

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

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,		

minutes each day. The total minutes includes both synchronous and asynchronous learning activities. Student groups can support during synchronous 1:1 and small group time and open office hours before and after school.

1.2 Instructional schedule outlines expected time for students to interact with teacher(s) and receive instructional support

Instructional schedule does not include expectations and preplanned times for teacher/student interactions and support

Expectations and pre-planned times for teacher/student interactions are clear in instructional schedule
But expectations and preplanned 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)

Expectations and pre

Level of implementation:

2

Rationale:

Expectations and planned times for teacher/student interactions are clear in the instructional schedule. [The schedules provided](#)

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>	<p>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</p>	<p>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</p>	<p>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 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:
2

Rationale:

TEKS aligned instructional materials and assessments are named:
And there is clear research/evidence

	<p>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. The district has accounted for synchronous and asynchronous instructional coherence by providing three models/options for students to access the learning. The asynchronous model utilizes the LMS system to ensure that continuity of instruction and assessment. The district has noted that students will be able to access the same learning content in either environment and will be able to move fluidly between environments if asynchronous learning expectations are maintained at home. The district has indicated methods for teachers to intervene and support students with individual needs through the LMS throughout the day, providing targeted intervention as needed as they would in a synchronous, in person environment.</p>		
<p>2.2 Instructional materials include specifically designed resources to support students with disabilities and English Learners in 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

Level of
implementation:

2

Rationale:

- Instructional materials include resources designed to support students with disabilities and ELs. The district has listed that their instructional materials include resources for students with disabilities such as the instructional materials graphic organizer. Some of these resources include gap identification, linguistic supports, etc.
- 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:

Student Progress:

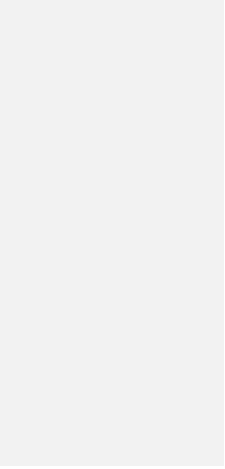
<p>3.2 There is a system for tracking student academic progress to inform instruction and providing regular feedback to students on their progress</p>	<p>There is not a clear system for tracking student academic progress Or there is not a clear system for providing regular feedback to students on progress</p>	<p>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</p>	<p>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>
<p>Level of implementation: <u>2</u></p>	<p>Rationale: There is a clear system for tracking student academic progress: The district indicates that it will use an LMS (See Sawtooth)</p>		

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
4.1 Professional development for educators is planned and specific to supporting asynchronous instruction	There is no planned calendar for educators with specific supports for implementing asynchronous instruction Or the professional development calendar do not include both initial and ongoing, job embedded development opportunities	There is a 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	



will be provided with material to support the highest leverage standards in each grade level. Using the TEKS Resource Guide, teachers will be able to identify students who need intervention/enrichment and ensure students receive the necessary support type.



communication from the school, monitoring the completion of assignments, attending district trainings, and reaching out to teachers and administrators for additional support as needed. The district has also clearly outlined the expectations for students such as establishing a daily routine, checking for assignments regularly, completing assignments, communicating with the school and attending live instruction in appropriate