

Duncanville ISD

Asynchronous Learning Plan

September 21, 2020



Plan Overview

- TEA Expectations
- Instructional Design
- Sample Schedules
- Progress and Feedback
- Professional Development
- Parental Support
- Special Services Support



Instructional Expectations

Expectations for Remote Teaching & Learning

- **For remote instruction, teachers will:**
 - have a Google Classroom with posted assignments and videos
 - use SeeSaw PK- Grade 1
 - offer instruction and support with live time in Zoom/Google Meet
 - follow grading guidelines
- **For remote instruction, students will:**
 - have access to learn with live time via Zoom/Google Meet and recorded videos for anytime access
 - log in Google Classroom and complete assignments daily
 - follow grading guidelines

Instructional Design

Instructional Design for Remote Teaching & Learning

- **For remote instruction, teachers will:**
 - offer set times for office hours
 - offer time for questions in live instruction and through Zoom/Google, phone, or email
 - offer small group instruction and support with times for interventions
- **For remote instruction, students will:**
 - learn in live time instruction via Zoom/Google Meet
 - complete assignments daily
 - ask questions and participate for understanding and mastery

“A Day in the Life ...”

- ✓ **Teacher interaction** with students is predictable, sufficient to support schedules
- ✓ **Teacher availability** for students 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

[Elementary and Intermediate Sample Schedules](#)

[Middle and High School Schedules](#)

Academic Progress

Checking Progress

Students will be required to submit one of the following items, daily for teachers to appropriately monitor student progress

- Completed assignments
- Exit Ticket, Bell Ringer, or Quick Check in a Google Form (examples)
- Completed iStation, Achieve 3000, Edgenuity, or other activity assigned by the teacher

[Interventions and Tracking Report](#)

Student Feedback

Providing Feedback for Success

Feedback Timelines

Daily feedback on student work and assignment completion will be provided by teachers

A differentiated approach will be used for intermittent feedback to students as needs arise

Parents/guardians will receive systematic progress reports each three weeks through Skyward

Each 9-week grading period, feedback and report cards will be provided

Each teacher will maintain a Google contact log to document parent/guardian and student contact. Logs will include

- Date / Time
- Student Name
- Parent/Guardian Name
- Type of contact
- Description of conversation

Special Program Supports

Special Services Success

Support Structures

Support will be provided for students in special programs through training and personnel. A differentiated approach and data-informed practices will be used for intervention and support for students as needs arise.

Campus-based and district-based staff will support student learning in the following special programs:

- Dyslexia/504/At-Risk
- Special Education
- Early Childhood and Pre-K
- Bilingual/Dual Language/English Acquisition
- Gifted and Advanced Academics
- Career Technical Education

Professional Development

Support for the
Instructional Learning Plan
2020-2021

[PD Website](#)
[Asynchronous PD Plan](#)

Initial Technology PD

August 25-26 PD

- ❑ Minimum 2 hours technology PD
- ❑ Potential of 3 hours
- ❑ Trainings support Google Suite and variety of web tools for video recordings & interactive lessons
- ❑ 54 opportunities on 11 topics

Ongoing Technology PD

Webinars/Self-Paced Modules

- ❑ 30 recorded topics available with quizzes
- ❑ 8 webinars per week 8/31-9/4
- ❑ 4 webinars per week after 9/8
- ❑ Presenter pool includes teacher specialists, instructional technology coordinators, and library media specialists
- ❑ Self-paced modules

Virtual PLC

Global PD library

Virtual T-TESS

T-TESS Online Training Modules
Virtual TEA guidance

Parent Support

Support for the
Instructional Learning Plan
2020-2021

Parent Training

- Instructional Learning Pathways*
- Navigating District's Reopening site*
- Attendance Expectations & District Safety Measures*
- Personal health & hygiene practices and how to communicate with child*
- Skyward Family Access & Student Progress*
- SeeSaw, Google Classroom & Classlink*
- Title I Annual training (PK-8 campuses)
- Dual capacity academic and social emotional workshops

Parent Support

- Workshops
- Family Outreach and Calls
- Monitor safety procedures
- English and Spanish Video Support for Parents with Instructional Tools

Ongoing Connection

Family Engagement Liaisons Support Plan

TEA Process for Approval:

Letter of Intent submitted in July before the first day of instruction.

Online application - Must be Board-Approved and submitted on or before October 1.

Asynchronous Plan includes attestations and open-ended questions.

Plans must be approved by TEA in order to continue receiving funding for asynchronous attendance after the end of the grace period (end of 2nd nine weeks).

TEA will provide notification about the results of their review.

TEA sends “Approval” or “Needs Revisions.”

Resubmission (if needed) must be TEA-approved by end of grace period.



Questions?

 DUNCANVILLE ISD

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Team Mission Heart