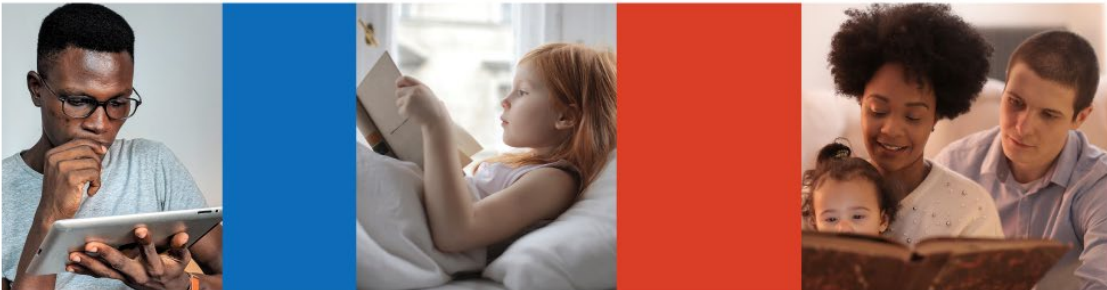**Phase 1:** Conduct Landscape Analysis
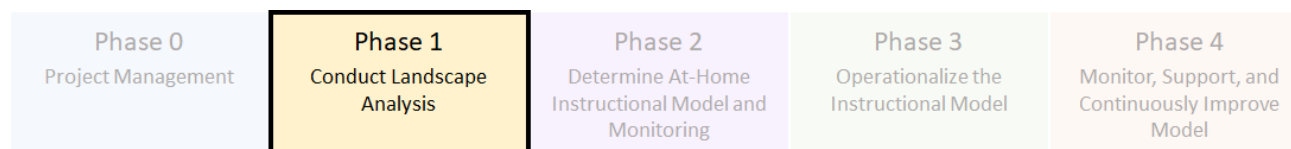
TEA

Instructional Continuity
Planning Guide

1.2 Assess Instructional Delivery Methods Access

The information included in this guidance is provided as a resource only.
This information is intended to assist in the delivery of educational resources in this time of public crisis.

Phase 1: Conduct Landscape Analysis
Planning Category 1.2: Assess Instructional Delivery Methods Access

Phase 0	Phase 1	Phase 2	Phase 3	Phase 4
Project Management	Conduct Landscape Analysis	Determine At-Home Instructional Model and Monitoring	Operationalize the Instructional Model	Monitor, Support, and Continuously Improve Model

Planning Category Activities

1. **Create inventory of platform options** based on existing licenses/free resources.

2. **Assess supports for all learners** when considering instructional delivery methods.

Planning Guidance

1. **Create inventory of platform options** based on existing licenses/free resources.
   - Do students and teachers have access to a learning management system (LMS), such as Canvas or Google Classroom, to engage in online lessons?
   - Do students and teachers have access to a vendor-provided solution (subscription, discounted, or free) to engage in online lessons?
   - Do students and teachers have access to live or recorded video to engage in online lessons?
   - How could you leverage the district or school website to support online learning?
   - How could you leverage email and chats to support online learning?
   - In the absence of technology and internet access by students/staff, how could you leverage phone systems and audio conferencing systems to create an equitable at-home curriculum and instruction (C&I) model for all students?

2. **Assess supports for all learners** when considering instructional delivery methods. In the online environment, just as in the physical classroom, the district is responsible for all students, including students with disabilities and language differences. When assessing platforms for accessibility, keep in mind that a platform can be accessible, but still have issues with usability. Some products and content are not created with accessibility in mind, so screen readers won't be able to read buttons, labels, headings, etc.

   Consider the following to assess platform accessibility features:
   - How is the platform accessible for students who are blind/have visual impairments?
   - How is this platform accessible for students who are deaf/hard of hearing?
   - How is this platform accessible for students with mobility challenges?
   - How is this platform accessible for students with communication challenges?
   - How does the platform interface with various forms of assistive technology?
   - Does the platform support the delivery of instruction in multiple languages?

In the rush to move content online quickly, teachers may not be trained how to make sure materials are created accessibly. Even if the student has the right equipment and an accessible and usable platform, the teacher may inadvertently create learning barriers for students.

Learning a new platform takes time. If a school changes from Google Classroom to Canvas LMS, for example, it requires training for a student using screen reader software to make the switch.

Most electronic devices, such as mobile devices, have accessibility features built in that address visual, auditory, and tactile needs, such as:
- Text reader/speech-to-text functionality
- Display adjustments (e.g. zoom, magnifiers, contract, etc.)
- Changing touch interactions to support motor skill needs
- Interface options for various assistive technology devices
- Options for multiple languages
- Closed captioning and transcribing

Suggested Staff Support
Consider enlisting representatives from the following district-level offices:
- Information/Instructional Technology to address technical specifications to operationalize the implementation of devices and resources
- Teaching and Learning or Curriculum and Instruction to support resources selection and training
- Special programs, such as Bilingual Education, Dual Language, ESL, and Special Education to support compliance with accessibility requirements
- Finance and Purchasing (Business Office) to support procurement processes

Consider identifying campus personnel (administrators/teachers) at each school to serve as liaisons or leads for each of the district-level instructional offices listed.

Additional Resources
- Tech for Learners Curated List of Resources: search for learning management systems offering the product for free or at a discounted rate
- Tech & Learning Special Report: "The Just in Time Playbook for Remote Learning"
- Technology Partner Resources for Distance Learning During COVID-19: curated list of distance learning platforms

District-Created Examples
- Dallas ISD At-Home Learning: includes multiple platforms tailored for each grade level
- London ISD Distance Learning Plan: features a roles and responsibilities table
- Long Beach Unified School District Home Learning Opportunities: features a parent tab and technical support link for students and staff
- Sacred Heart Schools Flexible Plan for Instructional Continuity
- San Antonio ISD Digital Playground: daily videos, weekly lesson resources, and department-specific resources and activities

Find links to all Phase 1 resources on the TEA Instructional Continuity Framework website.