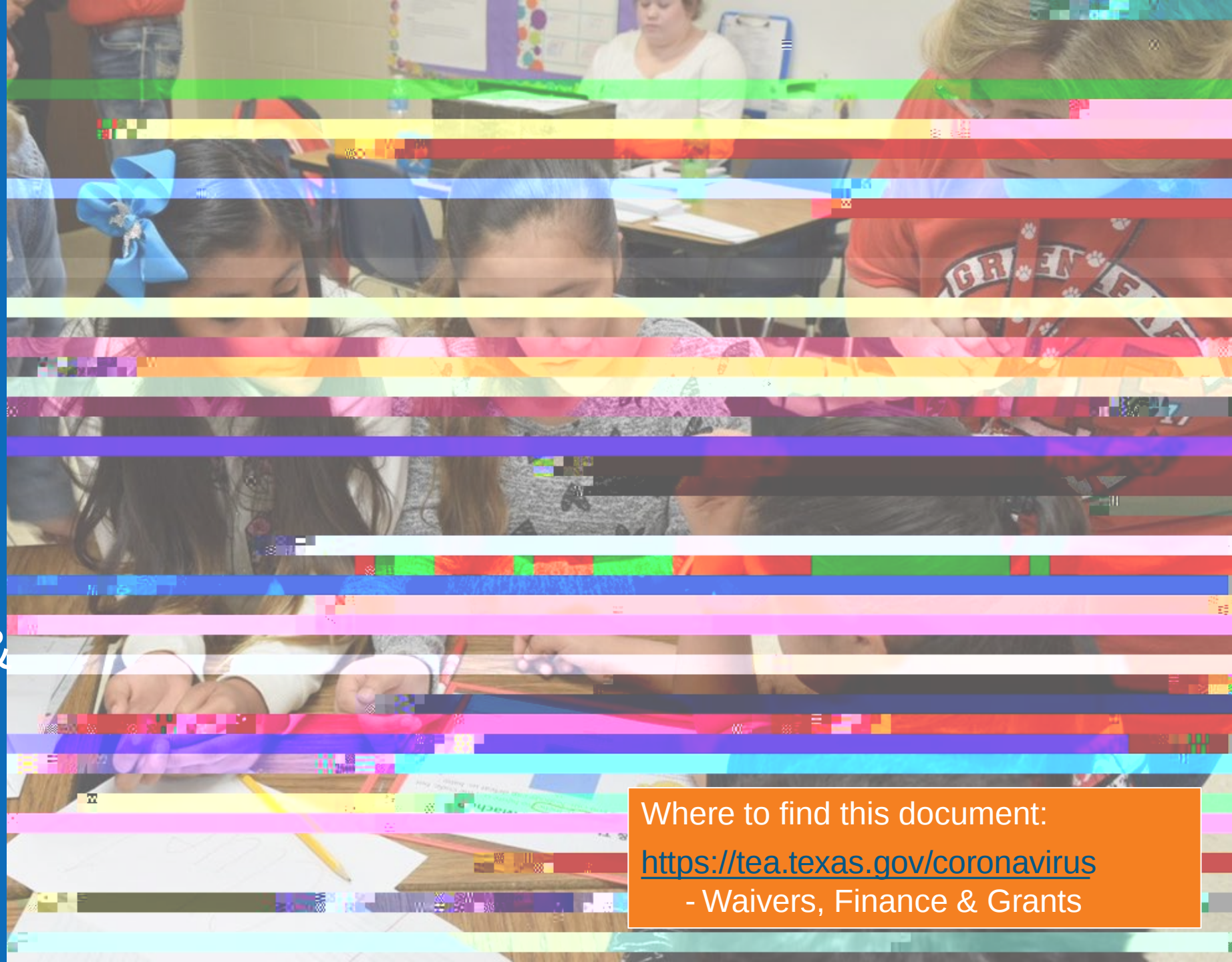




Asynchronous & Synchronous Templates Overview



Where to find this document:
<https://tea.texas.gov/coronavirus>
- Waivers, Finance & Grants

RECAP: Synchronous vs. Asynchronous Methods for Attendance



RECAP Method B: Asynchronous instruction involves far more self-guided student instruction

Synchronous Instruction Attestation



Districts must complete an attestation for synchronous instruction.



District attestation must be completed by Labor Day (9/7)

This process will require the superintendent & board to attest to each of the following statements

The Asynchronous Instruction Plan Template



The asynchronous instruction plan process has been developed to provide flexibility and support to LEAs.



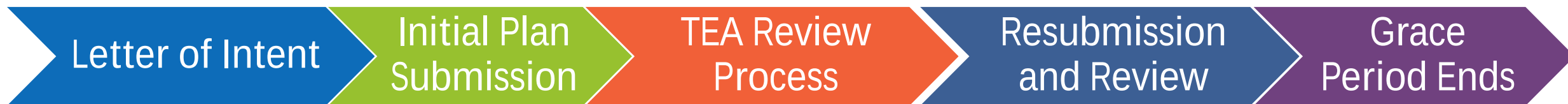
We have attempted to balance the needs of our school systems for flexibility to generate predictable funding with the need of taxpayers for accountability that instruction is being provided to students.

TEA has attempted to craft a framework that provides maximum grace to allow time to transition for the new school year while maximizing funding stability.

LEAs may submit a plan as consortia.

TEA will be providing exemplars, trainings, and free resources to support plan development.

All rules for remote instruction will only apply for the 2020-21 year.
More permanent changes related to remote instruction policy will be decided by the legislature.



Letter of Intent for Asynchronous Instruction

LEAs must submit a Letter of Intent (LOI) prior to the first day of asynchronous instruction in order to receive contingent approval that will last through the end of the grace period

The letter of intent will be submitted through a survey link with the following questions:

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Each requirement has a section that contains attestations and open response



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 more information and provide a framework that would allow for an audit mechanism. Districts may draft or attach information in the online application. Open response questions will be evaluated on a draft rubric, looking for clear criteria.

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



Instructional Schedule Attestations

Teacher interaction with students is predictable, sufficient to support schedule.

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.

Students can access instructional support from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.

Students are provided clear means to engage with academic material on a daily basis.

Student IEPs are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).



Instructional Schedule Attestations - Continued

Student academic work ensures engagement that is equivalent to direct content work that a student would be engaged in over a normal school year. As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:

- Half day PreK – 90 instructional minutes

- Full day PreK – 180 instructional minutes

- K through 5th grade – 180 instructional minutes

- 6th through 12th grade – 240 instructional minutes

Material Design- Attestations

District has adopted a full, TEKS-aligned curriculum can be executed in an asynchronous remote learning environment. This includes:

- Assessments that ensure continued information on student progress remotely

- Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely

- Instructional materials consistently reinforce concepts at appropriate times to ensure



Student Progress Attestations

Expected student progress in remote asynchronous learning is planned in advance, defined by day, and ties to the overall course coverage in the course syllabus.

Daily, trackable student engagement exists to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:

- Data from the Learning Management System (LMS) showing progress made that day

- Curricular progress evidenced from teacher/student interactions made that day

- Completion and submission of assignments planned for that day

Districts have systems to measure academic progress for all students to inform instructional practice in an asynchronous environment.

- Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)

Student feedback is provided from instructor at least weekly in asynchronous learning environments including next steps or necessary academic remediation to improve performance.

School grading policies for remote student work are consistent with those used before COVID for on campus assignments

Open Response Format

Open Response Answer or Attach in Qualtrics



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



Asynchronous Instruction Plan Rubrics



Each open response question will be evaluated by trained educators using a standardized rubric.

Describe the structure of your

The review process involves multiple reviews from trained

Instructional Schedule-Rubric

Points Category	0 Points	1 Point	2 Points
1.1 Instructional schedule outlines expected time for students to interact with academic content.	• Expectation for daily interaction with academic content is not clear, • Or times for daily interactions are not defined	• Expectations for daily interaction with academic content is clear • And times are defined for student interaction with academic content	

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.	• 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	• 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	• 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
2.2 Instructional materials include specifically designed resources to support students with			

Student Progress Rubric

Points Category	0 Points	1 Point	2 Points
3.1 Daily student engagement is defined, trackable, and includes expectations for daily student engagement that is			

Implementation – Rubric

Rubric Scoring Guide

Points by Row	What does it mean?
0	

Forthcoming Resources



FAQs, exemplars, and trainings are forthcoming

July 7th – Questions will be addressed in a FAQ

July 9th – Exemplars will be released