

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

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

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 |
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| <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"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |
| <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"> • 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 |

Student Progress: Describe (or attach a description of) how you're tracking student engagement and progress in your asynchronous environment.

| Points Category | 0 Points | 1 Point | 2 Points |
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| <p>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</p> | <ul style="list-style-type: none"> • Expectations for daily student engagement is not defined • Or there is not a clear system for tracking daily student engagement | <ul style="list-style-type: none"> • Expectations for daily student engagement is defined • And there is a system for tracking daily 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 anything else) | <ul style="list-style-type: none"> • 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 |
| <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> | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |

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 |
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| <p>4.1 Professional development for educators is planned and specific to supporting asynchronous instruction</p> | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |
| <p>4.2 There is explicit communication and support for families in order to support asynchronous work at home</p> | <ul style="list-style-type: none"> • 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) | <ul style="list-style-type: none"> • 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 supports, training, and/or resources for families who may need additional support | <ul style="list-style-type: none"> • 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 • And the plan includes additional supports, training, and/or resources for families who may need additional support |