Planning for Back to School: Remote Asynchronous Pre-Kindergarten Model

School model dimensions

Academic Delivery

- **What method or method(s) of academic delivery will be used?** (Synchronous, asynchronous, a mix of the two)

Schedule

- **How will school schedules for structured?**
- From the student perspective?
- From the teacher perspective?

Staff Deployment

- **How will educators and staff be deployed?**
- What roles will educators and staff play?
-

Student experience

Note: Local (and national) health guidance should be prioritized relative to any of the examples included

This model solves for

- Family desires to have students remain fully remote
- Staffing shortages or constraints
- Average Daily Attendance (ADA) funding requirements for PK asynchronous instruction
- LEAs aiming to deliver synchronous instruction in shorter time increments, mixed with asynchronous learning activities

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This model qualifies for

- PK students are only eligible for **Method B asynchronous funding** for remote learning
  - This requires submitting an attestation and plan to TEA, as well as new attendance taking mechanisms

- See more detail at the Tex t5E-p9Q9.5 (w)10C0(M)1928.1922 >Tj dg92

Objectives

Overview of **school-level model design considerations**

Provide guidance to plan for a **remote Pre-Kindergarten model**

The situation surrounding COVID-19 is dynamic and rapidly evolving, on a daily basis. This document is not and is not intended to (i) constitute medical or safety advice, nor be a substitute for the same; nor (ii) be seen as a formal endorsement or recommendation of a particular response. As such you are advised to make your own assessment as to the appropriate course of action to take, using this document as guidance. Please carefully consider local laws and guidance in your area, particul the most recent advice issued by your local (and national) health authorities, before making any decision.

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Academic Delivery

- **Synchronous direct instruction during the day,** supplemented with asynchronous learning activities
- **Eligible funding method:** Method B, Asynchronous

Student Schedule

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Remote Asynchronous PK

Student Experience

Cohort interaction and monitoring	Asynchronous learning	
ƒ Students are **grouped into homerooms** of 22 or fewer students (must attempt to maintain a student-teacher ratio of 11:1) ƒ Every homeroom is **divided into 2-3 groups** during read aloud and small group instruction, led by a **homeroom teacher** and/or teacher's aide ƒ The homeroom teacher is **responsible for monitoring student progress**	ƒ Students proceed through **asynchronous activities** throughout the day ƒ Asynchronous learning activities may build in opportunities for **student practice, interactions, exercise, and play-based activities**	ƒ Students and / or families have **multiple live touchpoints** with teachers and peers daily ƒ **Read aloud sessions** and **small group instruction** sessions are done with homeroom cohorts ƒ Having the same homeroom teacher and peers **creates consistency** for the younger students as they progress throughout the day

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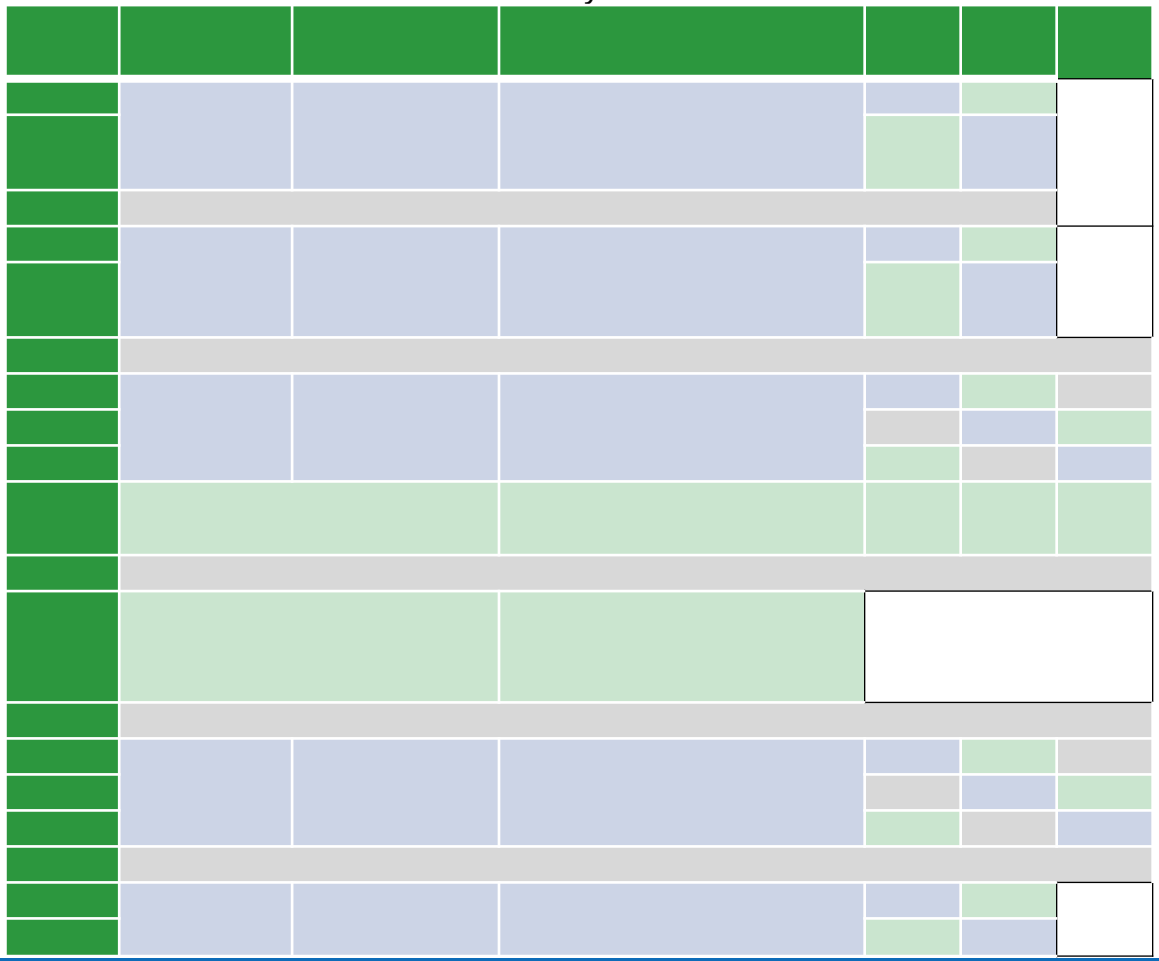
Remote Asynchronous PK

Student Schedule

Illustrative daily PK student schedule



- With guidance and support, PK students will participate in **90 minutes of instruction daily**
  - PK students participate in **75 minutes of synchronous** instruction, small group instruction daily
  - When not in synchronous instruction, students / families are engaging in asynchronous activities for **115 minutes**
    - One read aloud is recorded daily which families/students can access on their own time. This read aloud is designed to be interactive for students
- While one group is in small group synchronous instruction with the teacher, the other 1-2 groups are participating in asynchronous activities
- While PK does not receive funding for synchronous learning, it is **important to foster student connection** with teachers and peers, **offer personalized support**, and **ensure students are checked on** and accounted for
- Students / parents are **provided a daily schedule** so students can follow along with activities and assignments to complete
  - Students may need additional support from parents to set up activities, complete new learning, and submit evidence of assignment completion (e.g. parent note, phone check-in with teachers, photo submissions)
  - While synchronous activities will be scheduled during designated time period, this schedule of asynchronous activities is provided for adults to organize the day, with suggestions to create a visual schedule of 'events' for children to follow. It is important for students / families to stick to a schedule as much as possible to build a sense of routine and expectations for children

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Remote Asynchronous PK

Academic Delivery

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Remote Asynchronous PK

Curriculum and Progress Monitoring

Progress monitoring

Virtual parrPt.901 cnd esP

- District adopted curriculum is **adapted for remote learning,** or districts adopt new curriculum for remote learning
  - Educators will receive professional development in how to implement curriculum
- Families / parents receive **weekly feedback on assigned learning activities**
- Teachers use **available data** on student performance on activities and student reviews **to inform and iterate on lesson plans**
  - Homeroom teachers are also expected to **regularly update parents** on student progress through virtual parent-teacher conferences

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