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
Aldine ISD	Mid-size, urban district	Aldine ISD Exemplar Plan	Aldine ISD Rubric Rationale
Hawkins ISD	Small, rural district	Hawkins ISD Exemplar Plan	Hawkins ISD Rubric Rb Rale

Section 1

RECAP: Asynchronous Methods for Attendance

Asynchronous instruction involves far more self-guided student instruction

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 doi asynchronous instruction, only that you aren't meeting the minimum number of daily synchronous minutes required for the synchronous instruction method.

Section 2

The Asynchronous Instruction Plan Template

Submission Timeline

Letter of Intent

Submit letter of intent to submit a plan prior to the first day of remote asynchronous instruction

LOI link available July 9th

Results in:

Contingent approval

Initial Plan Submission

Plan link avail week of July 20th

LEAs should submit by Oct. 1 to provide time for review, revisions, and approval by 4th Six Weeks

TEA Review Process

TEA reviews within 30-45 days of plan submission

Results in either:

- Plan Approved
- Notice of revisions needed

Resubmission and Review

LEA submits revisions within 30 days

Grace Period Ends

End of 3rd Six Weeks Reporting Period

Funding for asynchronous remote attendance stops without approved plan

Asynchronous plans must address four key requirements

Instructional Schedule

Material Design

Student Progress

Implementation

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

PK3

PK4

K

Section 3

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	Did not show evidence of meeting requirements
1	Demonstrates some evidence of meeting requirements, but needs improvement
2	Demonstrates evidence of fully meeting plan requirements

Section 4

Asynchronous Instruction Plan Exemplar

considerations for LEAs as they create their plan

Instructional Schedule Rubric

ne ISD, 1st-5th Grade Plan)
nteractions with Instructional Content

Instructional Schedule Rubric

Instructional Schedule Rubric

District Exemplar (Aldine ISD)
Section 1.2: Student Interactions with Teachers

Component	Explanation
What are the expectations for teacher/student interactions?	Teachers are expected to engage with students through daily feedback (dai [(d)-0.u (h)-0.6 (t)-0.7n (u)-0.6 (g)-3. (it)-1.7 (h)-0.3 9ohwhe8no-0.7 (u)-0.6 (b)-0.j (w)fects?Ee9oh

Rubric Rationale (Aldine ISD)
Section 1.2: Student Interactions with Teachers

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 …

- x Expectation for daily interaction with academic content is clear with defined times for student interaction with academic content
- x
- x

  eion

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 invarmuin3 (a)-2m 33.98 310naKS	

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?-5w (d8 (20 34)1c

District Exemplar (Aldine ISD)
Section 2.1: Curriculum Adoption

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 invarmuin3 (a)-2m 33.98 310naKS	

Material Design Rubric

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District Exemplar (Aldine ISD)
Section 2.2: Instructional Materials for Special Populations

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 be65(c)-3.9 (l-1.8 (h))-0B71K-4.80.6 -3.9 (l-1.8 (h))-0B71TT2 1 Tf 0 Tc 0 T	

Material Design Look Fors

Student Progress Rubric

District Exemplar (Aldine ISD)
Section 3.1: Tracking Daily Student Engagement

Component	Explanation
What is the expectation for daily student engagement?	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. 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.

District Exemplar (Aldine ISD)
Section 3.1: Tracking Daily Student Engagement

Component	Explanation
What is the system for tracking daily student engagement?	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 2020-21 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, 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 district’s readiness to move to a higher level of engagement expectations. | Phase 1 - Students are engaged and marked present when the teacher observes that the student is working on virtual

Rubric Rationale (Aldine ISD)
Section 3.1: Tracking Daily Student Engagement

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 consistent with progress that would occur in an on-campus environment	• Expectations for daily student engagement is not defined • Or there is not a clear system for tracking dail student engagement	• Expectations for daily student engagement is defined • And there is a system for tracking da student engagement • But expectations for daily student engagement are lower than what would occur in an on-campus environment (e.g. only requirement is for students to log in without anythin else)	• Expectations for daily student engagement is defined • And there is a system for tracking daily student engagement • And expectations for daily student engagement are consistent with progress that would occur in an on-campus environment
3.2 There is a system for tracking student academic progress to inform instruction and providing regular feedback to students on their progress	• 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	• 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	• There is a clear system for tracking student academic

District Exemplar (Aldine ISD)
Section 3.2: Tracking Academic Progress

Rubric Rationale (Aldine ISD)
Section 3.2: Tracking Academic Progress

Student Progress Look Fors

District Exemplar (Aldine ISD)
Section 4.1: Asynchronous Specific Educator PD

Time of year	Key Topics	Key Staff
Campus Administrator Training (Part 1): 6/10/2020	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
Program Directors Training (Part 1): 7/6/2020	Schoology platform introduction Overview of Schoology LMS Introduction to Schoology Groups for faculty communication Google Applications introduction Google Calendar tutorial Google Collaboration tools Using Google as a tool for communication and workflow	- Content Directors - Department Program Directors

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

Follow up Support
10/16/2020: “Instructional Model 2” (Learning delivery model: Nearpod, Trai 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

Rubric Rationale (Aldine ISD)
Section 4.1: Asynchronous-Specific Educator PD

Implementation Rubric

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 pre-planned calendar for educators with specific supports for implementing asynchronous instruction • Or the professional development calendar does not include both initial and ongoing, job-embedded development opportunities	• There is a pre-planned calendar for educators with specific supports for implementing asynchronous instruction • And the professional development calendar includes both initial and ongoing, job-embedded development opportunities • But it is not clear how the professional learning will develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials	• There is a pre-planned calendar for educators with specific supports for implementing asynchronous instruction • And the professional development calendar includes both initial and ongoing, job-embedded development opportunities • And it is clear how the professional learning will develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
4.2 There is explicit communication and support for families in order to support asynchronous work at home	• There is not a plan for explicit communication of expectations and support for families specific to asynchronous instruction • Or the plan does not have reasonable expectations for families (e.g. expects families to be primary deliverer of instruction)	• There is a plan for explicit communication for families specific to expectations for asynchronous instruction • And the plan has reasonable expectations for family engagement/support of students • But the plan does not include additional asynchronous instruction for family engagement/support of students	

the plan has reasonable expectations 80.270 84.6456 48 W n119.7 TT2 1 Tf 0 Tc 0 Tw 21 -0 0 21 373.2

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?	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: ” Website and social media: Aldine will be using these platforms to provide quick and easily accessible announcements pertaining to all students in the Aldine ISD. ” Blackboard: Aldine ISD will use this platform to post announcements for students’ families ” “Let’s Talk: District staff will use the “Let’s Talk” platform to monitor and respond to parent questions in a timely manner. ” Schoology parent portal: 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. Thi portal also serves as a two-way communication channel between parents and teachers.

District Exemplar (Aldine ISD)
Section 4.2: Family Communication for Asynchronous Learning

Component	Explanation
What are the expectations for family engagement/support of students?	Timeline for parent/guardian/custodian engagement this summer: 7/13/2020 through 7/19/2020 o 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 o Commitment Form will outline the commitments, expectations, and requirements for parents supporting their student's remote asynchronous learning o Parents will continue to receive additional reminders via Blackboard (text, call, and email) 7/20/2020 through 7/22/2020 o Campus teams contact parents who have not completed commitment form and assist parents with completion if needed 7/23/2020 through 8/14/2020 o Student Services team will work with campus teams to ensure students are scheduled in the appropriate setting, "Learning on Campus" or "Learning at Home"

District Exemplar (Aldine ISD)
Section 4.2: Family Communication for Asynchronous Learning

Component	Explanation
What are the expectations for family engagement/support of students?	8/15/2020 o Parent digital onboarding will be launched initially on a Google site and transition to being hosted through Schoology o Parents will be introduced to the Schoology platform and specifically the tools available to them as a parent such as the parent portal o Parents will also be taught how to leverage several available Aldine devices and tools Parents/guardians/families will be provided the following resources to support their students pursuing the “Learning at Home” track: Parent on

District Exemplar (Aldine ISD)
Section 4.2: Family Communication for Asynchronous Learning

Implementation Look Fors

Section 5

Scoring, Next Steps & Resources

Rubric Scoring

Letter of Intent | Initial Plan Submission | TEA Review Process | Resubmission and Review | Grace Period Ends

Submitletter of intent to submit a plan prior to the first day of remote asynchronous instruction

LOI link available July 9th

Results in: Contingent approval

TEA reviews within 30-45 days of plan submission

Results in Tf -0.01_1 T6ir:issio4.08 /Lssion

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. 1st in order to allow for 772-2.5 corsmrrw