**Attestations**

**Instructional Schedule**

* **Teacher interaction** with students is predictable, sufficient to support schedule.
* **Teacher availability** for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
* **Students can access instructional support** from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
* Students are provided **clear means to engage with academic material on a daily basis**.
* **Student IEPs** are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
* Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year.**  As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:
	+ Half day PreK – 90 instructional minutes
	+ Full day PreK – 180 instructional minutes
	+ K through 5th grade – 180 instructional minutes
	+ 6th through 12th grade – 240 instructional minutes

**Materials Design**

* District has adopted a **full, TEKS-aligned curriculum can be executed in an asynchronous remote learning environment**. This includes:
	+ Assessments that ensure continued information on student progress remotely
	+ Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely
	+ Instructional materials consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments
* Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learners in an asynchronous environment.
* There is a plan to ensure district adopted instructional materials are used during instruction and in the hands of students.

**Student Progress**

* Expected student progress in remote asynchronous learning is **planned in advance, defined by day, and ties to the overall course coverage in the course syllabus.**
* **Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:
	+ Data from the Learning Management System (LMS) showing progress made that day
	+ Curricular progress evidenced from teacher/student interactions made that day
	+ Completion and submission of assignments planned for that day
* Districts have **systems to measure academic progress** of all students to **inform instructional practice** in an asynchronous environment.
	+ Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
* Student **feedback is provided from instructor at least weekly** in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
* **School grading policies** for remote student work are consistent with those used before COVID for on campus assignments

**Implementation**

* Campuses plan for and implement **professional development calendars** with specific supports for asynchronous instruction. These include the following for educators:
	+ Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources
	+ Cover all grade levels and content areas that are participating in asynchronous learning
	+ Develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
	+ Explicitly cover asynchronous remote instructional delivery and use of the asynchronous learning platform and/or learning management system
* Districts provide **explicit communication and support for families** in order to support asynchronous work at home.

**Open Responses**

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

**Include sample daily schedules for students by grade band**

**Summarize how your instructional schedules meet the criteria:**

|  |  |
| --- | --- |
| **Component** | **Explanation** |
| **What are the expectations for daily student interaction with academic content?** |  |
| **How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?** |   |
| **What are the expectations for teacher/student interactions?** |  |
| **How will teacher/student interactions be differentiated for students with additional learning needs?** |  |

**Key Requirement Material Design:** Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subject/ Course** | **Grade Level(s)** | **Instructional Materials** | **Progress Monitoring and Assessment** | **Is it TEKS aligned?** | **What resources are included to support students with disabilities?** | **What resources are included to support ELs?** |
| **Math Instructional Materials**  |   |  |  |  |  |  |
| **ELA Instructional Materials** |  |  |  |  |  |  |
| **Science Instructional Materials** |  |  |  |  |  |  |
| **Social Studies Instructional Materials** |  |  |  |  |  |  |

**Provide additional explanations of how your instructional materials meet the criteria if needed:**

|  |  |
| --- | --- |
| **Component** | **Explanation** |
| **How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge** |  |
| **What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?** |  |

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

|  |  |
| --- | --- |
| **Component** | **Explanation** |
| **What is the expectation for daily student engagement?** |  |
| **What is the system for tracking daily student engagement?**  |  |
| **How are the expectations for daily student engagement consistent with progress that would occur in an on- campus environment?** |  |
| **What is the system for tracking student academic progress?** |  |
| **What is the system for providing regular (at least weekly) feedback to all students on progress?** |  |

**Key Requirement Implementation:** Describe specific supports for educators and families to implement effective remote asynchronous instruction.

**Include a sample educator professional development schedule.**

**Summarize how your professional development for educators will support asynchronous instruction:**

|  |  |
| --- | --- |
| **Component** | **Explanation** |
| **How will both initial and ongoing, job-embedded educator development opportunities occur?** |  |
| **How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?** |  |

**Describe your communication and support plan for families engaging with asynchronous learning:**

|  |  |
| --- | --- |
| **Component** | **Explanation** |
| **How will you communicate the expectations for asynchronous instruction to families?** |  |
| **What are the expectations for family engagement/support of students?** |  |
| **What additional supports, training, and/or resources will be provided for families who may need additional support?** |  |