

STATE BOARD OF EDUCATION



QUESTION AND ANSWER DOCUMENT

Proclamation 2015

Texas Education Agency
Austin, Texas

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Questions and Answers

The requirements discussed in this Question and Answer Document pertain to evaluation procedures and curriculum requirements at the state level. These procedures and requirements do not preclude school districts and charter schools from using additional criteria for their selection of state-adopted instructional materials.

General

- Question** Is it permissible to provide 3rd party software with an instructional material submission?

Answer There is no restriction on including 3rd party software in an instructional materials submission. However, a publisher of adopted products will be required to sign a contract agreeing to make its product available for an initial eight-year contract period and at least one four-year re-adoption period (for a total of not more than 12 years). In signing the contract, publishers affirm that the state's or a district's use of the product will not infringe on any 3rd party rights.
- Question** Are there any system requirements for the platform or media types used by publishers for electronic delivery? If so, please provide.

Answer There are no specific system requirements for the platform of electronically delivered instructional materials. However, on the Statement of Intent to Bid, a publisher must disclose the system requirements of the product. Instructional materials delivered electronically must meet the technical standards of the Federal Rehabilitation Act, Section 508, and all materials delivered online must meet minimum web-based standards, available at <http://www.w3.org/TR/WCAG20>.
- Question** When the content is exactly the same in the electronic and print versions of the instructional materials submitted for adoption, can the layout of the content be different in the two different media? For example, if a two-column format is deemed most efficient and readable for a printed text, but a one-column format is considered most effective for online reading, could a publisher provide the exact same content in different layout formats in the printed and electronic versions of the instructional material?

Answer Yes, a publisher may provide the exact same content in different layout formats in the printed and electronic versions. There is no requirement that electronic versions of products match the print versions. Each product bid is reviewed individually to determine TEKS coverage.
- Question** Can you please define the term *student text narrative*?

Answer The *student text narrative* is the part of the instructional material that instructs the student or provides an opportunity for the student to acquire knowledge or learn a skill. This is in contrast to the part of the instructional material that checks for understanding or asks a student to demonstrate knowledge or practice a skill. Any content in instructional material that is intended for use by the student and provides an opportunity for the student to acquire knowledge or learn a skill could be considered *student text narrative*.

5. **Question** Please define *student version* and *teacher version*. Are the terms *student version* and *student component* synonymous? Are *teacher version* and *teacher component* synonymous?

Answer The term *student version* encompasses all of the components of an instructional materials submission that are intended specifically for use by the student. Student version and student component are not necessarily synonymous, as a student version can be comprised of several student components. An instructional materials submission that includes only a student textbook, would have a student version comprised of one student component. An instructional materials submission that includes a student textbook, a student workbook, and an electronic resource for the student would have a student version comprised of three student components. The distinction is the same for teacher version and teacher component.

6. **Question** Are the terms *student text narrative*, *student version*, and *student component* synonymous?

Answer *Student text narrative*, *student version*, and *student component* are not synonymous. The term *student text narrative* describes the part of the instructional materials that instructs the student or provides an opportunity for the student to acquire knowledge or learn a skill. This is in contrast to the part of the instructional materials that checks for understanding or asks a student to demonstrate knowledge or practice a skill. The term *student version* encompasses all of the components of an instructional materials submission that are intended specifically for use by the student. A *student version* can be comprised of several *student components*. An instructional materials submission that includes only a student textbook, would have a student version comprised of one student component. An instructional materials submission that includes a student textbook, a student workbook, and an electronic resource for the student would have a student version comprised of three student components. Another way to understand the three terms is as follows: *student text narrative* is a description of specific content within a *student component*. A *student component* is a specific element (workbook, textbook, website, etc.) of the *student version* of a product. The *student version* of a product must have at least one *student component*, but often has several. Please see the answers to question 42 for information regarding TEKS coverage in student material.

7. **Question** Can you please explain how the requirements for student text narrative and student version should be interpreted?

Answer The first sentence of 19 TAC §66.36(a)(1) affirms the requirement that the TEKS are to be met in both the student version and teacher version of the instructional materials, mirroring what is found in Texas Education Code §31.023(a). Subsequent language in 19 TAC §66.36 (a)(1) elaborates on this requirement, explaining that, in the student version of the instructional materials, the TEKS must be met at least once in the student text narrative, or its electronic equivalent, and once in either an end-of-section review exercise, an end-of-chapter activity, or a unit test, or their electronic equivalents. To be considered sufficiently addressed, a student expectation must be covered at least twice in the student version of the instructional materials—as described in 19 TAC §66.36 (a)(1)—and at least twice in the teacher version of the instructional materials.

8. **Question** For adopted electronic materials, how will TEA and/or school districts assist publishers in preventing digital piracy, unauthorized copying of proprietary materials and posting them on the Internet in open access?
- Answer** Preventing the unauthorized use of instructional materials used in schools is the responsibility of each district or charter school and the publisher of the materials. The TEA encourages both districts/charters and publishers to take a proactive approach in protecting their proprietary materials against piracy.
9. **Question** May we submit materials that require Flash to be utilized (i.e., electronic materials that are not necessarily compatible with all mobile devices)?
- Answer** Yes. A publisher may submit materials that work on only certain devices. There are not any specific platform requirements at the state level. However, school districts or charter schools may have different expectations for local adoption. On the Statement of Intent to Bid, publishers must indicate the device(s) with which their products are compatible.
10. **Question** 19 TAC, §66.10(i) states, "...The publisher will not add any Internet links to the materials without the approval of the commissioner of education, will not redirect any user accessing the web-based or online instructional materials to other Internet or electronic sites...". Would a product violate this condition if it includes links from the support section of the product which direct users to outside educational resources?
- Answer** Products submitted for adoption may have links to outside resources and redirect users to other internet or electronic sites. For adopted, TEKS-bearing components, however, publishers may not *add* internet links or redirect users without the approval of the commissioner of education. Publishers may not make changes to TEKS coverage in adopted instructional materials without the prior approval of the State Board of Education (SBOE).
11. **Question** 19 TAC, §66.10(i) states, "...The publisher will not add any Internet links to the materials without the approval of the commissioner of education, will not redirect any user accessing the web-based or online instructional materials to other Internet or electronic sites...". If a link is for research purposes, is a publisher allowed to send users to reputable, .edu/.gov/.org websites that are free and open-source?
- Answer** Products submitted for adoption may have links to outside resources and redirect users to other internet or electronic sites. For adopted, TEKS-bearing components, however, publishers may not *add* internet links or redirect users without the approval of the commissioner of education. Publishers may not make changes to TEKS coverage in adopted instructional materials without the prior approval of the State Board of Education.
12. **Question** Are purely online materials eligible for this adoption?
- Answer** Yes. Purely online materials are eligible for adoption under Proclamation 2015.
13. **Question** Will various formats, i.e. print, software, and/or a combination of both be permitted in Proclamation 2015?
- Answer** Yes. Publishers and other content providers can submit print materials, electronic materials, or a combination of print and electronic materials.

14. **Question** With regards to program interactivity, is it permissible to embed blogging and synchronous communication exchange between users of the program or does the curriculum have to be static?
- Answer** It is permissible to embed blogging and synchronous communication exchange between users. Publishers are encouraged to pay special attention to 19 TAC §66.10(g) regarding the maintenance requirements for web-based materials.
15. **Question** Should a publisher submit only student materials, or both student and teacher materials in Spanish?
- Answer** Proclamation 2015 calls for student materials in Spanish for social studies at grades K–5. While teacher materials are required in each submission, teacher materials in Spanish are optional. Please see the answer to question 22 for related information.
16. **Question** Will there be any copyright restrictions?
- Answer** No. Materials submitted for adoption are reviewed for coverage of the TEKS and ELPS and to identify factual errors. The State Board of Education does not consider the copyright year when making its final decision regarding adoption.
17. **Question** One of the great advantages of digital products is the ability to update components and content over time. Once a digital product has been approved and adopted, will publishers be allowed to update functionality and interactivity over the lifetime of the contract? Will publishers be allowed to revise and update content? Will the publisher be able to add new content? If updates either to functionality or to content are allowed, will changes have to be submitted to the TEA for approval before being implemented in the product?
- Answer** In accordance with 19 TAC, §66.75(f), all requests for updates involving content in state-adopted instructional materials must be approved by the State Board of Education (SBOE) prior to their introduction into state-adopted instructional materials. And in accordance with 19 TAC 66.10(g), publishers must agree that their electronic, web-based or online instructional materials listed in a State of Texas Official Publishers Contract will not be altered in any way that would remove content from the curriculum, or that would change content in the curriculum without prior SBOE approval. Publishers, however, are permitted to make changes to functionality or interactivity without first seeking the approval of the TEA or SBOE.
18. **Question** If a publisher updates its online material to change the pedagogy slightly or correct an error that doesn't affect the coverage of TEKS standards, does that publisher need to request permission to update its product?
- Answer** If it merely changes format or pedagogy, and changes no content with respect to either TEKS coverage or other subject matter, a publisher would not have to submit an update request.
19. **Question** Will there be any adjustments to the timeline published in the documents to date?
- Answer** Each proclamation includes a schedule of adoption procedures, which establishes the timeline for the proclamation, and each proclamation is expected to follow its timeline. However, occasionally, unexpected circumstances may require minor deviations from the timeline.

Bids and Pricing

20. **Question** Publishers may submit printed teacher editions as the teacher component for a bid, correct?
- Answer** Yes. Printed teacher editions are permitted. Please see the answers to questions 15, 21, and 22 for related information.
21. **Question** There is no mention of a printed Teacher Edition in the “Schedule of Adoption Procedures.” Are publishers not required to provide teachers with printed teacher editions (in cases where printed texts exist)? If not required, may publishers provide teachers with printed teacher editions if publishers so desire?
- Answer** Teacher materials are required, but there is not a requirement that they be provided in print. Please see the answers to questions 15, 20, and 22 for related information.
22. **Question** Are teacher materials required to be included with submissions?
- Answer** Yes. Because both state statute and administrative rule require that TEKS be addressed in the teacher materials as well as the student materials, publishers are still required to provide teacher materials for the duration of the contract and at least one contract extension. Please see the answers to questions 15, 20, and 21 for related information.
23. **Question** Does the price of the consumable materials at the per student price on the bid have to be for the full 8 years? In other words, please confirm that TEA wants all consumable materials per student to be purchased for 8 years up front.
- Answer** Because the SBOE did not call for any consumables in Proclamation 2015, any bid that includes consumables must include the cost of 12 years of replacement copies in its bid price. According to State Board of Education (SBOE) rule 19 TAC §66.51(a)(6), a publisher that includes consumables in a bid for a course for which the SBOE did not specifically call for consumables must include the costs for replacement copies of the consumable in its bid price. The per-student price must be for the full term of the initial contract including any extensions of the contract terms, up to 12 years. Publishers may offer different pricing options to accomplish this goal. Please see the answer to question 25 for related information.
24. **Question** Will annual renewals on online licenses be allowed, or must districts purchase the materials for the life of the adoption all at once?
- Answer** Annual renewals of online licenses will be allowed.
25. **Question** In previous adoptions it was required for replacement consumable materials to be provided for free throughout the life of the adoption. Will this be a requirement of Proclamation 2015?
- Answer** Proclamation 2015 did not call for consumables, therefore the bid price must include the replacement cost of the consumable for the term of the contract. Please see the answer to question 23 for related information.

26. **Question** Is it permissible to bid the same program (one ISBN) in multiple categories across the same subject area (e.g., social studies, grades, K, 1, & 2) in Proclamation 2015? Is it permissible to bid the same program (one ISBN) in multiple categories across the different subject areas (e.g., United States History, World History, algebra, and geometry) in Proclamation 2015?
- Answer** Yes. It is permissible to submit one program ISBN in multiple subjects and/or grade levels. In such cases, the publisher should submit a separate bid for each subject/grade level, and the product will be reviewed against each subject and grade level's TEKS. The State Board of Education's adoption of the product in one subject or grade level does not guarantee adoption in any other subject or grade level.
27. **Question** Will we be able to bid Grade 6 and 7 independently for social studies?
- Answer** Yes. Publishers and other content providers can bid products independently, as each product is reviewed independently. Submitting a product for one course does not obligate a publisher or content provider to submit a product for another course.

Correlations and Breakouts

28. **Question** How do you expect correlation content for online course submissions to be referenced on the correlation document?
- Answer** The correlations of online products—to both the TEKS and the ELPS—must be included as part of the product. These correlations must link to the exact locations of the content that the publisher understands sufficiently addresses the student expectations. Publishers of electronic materials are not required to also submit separate completed correlation documents.
29. **Question** Does the state review panel use the publisher-supplied correlation as its primary reference for locating coverage of the TEKS, or is the publisher correlation only a secondary aid?
- Answer** The state review panels use the publisher-supplied correlation as a guide as they review the instructional materials. Within broad guidelines, each panel determines how to use the correlations to review the instructional materials most effectively.
30. **Question** If you breakout the TEKS into 8 individual breakouts, then does that mean you have to have 16 citings (2 for each breakout) for that one original TEKS?
- Answer** TEKS must be addressed two times in both the teacher and student edition. Consequently, for a student expectation separated into 8 individual breakouts, there would have to be 16 citings in the student material and 16 in the teacher material. Please see the answer to question 33 for related information.

TEKS Coverage

31. **Question** Does coverage of a Texas Essential Knowledge and Skills (TEKS) have to be only in the printed content or can it be covered by accessing a companion website or other digital resource?
- Answer** TEKS coverage may occur in any component of a submission, whether in print or online. Only those components submitted for adoption will be reviewed for TEKS coverage and used to determine eligibility for adoption. Products submitted for adoption may have links to outside resources and redirect users to other internet or electronic sites. Once products are adopted, and for only those websites that are a component used to address TEKS, publishers may not add internet links or redirect users without the approval of the commissioner of education.
32. **Question** Must each instructional material contain three instances of each “breakout” of each expanded TEKS?
- Answer** No. In order to be considered sufficiently addressed, a student expectation must be covered twice in the student materials—once in the student text narrative or its electronic equivalent, and once in either an end-of-section review exercise, an end-of-chapter activity, or a unit test or their electronic equivalents—and twice in the teacher materials.
33. **Question** If the TE includes the exact pages of the pupil edition, do the instances in the pupil edition in which the expanded TEKS are met count toward the TE being aligned to the TEKS?
- Answer** Yes. Historically with teacher wraps, facsimiles of the student pages, as long as they are usable by the teacher (both large enough and clear enough for the teacher to read), can be used to determine TEKS coverage in the teacher materials. Please see the answers to questions 44 and 55 for related information.
34. **Question** 19TAC §66.27(c) says, “...and once in either an end-of-section review exercise, an end-of-chapter activity, or a unit test or their electronic equivalents.” while §66.36(a)(1)(F) says “TEKS standards are not considered covered if only included in side bars, captions, or questions at the end of a section or chapter.” Please confirm and/or clarify: Questions at the end of a section or chapter *will* count for this second instance of coverage?
- Answer** 19 TAC §66.27(c) (and similar language in other areas of §66) expands on the requirement in §66.36 (a)(1)(F). A student expectation could be considered adequately addressed if included in a question at the end of a section or chapter. However, it cannot be included in *only* a question at the end of a section or chapter. In order to be considered covered, a student expectation would also have to be adequately addressed in the student text narrative or its electronic equivalent.
35. **Question** For the purposes of meeting TEKS in an “an end-of-section review exercise, an end of chapter activity, or a unit test” – this type of format is more common at the upper, not lower elementary grades. Does it apply to all grades K–5? Can there be an exemption for this at K or at K–1 or at K–2? If so, would a second instance of coverage have to be delivered in the student text narrative at exempted lower grades?
- Answer** An exemption from the requirement for covering student expectations in assessment form cannot be made. Meeting student expectations in assessment form is still required for the lower grades. However, it can be supported in the student materials through pictures or graphics to enhance student understanding. The student material should include enough information— either in words or pictures— for an adult to understand what is being taught and assessed.

36. **Question** Are we required to print the TEKS on any student materials or on any teacher materials?
Answer No. Printing the actual text of the TEKS is not required in student or teacher materials.
37. **Question** Regarding the nature of the content coverage in teacher and student instructional materials: Instructional materials must meet at least 50% of TEKS in the student version and 50% of TEKS in the teacher version; does it have to be the same 50% (i.e., coverage for some TEKS standards only appears in the teacher version, coverage for some TEKS standards only appears in the student version, but both student and teacher versions are covering at least 50%)?
Answer For the purpose of determining eligibility for adoption, only those student expectations that are addressed in both the student and teacher materials will be considered.
38. **Question** May the correlation for the student version and the correlation for the teacher version have different TEKS percentages as long as they are both over 50%? (e.g., correlation says student version meets 100%, teacher version meets 80%) or must there be coverage in both student and teacher version to meet a given TEKS standard?
Answer For the purpose of determining eligibility for adoption, only those student expectations that are addressed in both the student and teacher materials will be considered.
39. **Question** Is it correct that if a publisher misses one breakout of a student expectation that has several breakouts, the whole student expectation is considered “not met,” and even the breakouts that *were* met are discounted and do not count toward the 50%?
Answer That is correct. The 50% requirement refers to student expectations, not breakouts. The purpose of parsing each student expectation into breakouts is to ensure that each portion of a student expectation is addressed. Accordingly, if all of the breakouts of a student expectation are not sufficiently covered, then the entire student expectation is considered not addressed and does not count toward the 50%.
40. **Question** Each of the TEKS is comprised of a knowledge and skill statement and student expectations. Must each of the student expectations in a given TEKS (related to the same knowledge and skill statement) be addressed in order for the other student expectations within the same TEKS be considered addressed?
Answer No. Each of the student expectations is considered addressed or not addressed individually, not with respect to any other student expectations. The 50% requirement refers to student expectations, not knowledge and skill statements. For example, if a TEKS has a knowledge and skill statement and three student expectations, and a product addresses all of the breakouts in two of those student expectations (essentially meeting only two of the three student expectations), those student expectations would still count towards the 50% requirement for eligibility for adoption.
41. **Question** How it is determined that a submitted product is at least 50% compliant with the TEKS? Does a book need to reach 50% compliancy in each strand, or can the percentages vary from strand to strand, as long as they add up to 50%?
Answer The 50% requirement refers to student expectations, not strands. A product does not need to meet 50% of the student expectations in each strand. A product needs only to meet 50% of all of the student expectations. The percentage of coverage can vary from strand to strand as long as 50% of all the student expectations are addressed.

42. **Question** Please confirm that the requirement to address TEKS in the “student text narrative” can be met through a variety of instructional materials that students work with, not just by reading a passage in a student textbook narrative (or e-textbook narrative), including, for example, by
- conducting or participating in a hands-on investigation/experiment
 - reading and/or completing a student copymaster/worksheet
 - participating in a classroom discussion
 - completing an electronic interactive activity or simulation
 - viewing and discussing a video
- Answer** Any instructional material that is intended for use by the student and provides an opportunity for the student to acquire knowledge or learn a skill could be considered student text narrative. Content in a student textbook, student workbook, or electronic resource for the student could be examples of student text narrative. Please see the answer to question 6 for related information.
43. **Question** There are some apparent contradictions between Proclamation 2015 and 19 TAC Chapter 66. Terms used in the Proclamation 2015 are broad and comprehensive: e.g., “student version” and “teacher version,” while the language in 19 TAC Chapter 66 is extremely narrow, e.g., “student text narrative.” Please provide some guidance on how publishers should reconcile this given the great variety of ways that TEKS content will be delivered to students, e.g., hands-on, print, and electronic instructional materials.
- Answer** Proclamation 2015 and 19 TAC, Chapter 66 are consistent in their requirements for TEKS coverage. The first sentence of 19 TAC §66.36(a)(1) affirms the requirement that the TEKS are to be met in both the student version and teacher version of the instructional materials, mirroring what is found in Texas Education Code §31.023(a). Subsequent language in 19 TAC §66.36 (a)(1) elaborates on this requirement, explaining that, in the student version of the instructional materials, the TEKS must be met at least once in the student text narrative, or its electronic equivalent, and once in either an end-of-section review exercise, an end-of-chapter activity, or a unit test, or their electronic equivalents. To be considered sufficiently addressed, a student expectation must be covered at least twice in the student version of the instructional materials—as described in 19 TAC §66.36(a)(1)—and at least twice in the teacher version of the instructional materials.
44. **Question** Regarding the following: “Materials must meet at least 50% of the elements of the TEKS in both the student version and the teacher version.” Does this mean that (at least) 50% of the elements of the TEKS must be covered in the TE apart from coverage in the SE?
- Answer** Materials must meet at least 50% of the TEKS in the teacher version of the instructional materials and at least 50% of the TEKS in the student version. For the purpose of determining eligibility for adoption, only those student expectations that are addressed in both the student and teacher materials will be considered. Please see the answer to question 33 for related information.

45. **Question** Proclamation 2015 indicates that instructional materials must meet at least 50% of the elements (student expectations) of the Texas Essential Knowledge and Skills (TEKS)— for the subject and grade level for which the materials are intended in both the student version and the teacher version of the instructional materials. However, Chapter 66 does not address this requirement as it pertains to the teacher version of the instructional materials.
- Answer** The first sentence of 19 TAC §66.36(a)(1) affirms the requirement that the TEKS are to be met in both the student version and teacher version of the instructional materials, mirroring what is found in Texas Education Code §31.023(a). Additional criteria for TEKS coverage is given in 19 TAC §66.36(a)(1)(D)–(G). Please see the answer to question 33 for related information.
46. **Question** If a publisher submits both online and print materials as a package in the adoption does the TEKS coverage percentage have to be identical? Will the evaluators look at each product separately? For example, if our online curriculum covers 100%, does our printed material included in the package have to cover the same 100%?
- Answer** Online and print materials are not required to have identical TEKS coverage. If both online and print materials are submitted as a package in one bid, the TEKS coverage percentage will reflect the product as a whole, rather than the print and online portions individually. If print and online materials are submitted separately (in separate bids), the materials will be reviewed for TEKS coverage individually.
47. **Question** If an instructional material contains only one instance of a breakout, should those instances be recorded in the correlation form?
- Answer** A student expectation must be met at least twice in the student version of the instructional materials—as described in 19 TAC §66.36(a)(1)—and at least twice in the teacher version of the instructional materials in order for that student expectation to count toward the 50% requirement for eligibility for adoption. If, in its correlations, a publisher lists either one or no citations of a student expectation or breakout, the state review panel may assume that the materials do not address that specific student expectation and may not look for evidence of its coverage.
48. **Question** The Q&A Document says each student expectation must be covered twice in the student materials, once in the student narrative, and once in either an end-of-section review exercise, an end-of-chapter activity, or a unit test, and twice in teacher materials. If we cover the standard in the student narrative and in an “end-of-lesson” lesson exercise, is that sufficient?
- Answer** If the state review panel identifies that a breakout is covered at least once in lesson form (it provides the student an opportunity to acquire knowledge or learn a skill) and at least once in assessment form (it checks for understanding or provides the student an opportunity to demonstrate knowledge or practice a skill), then that breakout will be considered addressed in the student material. However, in order for the breakout to be considered sufficiently covered, it must also be addressed twice in the teacher material.
49. **Question** If there is an activity, must it come at the end of the chapter, or can it be included at the point where the material is covered?
- Answer** Activities can be included at the point where the material is covered.

50. **Question** Your response to Question #4 says that “the student text narrative denotes the portion of the material that instructs the student or provides an opportunity for the student to acquire knowledge or learn a skill... Any instructional material that is intended for use by the student and provides an opportunity for the student to acquire knowledge or learn a skill could be considered student text narrative.” Given that “Any instructional material that is intended for use by the student and provides an opportunity for the student to acquire knowledge or learn a skill could be considered student text narrative.”, it seems logical to assume that any material in a student text that imparts knowledge—such as introductions, essays on special topics, appendices that provide information—are considered student text narrative. Is that correct?
- Answer** Subject to the findings of the state review panels, content in introductions and essays on special topics could be used to satisfy the requirement for TEKS coverage in the student text narrative. However, content in the table of contents, appendices, or other front- or end-matter is not considered part of the student text narrative, an end-of-section review exercise, an end-of-chapter activity, or a unit test, and, therefore, cannot be used to satisfy the requirements for TEKS coverage. Please see the answer to question 54 for related information.
51. **Question** If a publisher inserts questions for the students in photo and art captions and those questions address ELPS or TEKS breakouts, will those questions count toward meeting ELPS and TEKS requirements?
- Answer** A question in an art illustration or photo caption cannot count toward meeting the required coverage of the content standards.
52. **Question** Can content in a photo/art caption or a sidebar be used to address the TEKS or ELPS?
- Answer** No, content in a caption or sidebar cannot be used to satisfy the requirements for coverage of the content standards. Art and photo captions and sidebars are not considered student text narrative, nor are they considered end-of-section review exercises, end-of-chapter activities, or unit tests.
53. **Question** What constitutes a citation? The mention of the word on a page? What about a definition followed by two examples? Can that count as three citations even though it is all on one page?
- Answer** The proclamation defines citation as “The identification of . . . a specific example of content that covers one of the Texas Essential Knowledge and Skills (TEKS).” In order to be an example of content that covers one of the TEKS, the content must provide either 1) an opportunity for the teacher to teach the knowledge or skill, 2) an opportunity for the student to learn the knowledge or skill, or 3) an opportunity for the student to demonstrate the knowledge or practice the skill. It is permissible to have more than one citation on a page or screen.
54. **Question** Does a definition of the word in the glossary count? Does it count in the Teacher’s Edition?
- Answer** Content in the table of contents, appendices, or other front- or end-matter is not considered part of the student text narrative, an end-of-section review exercise, an end-of-chapter activity, or a unit test, and, therefore, cannot be used to satisfy the requirements for TEKS coverage. Please see the answer to question 50 for more information.
55. **Question** Can we only correlate to what’s written in the teacher wrap?
- Answer** For the citations in the teacher materials that include a reduced student page and a teacher wrap, publisher may cite content in either the reduced student page or the teacher wrap. Please see the answer to question 33 for more information.

English Language Proficiency Standards (ELPS)

56. **Question** Why must the English Language Proficiency Standards be addressed in instructional materials?
Answer The federal government requires that the state address the English Language Proficiency Standards (ELPS) in kindergarten through grade 12 in every subject. Texas has chosen to implement this requirement through the instructional materials adoption process.
57. **Question** There is no mention in the April 18, 2014 deadline of a correlation to the ELPS. Is this not required as part of the bid process?
Answer Publishers are required to submit correlations to the English Language Proficiency Standards for each product bid. Templates for the correlations will be provided by TEA staff. The deadline for submitting the correlation to the ELPS is the same as the deadline for submitting correlations to the TEKS.
58. **Question** Is there one set of ELPS to which all submitted materials must align; or, will TEA create separate ELPS requirements for each course as appropriate? Will that be the case for all courses?
Answer There is one set of ELPS to which all submitted materials must align. The TEA will provide separate ELPS correlation templates for social studies, math, and fine arts that indicate which ELPS are more appropriate for the teacher version and not required in the student version.
59. **Question** Must ELPS address the four levels of student performance, similar to what was done for the Language Arts adoption?
Answer Yes. The ELPS must address beginning, intermediate, advanced, and advanced high stages of English language acquisition.
60. **Question** Is it necessary for the instructional materials to contain three instances of each ELPS?
Answer No, it is not necessary for the materials to contain three instances of each ELPS. The ELPS must be addressed once in the student materials and once in the teacher materials. The TEA will provide separate ELPS correlation templates for social studies, math, and fine arts that indicate which ELPS are more appropriate for the teacher version and not required in the student version. 100% of the required ELPS, as indicated in the correlation instrument, must be addressed.
61. **Question** Proclamation 2015, p. 13, Additional Information, 7th bullet reads: "All materials submitted for adoption in response to Proclamation 2015 must align with the English Language Proficiency Standards." Please define "align."
Answer State review panels will review the materials submitted for adoption for coverage of the English Language Proficiency Standards in the same manner as they review for TEKS coverage. Please see the answer to question 66 for more information.
62. **Question** To what extent or percentage do products need to be aligned to the English Language Proficiency Standards?
Answer The ELPS must be addressed once in the student materials and once in the teacher materials. The TEA will provide separate ELPS correlation templates for social studies, math, and fine arts that indicate which ELPS are more appropriate for the teacher version and not required in the student version. Products must address 100% of the required ELPS indicated in the correlation instrument.

63. **Question** When the ELPS breakouts for music are released, will there be a matrix or a set of specific guidelines about how publishers are expected to implement them? We would like to know what is expected of music textbooks in this regard. A typical teacher's book for us would be a Conductor Score, which includes all materials from the student books in score format, plus features that help a teacher enhance and enrich students' performances skills and musicianship.
- Answer** There is one set of ELPS to which all submitted materials must align. The TEA will designate the ELPS that are appropriate for inclusion in instructional materials. Of those ELPS that are designated for inclusion, TEA will provide separate correlation templates for each of the fine arts subjects that indicate whether they are appropriate for inclusion in the teacher version and not required in the student version or whether they must be included in both. TEA will not provide guidance on how the ELPS are to be implemented.
64. **Question** How and when will the ELPS be addressed?
- Answer** The ELPS must be addressed once in the student materials and once in the teacher materials. The TEA will provide separate ELPS correlation templates for social studies, math, and fine arts that indicate which ELPS are more appropriate for the teacher version and not required in the student version. Products must address 100% of the required ELPS indicated in the correlation instrument.
65. **Question** Are the requirements for TEKS coverage found in 19 TAC §66.36(a)(1)(D)–(G) also going to be used to determine ELPS coverage in the same way that they are used to determine TEKS coverage, or can an ELPS citation be anywhere and in any manner that the publisher believes is appropriate?
- Answer** Sections (D), (E), and (G) would be applicable to the ELPS and will be used to determine ELPS coverage. The only section that would not apply is (F). An ELPS might be considered covered if only included in side bars, captions, or questions at the end of a section or chapter, but the citation would have to be considered sufficiently covered as defined in (D) and (G).
66. **Question** Our understanding is that each ELPS breakout must be included once in either the student text narrative or the assessment material (end-of-chapter exercises, end-of-lesson activities, etc.). Is this correct?
- Answer** Subject to the conclusions of the state review panel, any content could be used to address the ELPS if it provides one of the following:
 (i) an opportunity for the teacher to teach the knowledge or skill,
 (ii) an opportunity for the student to learn the knowledge or skill, or
 (iii) an opportunity for the student to demonstrate the knowledge or practice the skill
67. **Question** Must ELPS annotations appear on the pages?
- Answer** Specifically citing the ELPS by name and/or number in the teacher or student material is not required.
68. **Question** Must ELPS be met in print only, or can they be met in online materials to which students and teachers have access?
- Answer** The proclamation does not specify where the ELPS are to be addressed. A publisher may meet the ELPS in online materials. Please keep in mind, however, that only materials included in a bid and listed on the complete description form will be used to determine TEKS and ELPS coverage.

Samples

69. **Question** The first mention of printed student materials in the Proclamation 2015 “Schedule of Adoption Procedures” is in the deadline for December 5, 2014. Is this the first time that publishers are required to submit printed copies of their instructional materials?

Answer Yes. These printed copies are to aid in the production of Braille and large-type materials.

70. **Question** At present, the proclamation requests digital submissions, state sampling for TEA and reviewers are digital, district sampling is digital, and districts can request digital or printed samples. Will the 2015 proclamation be set up the same way?

Answer The sampling requirements for Proclamation 2015 are the same as they were for Proclamation 2014. Please see the answers to questions 84 and 85 for more information.

71. **Question** Please confirm that the publisher can select the platform/media type used for the submission of the April 18, 2014 electronic sample.

Answer To meet the requirements of the adoption process, a publisher must submit electronic samples (in either an open-file or closed format) to the TEA, each of the 20 ESCs, and to a school district or charter school that requests a sample. Once this requirement has been met, and upon request of a school district or charter school and at the publisher’s discretion, a publisher may also provide print sample copies.

72. **Question** Proclamation 2015, p.8, Schedule, third bullet under Friday, April 18, 2014: What information should the “complete description of all items included in a student and teacher component” include?

Answer The complete description of all items included in a student and teacher component should include a comprehensive list of the components included in an instructional materials submission. It should specify for whose use each component is primarily intended (student or teacher), the media type (print, online, etc.) of each component, the system requirements for each component if different from overall product, and whether each component is consumable. The TEA will provide the complete description form to publishers.

73. **Question** What format is required for the state review panel samples?

Answer 19 TAC, §66.54(g) explains that publishers have the option to file print samples, electronic samples in an open file format or closed format, or galley proofs with the state review panels. Please see the answers to questions 74 and 84 for related information.

74. **Question** Can you please define galley proof?

Answer A galley proof is a complete (as to content), print sample that is bound (e.g. 3-ring, spiral, or similar). It is representative of the final pagination, layout, and organization of the product. A galley proof shows the actual size of the product (either by the trim size of the galley pages or with crop marks), resembles an advance reading copy of the final material rather than a proofreading or copyediting copy, and provides the state review panel an accurate depiction of what the final bound or online product will look like. For example, color laser proofs of final files to be used for “A-printing” that are bound in a 3-ring binder would be acceptable as galley proofs. Printed signatures (also called “folds and gathers”) that are bound together in a spiral binding is another example of acceptable galley proofs. A galley proof is not simply raw or edited manuscript. The option to provide galley proofs is specific to samples for the state review panels.

75. **Question** Regarding the following: "Electronic instructional materials, including internet-based products, must be completely functional." Does this pertain only to digital-only materials such as those from the supplemental science call, as opposed to a website that accompanies a textbook program?
- Answer** This requirement applies to all electronic instructional materials including digital-only materials as well as one that accompanies a textbook program.
76. **Question** Are there any rules surrounding district sampling?
- Answer** At the state level, the requirements for sampling to districts are as follows: on request of a school district, a publisher shall provide an electronic sample of instructional materials submitted for adoption. These samples must be complete as to content and functional for review purposes and may be in an open-file or closed format. Additionally, once this requirement has been met, and upon request of a school district or charter school and at the publisher's discretion, a publisher may also provide print sample copies. Each district and charter school may have its own additional rules regarding sampling. Please see the answers to questions 84 and 85 for related information.
77. **Question** Must district sampling also be provided electronically?
- Answer** In order to meet the statutory requirements of the adoption process, a publisher must submit an electronic sample of instructional materials to each district that requests a sample. Please see the answers to questions 76, 84, and 85 for related information.
78. **Question** Which format(s) will be acceptable for electronic submission?
- Answer** Electronic samples may be in an open-file or closed format. Please see the answer to question 84 for related information.
79. **Question** Some classroom kits include several components like game boards, card sets, and manipulatives. We do not believe any of these are necessary for evaluating the merits of the curriculum. Would it be acceptable to present photos of these materials, preferably on our website, rather than sending them to the state or ESC?
- Answer** Participants submitting instructional materials for adoption must submit electronic samples of each product bid. The format by which the electronic samples are submitted is at the discretion of each individual publisher. It is permissible to present photos of these manipulatives rather than sending them to the TEA, ESC, or state review panel. Please keep in mind that providing only an image of a manipulative may make it more difficult for the state review panel to determine TEKS coverage.
80. **Question** Should all submissions of instructional material be in full color or black and white?
- Answer** The format by which instructional materials are presented is at the discretion of each individual publisher. Though providing color samples is strongly encouraged, black and white samples are permissible. Please keep in mind that providing only black and white materials may, in certain instances, make it more difficult for the state review panel to determine TEKS coverage.

81. **Question** For electronic sampling, are publishers required to sample the full program, including answer keys, on a public site (i.e., accessible to anyone)?
- Answer** Participants submitting instructional materials for adoption must submit electronic samples of each product bid to the TEA, each of the 20 education service centers, and any school district or charter school that submits a request. There are no plans to post samples to a public site.
82. **Question** Regarding the following: “Publishers must supply a description of all items included in a student and teacher component.” What does this mean? Is it a breakdown of SE and TE features/elements? Or is it a listing of all components that are intended for students and components that are intended for teachers?
- Answer** The complete description of all items included in a student and teacher component should include a comprehensive list of the components included in an instructional materials submission. It should specify for whose use each component is primarily intended (student or teacher), the media type (print, online, etc.) of each component, the system (hardware and software) requirements for each component if different from overall product, and whether each component is consumable. A form will be provided and posted on the TEA website.
83. **Question** If Proclamation 2015 materials are submitted in print format, is there a requirement to have an electronic version for any reason, i.e., sampling?
- Answer** Yes. Participants submitting instructional materials for adoption must submit electronic samples of each product bid. Electronic samples may be in either an open-file or closed format. Please see the answers to questions 76, 84, and 85 for related information.
84. **Question** Can you please define open-file and closed format.
- Answer** Open-file formats are accessible by anyone through either open-source or free technologies or software. Examples of open-file format are HTML and PDF. Closed formats require the user to download and install proprietary software to view. A closed format sample might be used for a software product that has been submitted for adoption.

85. **Question** Are galley proofs the only option with respect to print samples (i.e., please confirm that we cannot provide final format print samples to the state, review panel, and 20 ESCs, only galley proofs)?

Answer Publishers may provide final-format, print samples to the state review panels. Publishers may not provide final-format, print samples to the TEA or ESCs. The acceptable format of samples is dependent on the recipient of the samples. The table below indicates the sampling options.

	Pre-Adoption Samples	Post-Adoption Samples
Texas Education Agency	<ul style="list-style-type: none"> ▪ Electronic samples in open-file or closed format 	<ul style="list-style-type: none"> ▪ Electronic samples in open-file or closed format
Education Service Centers	<ul style="list-style-type: none"> ▪ Electronic samples in open-file or closed format 	<ul style="list-style-type: none"> ▪ Electronic samples in open-file or closed format
School Districts*	<ul style="list-style-type: none"> ▪ Electronic samples in open-file or closed format ▪ Print Samples* 	<ul style="list-style-type: none"> ▪ Electronic samples in open-file or closed format* ▪ Print Samples*
State Review Panels	<ul style="list-style-type: none"> ▪ Electronic samples in open-file or closed format ▪ Print Samples ▪ Galley Proofs 	<ul style="list-style-type: none"> ▪ N/A

*All samples to school districts are sent upon request. To meet the requirements of Proclamation 2015, samples provided to school districts and charter schools must be electronic. After electronic samples have been provided, and upon request and at the publisher's discretion, publishers may provide print samples to school districts and charter schools. Providing print samples is an arrangement between the district and publisher and is separate and distinct from the review and adoption process.

86. **Question** Are we allowed to require reviewers (including state review panel members, districts, general public, etc) to register in order to view our online samples?

Answer Yes. However, it is not permissible for publishers to require users to provide personal information (including but not limited to, name, address, phone number, district or school name, and email addresses) in order to view online samples, and publishers must not gather personal information from those viewing the samples. A publisher may require a user to choose a username and password to register, but the publisher cannot require that the username be an email address.

Accessibility Requirements and Manufacturing Standards

87. **Question** Proclamation 2015, page 9, bullet 5: "Instructional Materials delivered electronically must meet the technical standards of the Federal Rehabilitation Act, Section 508." Please confirm that this does not apply to electronic pre-adoption samples of print products.
- Answer** Pre-adoption electronic samples provided to the TEA, ESCs, and state review panels are not required to meet Section 508 standards. Similarly, pre-adoption print samples provided to the state review panels are not required to meet MSST standards. The accessibility and manufacturing standards apply to only the final products delivered to schools.
88. **Question** Regarding the electronic format of the instructional materials, does Texas outline a set of technical requirements that publishers are required to meet and/or do districts each have their own set of technical requirements?
- Answer** The format by which the electronic instructional materials are submitted is at the discretion of each individual publisher. However, to be eligible for state adoption, instructional materials delivered electronically must meet the technical standards of the Federal Rehabilitation Act, Section 508 and materials delivered online must meet minimum web-based standards. Each district or charter school may have its own additional requirements.
89. **Question** Most curricula now have online and print components which are comprised of essentially the same content, i.e., printed teacher's guides and almost identical online versions. For the purposes of interpreting the code and regulations, do these programs need to meet both sets of requirements and expectations (print and electronic) or do they generally fall under the print category?
- Answer** Printed materials intended for use by the student must comply with the standards in the latest edition of Manufacturing Standards and Specification for Textbooks, approved by the Advisory Commission on Textbook Specifications. Instructional materials delivered electronically must meet the technical standards of the Federal Rehabilitation Act, Section 508. Materials delivered online must also meet minimum web-based standards. Including both print and online components with identical content does not exempt a publisher from these requirements.
90. **Question** Is 508 and W3C compliance required of *all* student *components* used in a program, even if the component is provided simply for extra practice (i.e., not the primary mode of instruction)?
- Answer** Yes. Just as all print student components must meet MSST standards, all electronic components must meet the 508 and W3C standards.

91. **Question** Proclamation 2015 states that instructional Materials delivered electronically must meet the technical standards of the Federal Rehabilitation Act, Section 508 and that materials delivered online must meet minimum web-based standards, available at <http://www.w3.org/standards>.

The W3C standards contain 7 broad categories of standards:

Web Design and Applications

Web Architecture

Semantic Web

XML Technology

Web of Services

Web of Devices

Browsers and Authoring Tools

Within these broader categories, there are over 100 different technologies listed, and within the different technologies, there are even more standards. It is our understanding that the TEA is looking for publishers to document conformance around the accessibility of the content within the product, not over all the different standards. In particular, there is a **Web Content Accessibility Guideline in the W3C**. Is this the guideline that we should be focused on?

Answer To fulfill this requirement, a publisher's product must meet the standards that are applicable to the product.

Ancillaries

92. **Question** If print ancillaries are not allowed for submission, are online ancillaries acceptable?
- Answer** Ancillaries are defined as materials that are not included in the bid, but that publishers intend to provide along with adopted products. There is no restriction on print or online ancillaries for Proclamation 2015.
93. **Question** Will TEA require publishers to provide any free materials with programs bid (e.g., free Teacher Edition)?
- Answer** No. There are no requirements that publishers provide free/ancillary materials with program bids. Ancillary materials are not reviewed by panel members at the state level and are not adopted nor sanctioned by the State Board of Education (SBOE). There is, however, an implicit requirement to include teacher material in each submission.