

A photograph of a teacher with short dark hair and glasses, wearing a white t-shirt, sitting on the floor and reading a book to a group of young children. The children are also sitting on the floor, looking at the book. The background shows a classroom setting with bookshelves and blue storage bins.

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

# 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, particularly the most recent advice issued by your local (and national) health authorities, before making any decision.*



# The purpose of this document is

- To be a launch pad for the design of a remote pre-kindergarten (PK) model
- To be used as you consider student schedules, staff deployment, academic delivery, curriculum, staff deployment, family engagement, and student experience decisions for this specific type of school model



**This document aims to support Local Education Agencies (LEAs) in their design of the ‘best-fit’ school models for their community in SY20-21**

# This school model is a remote model

**On-campus**

Student plans to participate in on-campus instruction 100% of the time

**Remote**

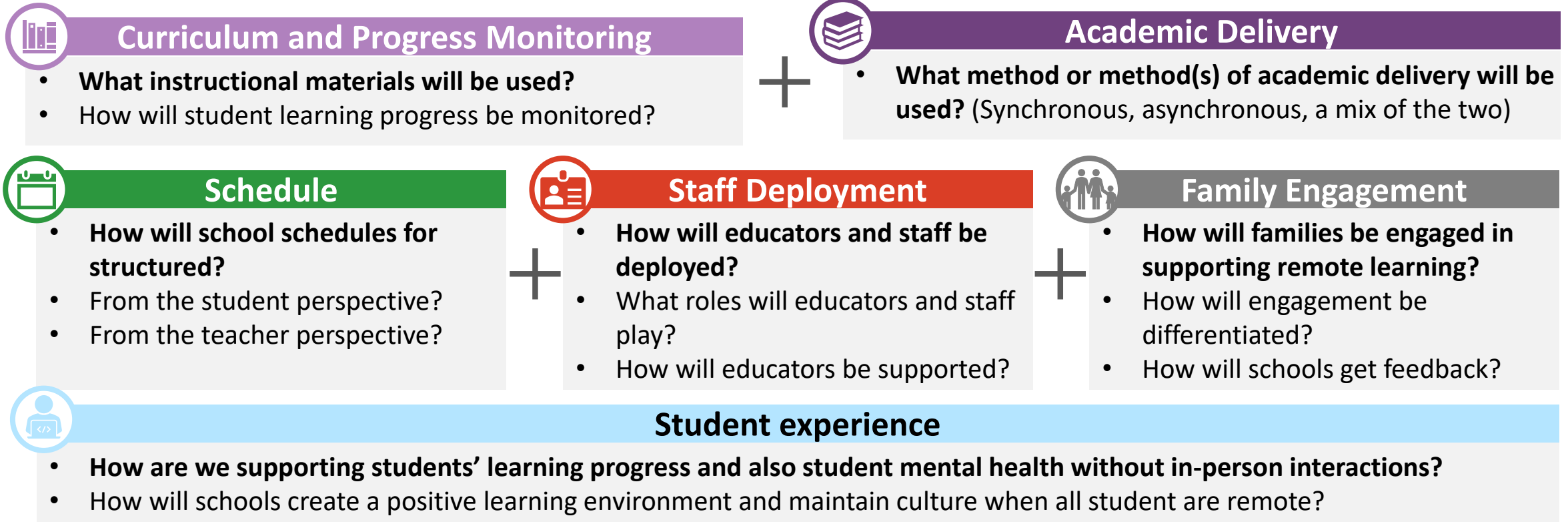
Student plans to participate in remote learning 100% of the time

**Hybrid**

Student plans to participate in an intentionally designed mix of on-campus and remote learning

# School model dimensions

A school model has multiple dimensions, each of which impact the student experience. **Critical to all remote models is robust, equitable access to technology.**



# 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



# 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 Texas Education Agency (TEA) SY20-21 Attendance and Enrollment FAQ ([linked here](#))*



# Objectives



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



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# Remote Asynchronous PK

## This model supports a district aiming to:

Deliver synchronous instruction to younger students in shorter time increments, mixed with asynchronous learning activities to enable students to progress at an individualized pace

### Synchronous



### Asynchronous



Students participate in live interactions with peers and teachers during read aloud and small group instruction time

*Requires evidence of activity completion to record attendance for TEA ADA funding*

Students complete asynchronous activities that build in student practice, interactions, exercise, and play-based activities

## Dimensions

### Curriculum & Progress Monitoring

- School/district **adopted curriculum is adapted for remote learning** or district **adopts a new curriculum** for remote learning
- **Weekly feedback**

### Academic Delivery

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

### Student Schedule

- **Standardized hours** for synchronous direct instruction with homeroom teacher
- **Asynchronous** student learning activities

### Staff Deployment

- **All teachers** run on a homeroom staffing model to maintain consistency
- Teachers directly work with students for **~180 minutes daily**

### Family Engagement

- **Schools provide** feedback mechanisms, resources for parents, and a dedicated point of contact
- **Parents give** frequent feedback and support

### Student experience

- Daily homeroom morning activities aimed to support mental health and wellness
- Smaller synchronous instruction chunks to maintain student attention and engagement
- Higher parental expectations on engagement levels to facilitate remote learning

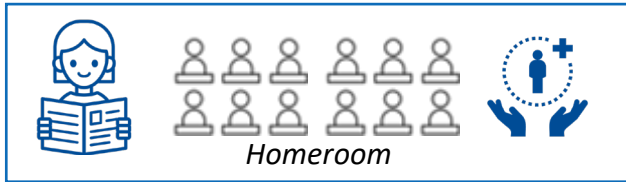


# Remote Asynchronous PK



## Student Experience

### Cohort interaction and monitoring



- Students are **grouped into homerooms** of 22 or fewer students (must attempt to maintain a student-teacher ratio of 11:1)
- 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
- The homeroom teacher is **responsible for monitoring student progress**

### Asynchronous learning



- Students proceed through **asynchronous activities** throughout the day
- Asynchronous learning activities may build in opportunities for **student practice, interactions, exercise, and play-based activities**

### Synchronous instruction



- Students and / or families have **multiple live touchpoints** with teachers and peers daily
- **Read aloud sessions** and **small group instruction** sessions are done with homeroom cohorts
- Having the same homeroom teacher and peers **creates consistency** for the younger students as they progress throughout the day



# Remote Asynchronous PK

- Synchronous instruction
- Asynchronous instruction
- Break



## Student Schedule

*Illustrative daily PK student schedule*

Time Frame	Teacher-led Instruction	Group Size	Possible Activities	Group 1	Group 2	Group 3
:15 min	Opening	Class is divided into 2 groups	Calendar, weather, community building activities, music			N/A
:15 min						
:05 min	Stretch / Movement break					
:15 min	Read Aloud	Class is divided into 2 groups	Theme/Unit/Project-related book read w/discussions and open-ended questions			N/A
:15 min						
:05 min	Stretch / Movement break					
:15 min	Small Group Instruction	Class is divided into 3 groups	Focus on literacy-based concept and/or skill			
:15 min						
:15 min						
:25 min	Enrichment activity		May include art, music, gross motor			
:05 min	Stretch / Movement break					
:15 min	Read Aloud		Theme/Unit/Project-related book read w/discussions and open-ended questions	N/A		
:05 min	Stretch / Movement break					
:15 min	Small Group Instruction	Class is divided into 3 groups	Focus on math or science concept and/or skill			
:15 min						
:15 min						
:05 min	Stretch / Movement break					
:15 min	Closing	Class is divided into 2 groups	Re-cap of day's concepts, activities and events			N/A
:15 min						

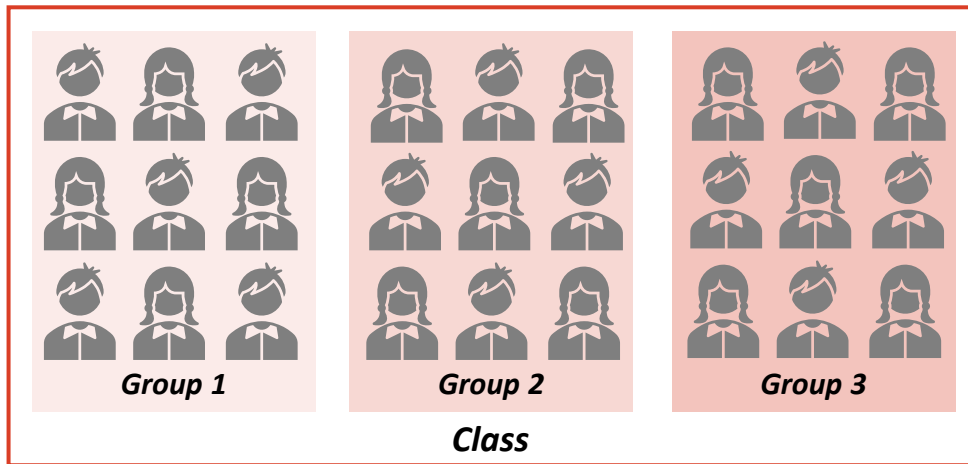
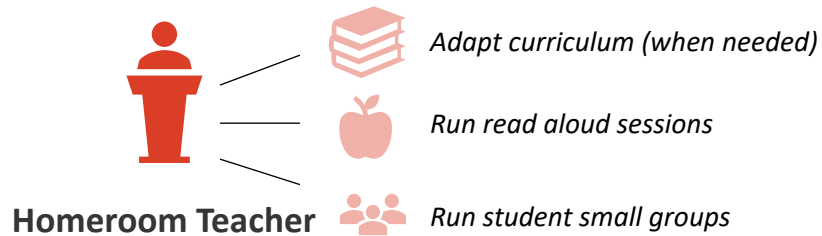
- With guidance and support, PK students will participate in **190 minutes of instruction daily**
  - PK students participate in **75 minutes of synchronous** instruction, small group instruction daily
  - When not in synchronous instruction, students / families are engaging in asynchronous activities 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** 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-ins 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



# Remote Asynchronous PK



## Staff Deployment and Roles



- Homeroom teachers have the following responsibilities:
  - Support content adaptation for a remote learning environment**, where needed, and supports for students
  - Facilitate read aloud and small group instruction** sessions during the day (totaling ~180 minutes of direct virtual instruction to small groups daily per teacher)
  - Monitor student progress** at the end of the day and record attendance accordingly
  - Act as the **primary point of contact** for parents
  - Participate in **Professional Learning Communities (PLCs)**
  - Receive regular **professional development**, particularly around effective instructional and engagement practices in a remote learning environment

# Remote Asynchronous PK



## Academic Delivery



With guidance and support, students will complete **synchronous instruction of shorter time increments** in areas such as foundational literacy practices with homeroom teacher



With guidance and support, students complete **asynchronous activities** such as student practice, interactions, exercise, and play-based activities



Students have **dedicated live time with peers** for socialization and to foster connection during small group instruction

- With guidance and support, **students will be engaged in asynchronous learning daily**. Engaged is assessed any of the following:
  - Progress (as defined in the approved learning plan) from teacher/student interactions made that day
  - Evidence of engagement in learning activities
    - For example, anecdotal note from parents, a photo of student work, etc.
- **Evidence of asynchronous work completion** is required for recording daily attendance for TEA ADA funding
  - Asynchronous instruction **does not require all participants to be virtually present at the same time**
  - Additional parental support is required to ensure proper level of engagement and completion of assigned learning activities

# Remote Asynchronous PK



## Curriculum and Progress Monitoring

### District adapted/adopted curriculum



Fit to local needs



Fully Customizable



Supportive educator PD

### Progress monitoring



Feedback on assigned learning activities



Virtual parent conferences



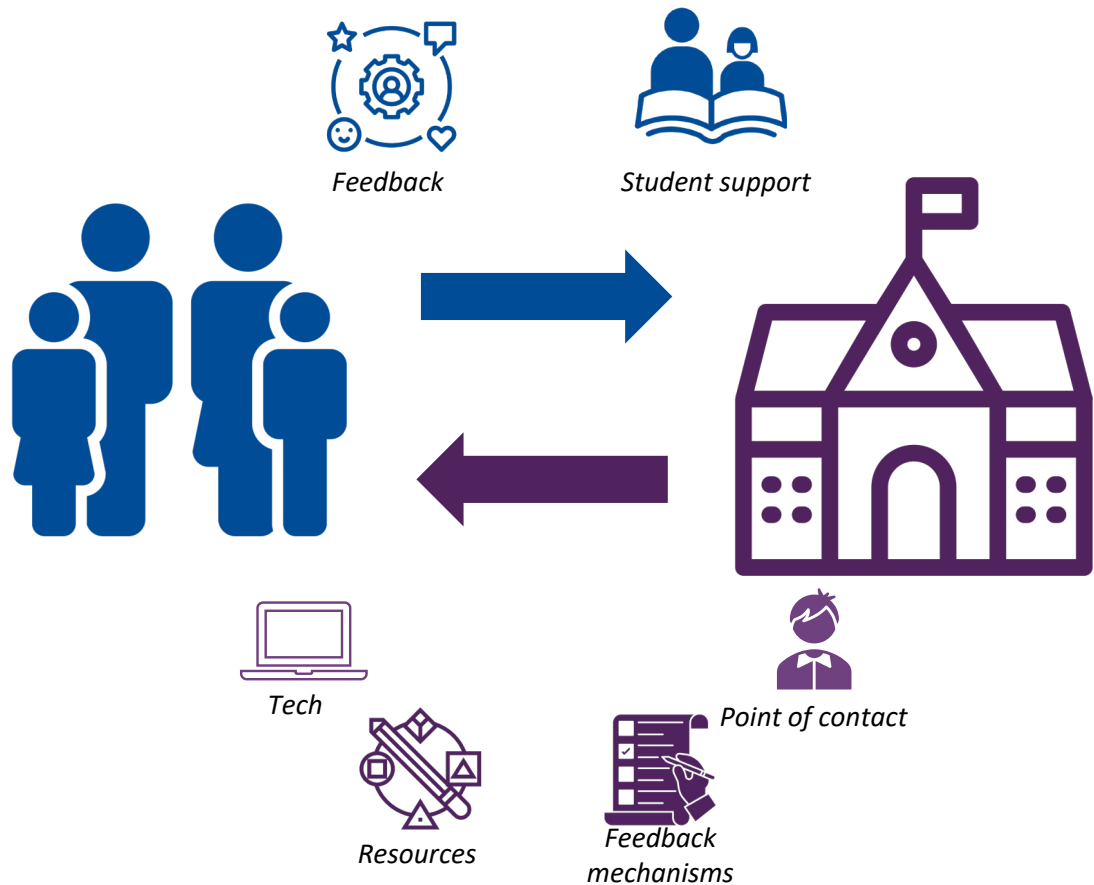
Small group support feedback sessions

- 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

# Remote Asynchronous PK



## Family Engagement



There is an increased importance of family engagement for PK students. Remote PK will require much more direct parent support and involvement than most other grades

- Schools provide:
  - Daily / weekly student schedule
  - Dedicated point of contact for each family
  - IT/Tech support
  - Course materials to help parents guide students through asynchronous self-paced learning
  - Multiple methods to receive feedback (e.g., surveys, help-line, etc.)
  - Training sessions for parents to learn how to supervise asynchronous course instruction
    - Schools will provide resources and information on gross motor, enrichment, break activities, and also parent training sessions on how to record anecdotal notes and observations
- Families provide:
  - Evidence of assigned learning activity completion feedback to teachers through an agreed upon method (e.g., photo submissions, phone calls, emails)
  - Provide tiered support for students in learning activities, such as math and literacy-related skills practice

