



Continuous Learning Plan FAQ

I cannot find the fillable CLP application. Where is it located?

The fillable CLP can be accessed [here](#). Step-by-step directions for uploading the Continuous Learning Plans and supporting artifacts can be found in the [Continuous Learning Plan Technical Application Guide](#) in ePlan.

I am having problems with my ePlan access. Who do I call for help?

The agency has a tech support office that can help anyone with their single sign-on access and can be reached at dt.support@tn.gov or from the helpdesk at (800) 495-4154 or (615) 532-6215.

I am having problems navigating within ePlan. Who can help me?

If different LEA-level staff members will be responsible for uploading the documents for the Continuous Learning Plans (CLP), they must complete the [ePlan User Access Form for LEA Users](#) which is available in ePlan in [TDOE Resources](#) > User Access Forms.

Email completed forms to ePlan.Help@tn.gov. TDOE Resources are accessible without logging into ePlan. Specific questions can be sent to Melissa Brown at melissa.brown@tn.gov.

How do I start completing the CLP?

The department strongly recommends that you begin by:

1. Reviewing the rubric thoroughly,
2. Assembling the artifacts you already have that will demonstrate the rubric's criteria,
3. Annotating artifacts to clarify the thinking in your planning, and
4. Narrating additional clarifications and navigations through artifacts within the ePlan application.

The continuous learning plan template appears to require extensive narratives in each section to meet the rubric requirements. Is this true?

No. This process is intended to be an artifact-based process. The department encourages districts to focus on using artifacts and annotating those artifacts. Narratives should reference artifact evidence and provide additional explanations.



How do I show that all students are receiving high-quality instruction every day?

After documenting your instructional materials, high-quality instruction can be demonstrated through annotated student and teacher schedules. The department encourages districts to share a kindergarten, elementary, middle, and high school schedule so that the reviewers can see evidence of an instructional day at each grade band scored in the rubric. Next, districts should annotate the schedules. Annotations should focus on clarifying supports for the district's most vulnerable populations, opportunities for remediation and intervention, and how students will receive whole child supports.

How do I demonstrate that my district considered differences in school's enrollment, facility capabilities, community internet access to mitigate barriers, and ensure all students have the best possible access to in-person instruction? (e.g., staggered schedules, opening of additional facilities, or using lunchroom and cafeteria spaces for instruction)

The department recommends that the district select an artifact that provides an overview of what instructional model the district will use to reopen at the beginning of the school year, deliver instruction during unexpected closures, and how instruction may differ by grade band or community. Next, a district would annotate the artifact(s) sharing the decision-making around prioritizing young learners and vulnerable student groups.

What is a vulnerable student group?

Districts should analyze which students may have the most challenges in a remote setting as their vulnerable student groups. Some student groups may include, but are not limited to:

- Children and staff with physical disabilities
- Children and staff with health concerns
- Children with learning or other disabilities
- Children and families who are highly mobile and/or homeless
- Children and families who speak languages other than English
- Children who are gifted
- Children with families who do not have transportation
- Families who have economic challenges, do not have broadband access or consistent communication contacts (no or changing phone numbers, lack of access to email, etc.).

This list will be different for every district, and therefore, prioritization will be unique in every district and should be customized to the district needs during planning.

In multiple sections of the rubric, the district is asked to demonstrate in-person learning or prioritized learning. How should a district do that?

The district should share documents that represent planning and annotate what decisions were made to help young learners and vulnerable student groups receive more in-person learning or “in-person like” learning. The department understands that in-person instruction may not be available for all learners; however, “in person like” learning should be prioritized for vulnerable groups. “In-person like” learning would include synchronous lessons, staggered in-person learning, intentional daily engagement and daily learning supports. Annotations to artifacts can explain the thinking behind district decision-making that shows prioritization for our youngest learners.

We selected a digital platform with pre-packaged content, but our teachers are delivering this content in an engaging way. How will I show that in my artifacts?

A district could choose several different kinds of artifacts to demonstrate instruction with pre-packaged content. One artifact, teacher schedules, could show time for teacher planning and collaboration. Districts could also use PLC agendas or professional development schedules that provide teachers opportunities to align materials to Tennessee standards and ensure students receive dedicated teacher instruction, feedback, and supports.

We have a schedule that shows an average of 6.5 hours for grades 1-12 and 4 hours for Kindergarten. Do I need to add an additional .5 hours daily to account for stockpile days?

Yes. The daily averages of 6.5 hours for grades 1 through 12 and 4 hours for kindergarten do not provide for stockpile days. If a district plans to stockpile days, schedules should reflect 7 hours a day for grades 1 through 12 and 4.5 hours a day for Kindergarten.

Do I have to use adopted materials for in-person learning?

Yes, unless you receive a waiver from the Tennessee State Board of Education. Your teachers should plan in-person instruction in the same way they have planned for instruction in previous years. If a district chooses to use a staggered schedule, the department recommends using aligned curricular materials for in-person and digital learning. A district may want to consider strategies such as flipped classrooms, prioritized content for in-person learning, and feedback and discussion-focused for in-person learning. A district could use for articulating the instructional materials selected for each grade level and scenario.



Do I have to use adopted materials for emergency remote learning?

No. Materials should be of high quality and aligned to Tennessee standards and best meet the needs of the district's emergency remote learning situations.

Do I have to include remediation and intervention in my daily schedule for remote learning?

Yes. All students should have the opportunity to receive intervention and/or remediation in person and through remote learning.

Are there separate sections for whole-child supports?

No, the whole child supports should be included in your artifacts or can be demonstrated through annotation and explanation.

How can I show that our district is planning to create new scopes and sequences that show a vertical alignment of content missed and on-grade level content, but we haven't had teacher professional development days yet?

Artifacts such as PD learning loss agenda and or planning scope templates to be completed by teachers can help demonstrate what will be accomplished during upcoming PD days. These documents could be helpful.

Are there templates or resources that the district could use to translate district planning into artifacts?

Here are some sample resources that may be helpful when annotating your artifacts.

- [Sample Schedules and Instructional Guidance](#)
- [Sample Materials Template \(.doc\)](#)
- [Professional Learning Plan Template](#)
- [Possible Teacher Schedule Artifact](#)
- [Sample Early Literacy Schedule](#)
- [Learning Loss PLC Guide](#)
- [HQIM ELA Unit Preparation Guide](#)