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 …
- Expectation for daily interaction with academic content is clear with defined times for student interaction with academic content
- The schedule ensures all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content everyday
- Expectations and pre-planned times for teacher/student interactions are clear in instructional schedule
- Expectations and pre-planned times for teacher/student interactions are adequate for all students
- 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

Look Fors …
- The plan names TEKS-aligned instructional materials and assessments
- The plan provides a clear research/evidence-base for how instructional materials and assessment have been designed/adapted for asynchronous instruction
- The plan explains the 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 plan shares how instructional materials will include resources designed to support students with disabilities and ELs
- 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.

Look Fors …
- Expectations for daily student engagement are defined
- The plan includes a system for tracking daily student engagement
- The plan explains how expectations for daily student engagement are consistent with progress that would occur in an on-campus environment
- The plan includes a clear system for tracking student academic progress
- The plan includes 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.

Look Fors …
- There is a pre-planned calendar for educators with specific supports for implementing asynchronous instruction
- The professional development calendar includes both initial and ongoing, job-embedded development opportunities
- The plan includes 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
- The plan describes how there will be explicit communication for families specific to expectations for asynchronous instruction
- The plan has reasonable expectations for family engagement/support of students
- The plan includes additional supports, training, and/or resources for families who may need additional support

Additional Resources: As you develop your asynchronous plan, you can reference these resources for additional support.

Strong Start Reflection Tool	Texas Resource Review	Texas Home Learning