Proclamation 2024 Technology Applications Publisher Webinar

8/24/2022

Objective

To provide technology applications-specific *Proclamation 2024* information so publishers can make informed decisions about participating in the Texas State Board of Education's review and adoption process and to provide the next steps in the process.

Agenda

- Technology Applications TEKS
- Next Steps

Proclamation 2024 Technology Applications, Kindergarten-Grade 8

Deb Dorman, Director Enrichment
Curriculum Standards and Student Support

Agenda

- Getting Started with the Texas Essential Knowledge and Skills (TEKS)
- Walking through the TEKS Review Process
- Reviewing the TEKS and Breakouts
- Reviewing the TEKS Development and Design Details for Technology Applications K-8?

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Getting Started

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Getting Started - 1

What are the TEKS?

The Texas Essential Knowledge and Skills, or TEKS, are the state curriculum standards. The TEKS identify what students should know and be able to do at the end of each course or grade level.

*State review panels are required to evaluate all instructional materials submitted for review to determine if the TEKS are covered in the instructional materials intended for student and teacher use.

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Getting Started - 2

Where can I find the new TEKS for technology applications?

The TEKS are listed in the Texas Administrative Code (TAC) located on Texas Secretary of State website.

Chapter 126: Texas Essential Knowledge and Skills for Technology Applications

https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=2&ch=126

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Getting Started - 3

Where can I find the new TEKS for technology applications?

The currently implemented TEKS (2012-2013) and the 2022 adopted TEKS are both available in the TAC.

§126.13	Implementation of Texas Essential Knowledge and Skills for Technology Applications, Middle School, Beginning with School Year 2012-2013
§126.14	Technology Applications, Grade 6, Beginning with School Year 2012-2013
§126.15	Technology Applications, Grade 7, Beginning with School Year 2012-2013
§126.16	Technology Applications, Grade 8, Beginning with School Year 2012-2013
§126.17	Technology Applications, Grade 6, Adopted 2022
§126.18	Technology Applications, Grade 7, Adopted 2022
§126.19	Technology Applications, Grade 8, Adopted 2022

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The TEKS Review Process

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TEKS Review Process - 1

- The SBOE, with the direct participation of educators, parents, business and industry representatives, and employers, adopts revisions to the TEKS.
- The TEKS review and revision process takes between one to two years from start to finish.
- The technology applications TEKS were initially adopted in 1998 and underwent a full review in 2010 with an implementation date of 2012-2013.
- The revision and review cycle for the technology applications TEKS was completed again in June 2022. These TEKS have an implementation date of 2024-2025.

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TEKS Review Process - 2

- The SBOE may not adopt rules that designate the methodology used by a teacher.
- The SBOE may not adopt rules that designate the time spent by a teacher of a student on a particular task or subject.
- State law also requires that the College and Career Readiness Standards (CCRS) are integrated into the TEKS adopted by the SBOE.

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Overview of TEKS Review Process

I. Initial steps by TEA and SBOE
II. SBOE determinations and approvals
III. Work groups begin
IV. Feedback from content-area experts
V. SBOE discussion
VI. Final work group meetings
VII. SBOE rulemaking (first and second reading)

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The TEKS

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The TEKS - 1

The TEKS consists of three main parts--

- the **implementation information**,
- the **introduction**, and
- the **standards**.

The **standards** are made up of

- **knowledge and skill statements** and
- **student expectations (SEs)**.

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The TEKS - 2

Implementation

Each course begins with an implementation section.

Implementation for technology applications:

Identifies the school year when the course will be implemented in classrooms around the state.*

Establishes that the TEKS will only be implemented in the designated year if instructional materials funding is available.

*Implementation for technology applications: 2024-2025 school year

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The TEKS - 3

Introductions for the technology application courses follow a consistent format:

1. Technology description as applied to technical and learning settings
2. Listing of the five strands
3. Integration of technology applications into content areas or as a stand-alone course
4. Statement encouraging extended learning experiences for students
5. Differentiation between “including” and “such” as statements

Introduction

A description of the content of the course and key information about the course and the standards

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The TEKS - 4

Knowledge and Skills (KS) Statements

- are broad statements of what students must know/be able to do

- are sometimes organized into strands/substrands

- end with “The student is expected to:”

Each KS in technology applications begins with a strand.

(1) Creativity and innovation: The student uses creative thinking and innovative processes to construction knowledge and develop digital products. The student is expected to:

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The TEKS - 5

Knowledge and Skills (KS) Statements

Broad statements of what students must know/be able to do; sometimes organized into strands/substrands; ends with "The student is expected to:"

KS in technology applications may have a strand and substrand.

(8) Digital citizenship--social interactions. The student understands different styles of digital communication and that a student's actions online can have a long-term impact. The student is expected to:

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The TEKS - 6

Student Expectations (SEs)

- Directly related to the knowledge and skill statement
- Are more specific about how students demonstrate their learning
- Always begin with a verb
- Are preceded by the phrase "The student is expected to…"

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The TEKS - 7

Student Expectations (SEs)

Wording in the TEKS

- ***and***—must be included
- ***among***—include all
- ***or***—use one or the other (both not necessary)
- ***including***—must be included
- ***such as***—only examples

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The TEKS - 8

From Technology Applications, Kindergarten, Adopted 2022

(4) Data literacy, management, and representation--collect data. The student defines data and explains how data can be found and collected. The student is expected to:

(A) communicate an understanding that data is information collected about people, events, or objects such as computer searches and weather patterns; and

(B) communicate with adult assistance the idea that digital devices can search for and retrieve information.

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The TEKS - 9

From Technology Applications, Kindergarten, Adopted 2022

(4) Data literacy, management, and representation--collect data. The student defines data and explains how data can be found and collected. The student is expected to:

(A) communicate an understanding that data is information collected about people, events, or objects such as computer searches and weather patterns; and

(B) communicate with adult assistance the idea that digital devices can search for and retrieve information.

Knowledge and skills statement

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The TEKS - 10

From Technology Applications, Kindergarten, Adopted 2022

(4) Data literacy, management, and representation--collect data. The student defines data and explains how data can be found and collected. The student is expected to:

(A) communicate an understanding that data is information collected about people, events, or objects such as computer searches and weather patterns; and

(B) communicate with adult assistance the idea that digital devices can search for and retrieve information.

Strand

Substrand

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The TEKS - 11

From Technology Applications, Kindergarten, Adopted 2022

(4) Data literacy, management, and representation--collect data. The student defines data and explains how data can be found and collected. The student is expected to:

(A) communicate an understanding that data is information collected about people, events, or objects such as computer searches and weather patterns; and

(B) communicate with adult assistance the idea that digital devices can search for and retrieve information.

Student expectation

Student expectation

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Breakouts

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Breakouts - 1

Content of an SE is determined using breakouts.

Breakouts are

- the component parts of each student expectation, and
- used to determine coverage of an SE in instructional materials.

KS	SE	Breakout
Practical technology concepts--skills and tools. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:	(A) use a variety of applications, devices, and online learning environments to engage with content;	(i) use a variety of applications to engage with content (ii) use a variety of devices to engage with content (iii) use a variety of online learning environments to engage with content

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Do break out lists joined by “and.”

KS	SE	Breakout
(8) Practical technology concepts--skills and tools. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:	(A) use a variety of applications, devices, **and** online learning environments to engage with content;	(i) use a variety of applications to engage with content (ii) use a variety of devices to engage with content (iii) use a variety of online learning environments to engage with content

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Do not break out lists joined by "or."

KS	SE	Breakout
(11) Practical technology concepts--processes. The student evaluates and selects appropriate methods or techniques for an independent project and identifies and solves common hardware and software problems using troubleshooting strategies. The student is expected to:	(A) combine various file formats for a specific project **or** audience;	(i) combine various file formats for a specific project **or** audience;

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Do break out lists introduced by “including.” - 1

KS	SE	Breakout
(11) Practical technology concepts--processes. The student evaluates and selects appropriate methods or techniques for an independent project and identifies and solves common hardware and software problems using troubleshooting strategies. The student is expected to:	(B) share and seek feedback on files in various formats, including text, raster and vector graphics, video, and audio files.	(i) share feedback on files in various formats, including text files (ii) share feedback on files in various formats, including raster and vector graphics files (iii) share feedback on files in various formats, including video files

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Do break out lists introduced by "including." – 2

KS	SE	Breakout
	(B) share and seek feedback on files in various formats, including text, raster and vector graphics, video, and audio files.	(iv) share feedback on files in various formats, including audio files (v) seek feedback on files in various formats, including text files (vi) seek feedback on files in various formats, including raster and vector graphics files

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Do break out lists introduced by "including." - 3

KS	SE	Breakout
	(B) share and seek feedback on files in various formats, including text, raster and vector graphics, video, and audio files.	(vii) seek feedback on files in various formats, including video files (viii) seek feedback on files in various formats, including audio files

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Do not break out lists introduced by "such as."

KS	SE	Breakout
(12) Practical technology concepts--skills and tools. The student leverages technology systems, concepts, and operations to produce digital artifacts. The student is expected to:	(B) identify effective file management strategies **such as** file naming conventions, local and remote locations, backup, hierarchy, folder structure, file conversion, tags, and emerging digital organizational strategies;	(i) identify effective file management strategies

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TEKS Development and Design

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TEKS Development: Work Group Resources - 1

- **Global and National Standards**
  - International Society for Technology in Education Standards for Students (2016)
  - Computer Science Teachers Association K-12 Computer Science Standards (2017)
- **Other states' standards**
  - Maryland
  - Massachusetts
  - New York
  - Washington
  - West Virginia
- **CTE TEKS**

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TEKS Development: Work Group Resources - 2

- **State Law**
  - **TEC §28.002(c-3)**

    This statute requires the SBOE to include coding, computer programming, computational thinking, and cybersecurity in the TEKS for technology applications for kindergarten through grade 8.

    The SBOE must review and revise the technology applications TEKS every five years to ensure that the standards are relevant to student education and align current or emerging professions.
  - **TEC §28.002(z)**

    This statute requires the SBOE to adopt rules to require school districts to incorporate instruction in digital citizenship into the district's curriculum, including information regarding the potential criminal consequences of cyberbullying.
- **Texas College and Career Readiness Standards**

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TEKS Development: Work Group Recommendations

Documents from the SBOE's TEKS review work groups are available on the Technology Applications TEKS Review, Work Group Drafts web page.

Technology Applications TEKS Review Work Group Drafts

Technology Applications TEKS Review feedback will be accepted in response to Texas Essential Knowledge and Skills (TEKS) work group drafts throughout the review and revision process. Comments on drafts will help to inform future work groups' recommendations.

When providing specific comments and recommendations for a work group, please identify the work group in the subject line of the email. For example, in the subject line, please indicate "Technology Applications TEKS Review Work Group B Feedback." Please submit comments to TEA at teks@tea.texas.gov.

Work Group E Draft Recommendations

Work Group E met in December 2021 to complete draft recommendations and to ensure that the proposed standards are vertically aligned. The work group's recommendations are provided below in a vertical alignment chart to demonstrate the progression of knowledge and skills across grade levels. Click on the item to download the PDF.

Work Group E Draft Recommendations (PDF, 1313 KB)

Work Group D Recommendations

Work Group D met in late October 2021 to develop recommendations for four strands: computational thinking; communication and collaboration; data literacy, management, and representation; and creativity and innovation. The work group's recommendations are provided below. Click on the item to download the PDF.

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TEKS Development: Work Group Recommendations

Technology Applications TEKS Review Work Group E Draft Recommendations

Digital Citizenship									
Privacy, Safety, and Security									
Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Rationale**
Digital citizenship--privacy, safety, and security. The student practices safe, legal, and ethical digital behaviors to become a socially responsible digital citizen. The student is expected to:									
NEW (A) identify ways to keep a user account safe, including not sharing log in information ~~using a strong password~~ and logging off of accounts and devices	NEW (A) identify ways to keep a user account safe, including not sharing log in information ~~using a strong password~~ and logging off of accounts and	NEW (A) demonstrate account safety, including creating a strong password and logging off of accounts and devices	NEW (A) demonstrate account safety, including creating a strong password and logging off of accounts and devices	NEW (A) demonstrate account safety, including creating a strong password and logging off devices, and explain the importance of these	NEW (A) discuss cybersecurity strategies to protect ~~and ways~~ digital information ~~can be protected~~	NEW (A) identify real-world cybersecurity problems such as phishing rd attacks, dentity theft, and hacking	NEW (A) describe and model oneself ~~themselves~~ from real-world cybersecurity attacks	NEW (A) alyze real-world scenarios to identify cybersecurity threats and propose ways to prevent harm from them	K-1 students don't have the ability to use and create their own passwords, so the including phrase was changed to not sharing log in information. Additionally, creating a password is different from using a password.
NEW (B) iden and discuss wh information is to share online such as hobbie and likes and dislikes and unsafe such as identifying information				ntify cuss types of data collection tools such as cookies, pop-ups, smart devices, and unsecured networks and why it is important to maintain digital privacy	NEW (B) identify strategies to maintain digital privacy and security and discuss how data collection technology is used to track online navigation				Collaboration is a more effective method for K and 1 students to introduce the topic and it's a good scaffold to grade 2.

The TEKS review work groups included rationales, suggestions, and other information in their TEKS recommendations charts.

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Overarching Changes in the 2022 TEKS - 1

- TEKS for each grade level, no longer in grade bands
- Use of strands and substrands as organizing principles
- Reorganization of content across the strands
  - Computational thinking (new)
  - Creativity and innovation
  - Data literacy, management, and representation (new)
  - Digital citizenship
  - Practical technology concepts

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Overarching Changes in the 2022 TEKS - 2

- New TEKS or revised TEKS for new strands and grade level structure
- Integration of communications and collaboration throughout the TEKS
- Strands → connect to everyday life and to solve problems
- Progression from language students are familiar with to technology terminology
- The use of “with assistance”
- The use of “with or without technology”
- Terminology with simpler wording in ()
- Broad descriptions of technology to allow for emerging technology

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2022 TEKS Highlights – 1

Kindergarten

- **Computational thinking**
  - problem or task identification
  - simple pattern recognition
  - basic algorithms (step-by-step)
  - decomposition into smaller pieces
  - predictions
  - create code sequences
- **Creativity and innovation**
  - personal skills needed for design processes
  - application of a design process in problem-solving
- **Data literacy, management, and representation**
  - focus on what data is
  - concept of searching and retrieving information

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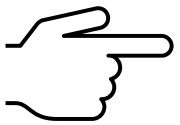
2022 TEKS Highlights – 2

Kindergarten

- **Digital citizenship**
  - behaviors
  - content ownership
  - acceptable use
  - safety
- **Practical technology concepts**
  - usage
  - keyboarding
  - identification
  - ergonomics



"with assistance" and "with or without technology"

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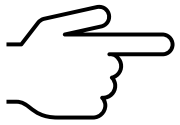
2022 TEKS Highlights – 3

1st Grade

- **Computational Thinking**

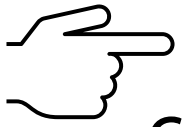
  - problem identification

  - decomposition (sequences),

  - use of everyday tasks for pattern recognition

  - create basic algorithms,

  - create code sequences to solve a problem

- **Creativity and innovation**

  - design process in problem solving - technology impacts on communities

- **Data literacy, management, and representation**

  - use of keywords/digital sources in searches -data collection

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2022 TEKS Highlights - 4

1st Grade

- **Digital citizenship**
  - develops behaviors
  - content ownership, and safety from K
  - cyberbullying
  - acceptable use
  - account safety
- **Practical technology concepts**
  - builds on usage
  - identification
  - builds on keyboarding and ergonomics
  - introduces the creation of an original product and revisions
- "with assistance" and "with or without technology"

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2022 TEKS Highlights - 5

2nd Grade

- **Computational thinking**
  - problem identification
  - decomposition multiple solutions into sequential steps
  - complex patterns
  - creating and troubleshooting basic algorithms with if-then statements
  - code variables and loops
- **Creativity and innovation**
  - application of a design process to create solutions to problems

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2022 TEKS Highlights - 6

2nd Grade

- **Data literacy, management, and representation**
  - non-numerical data collection
  - use of keywords/digital sources in searches independently
  - use tools to create and communicate data visualizations – such as bar graphs
- **Digital citizenship**
  - develops behaviors, acceptable use, content ownership, and safety
  - introduces private and public information
- **Practical technology concepts**
  - builds on usage, identification, keyboarding, and ergonomics
  - introduces sharing content
- "with assistance" and "with or without technology"

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2022 TEKS Highlights - 7

3rd Grade

- **Computational thinking**
  - adds story problems
  - debugging
  - variables to store data
  - decomposition into subproblems
  - algorithms (procedures)
  - sequences, loops and conditionals
- **Creativity and innovation**
  - more personal skills development and apply design process – such as feedback
  - adds definition of emerging technology
- **Data literacy, management, and representation**
  - shift to numerical data collection
  - use of search strategies
  - use of digital tools to communicate and publish results, intent to inform, to specified audience

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2022 TEKS Highlights - 8

3rd Grade

- **Digital citizenship**
  - digital footprint, etiquette, and collaboration
  - copyright law, appropriate/inappropriate use, and citations
  - builds on account safety, identify protection, online dangers
  - cyberbullying and responses to it
- **Practical technology concepts**
  - application types and perform functions within applications
  - terminology related to OS and networks
  - saving and naming files
  - keyboards and input devices adds device shortcuts
  - identify and solve technical issues

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2022 TEKS Highlights - 9

4th Grade

- **Computational thinking**
  - decomposition into subproblems and solutions
  - adds predictions from pattern
  - debug algorithms
  - variables to modify data
  - sequences, loops & conditionals w. purpose
- **Creativity and innovation**
  - design process to improve processes/products
- **Data literacy, management, and representation**
  - numerical and non-numerical data
  - transform and make inferences about data to answer a question
  - uses digital tools to communicate inquiry results – to inform -- intended audience

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2022 TEKS Highlights - 10

4th Grade

- **Digital citizenship**
  - creator rights and how copyright law applies to creative work
  - citations for digital media content
  - types of data collection tools in digital world
  - cyberbullying, responses to it – advocating for self and others
- **Practical technology concepts**
  - application selection for assigned tasks
  - more application functions and terminology
  - saving and naming files in context of strategies and folder structures
  - use of strategies to solve technical issues

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2022 TEKS Highlights - 11

5th Grade

- **Computational thinking**
  - decomposition with graphical organizers
  - document problems, solutions, and coded resolution timeline
  - compare and select appropriate algorithms
  - design process to create block-based programs
  - identify how code can be reused
- **Creativity and innovation**
  - design process with components to generate multiple solutions
  - predict how emerging technologies may impact different communities
- **Data literacy, management, and representation**
  - quantitative and qualitative data; keywords, Boolean operations, and limiters
  - analyze, transform and make inferences about data to answer questions
  - communicate and display data w. visualization - to inform – intended audience

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2022 TEKS Highlights - 12

5th Grade

- **Digital citizenship**
  - digital imprints – such as online activities, games
  - digital etiquette for different audiences
  - copyright law purposes and consequences
  - cybersecurity strategies for safety/security
  - interaction escalations and ways to stand up to cyberbullying
- **Practical technology concepts**
  - file types
  - more application functions and terminology
  - describe and evaluate multiple systems
  - file organization
  - continued keyboarding/input device fluency
  - use help to research application features/issue resolution

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2022 TEKS Highlights - 13

6th Grade

- **Computational thinking**
  - decomposition with visual representations; analyze patterns in visual representations
  - abstraction and generalized/specific information
  - plan documentation with visual representations
  - debugging techniques and iterations
- **Creativity and innovation**
  - continues build on design process
  - connects design process to industry
  - technology throughout history – impact areas of study
  - global trends impact on technology

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2022 TEKS Highlights

6th Grade

- **Data literacy, management, and representation**
  - data representation as Boolean expression
  - use tools to transform data to discuss trends and make inferences
  - communicate and display data -- to inform – intended audience
- **Digital citizenship**
  - impact of digital footprints
  - create communications and presentations using appropriate etiquette
  - intellectual property laws – protection and consequences
  - create citations and citing digital sources
  - protection from cybersecurity attacks
  - various methods of cyberbullying

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2022 TEKS Highlights - 14

6th Grade

- **Practical technology concepts**
  - create and design files in various formats
  - application of terminology
  - more advanced file management strategies
  - select and use tools for a specific task
  - local and remote storage
  - use productivity tools to create digital artifacts
  - continued keyboarding, words per minute, and troubleshooting

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2022 TEKS Highlights - 15

7th Grade

- **Computational thinking**
  - decomposition with flowcharts; analyze patterns in flowcharts
  - abstraction and how algorithms can be generalized
  - plan documentation with flowcharts
  - application of various debugging techniques and benefits of iterations
  - more work with variables and data types
  - nested loops
- **Creativity and innovation**
  - continues build on design process – prototypes or models/trial and error
  - connects design process to industry
  - technology throughout history – impact areas of study
  - global trends impact on technology

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2022 TEKS Highlights - 16

7th Grade

- **Data literacy, management, and representation**
  - data representation in binary number systems
  - use tools to transform data to analyze trends and make inferences and predictions
  - communicate and display data -- to inform or persuade – intended audience
- **Digital citizenship**
  - actions and effects on digital footprints
  - create and revise communications using feedback and using appropriate etiquette
  - intellectual property and associated terminology
  - information exaggeration and misrepresentation
  - real world cybersecurity issues
  - negative impacts of cyberbullying

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2022 TEKS Highlights - 17

7th Grade

- **Practical technology concepts**
  - create, share, and communicate digital artifacts
  - appropriate use of terminology
  - effective file management strategies
  - select and use tools for a specific task
  - local and remote storage to store or share data
  - use productivity tools to create digital artifacts
  - continued keyboarding, words per minute, and troubleshooting
  - test solutions for technical issues

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2022 TEKS Highlights - 18

8th Grade

- **Computational thinking**
  - decomposition using pseudocode; analyze patterns in pseudocode
  - abstraction by developing generalized algorithms
  - plan using pseudocode
  - improvement of algorithms and modify previously written code
  - named variables with multiple data types and perform operations
- **Creativity and innovation**
  - continues build on design process – innovation, more process elements
  - continues connections to industry
  - continues technology throughout history – impact areas of study
  - continues global trends impact on technology – evaluate and predict

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2022 TEKS Highlights - 19

8th Grade

- **Data literacy, management, and representation**
  - compare and contracts multiple data types
  - apply search strategies for a specified outcome
  - transform data, analyze trends, infer, predict, develop steps to create process/product
  - communicate and publish data -- to persuade – intended audience
- **Digital citizenship**
  - manage digital footprints and impacts on the future
  - create and publish communications for global audience using appropriate etiquette
  - evaluate bias
  - analyze real world cybersecurity issues and propose ways to prevent harm
  - evaluate scenarios/case studies to identify warning signs of a cyberbullying victim and predict outcomes for the victim and the bully

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2022 TEKS Highlights - 20

8th Grade

- **Practical technology concepts**
  - combine file formats for a project/audience
  - share and seek feedback on files
  - appropriate use of terminology in various settings
  - effective file management strategies
  - select and use tools for a specific task – transfer data
  - select appropriate type of storage
  - use productivity tools to create digital artifacts
  - continued keyboarding, improved speed, and use of tools to create artifacts with increasing complexity

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Closing

In Review

1. TEKS definition and location
2. TEKS review process
3. Review of the TEKS and Breakouts
4. Highlights of technology applications TEKS

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Questions

Submitting Questions

Instructional Materials Help Desk

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We appreciate your feedback

Please help us enhance future presentations by completing this short survey on today's presentation.

https://is.gd/TEAcurriculum

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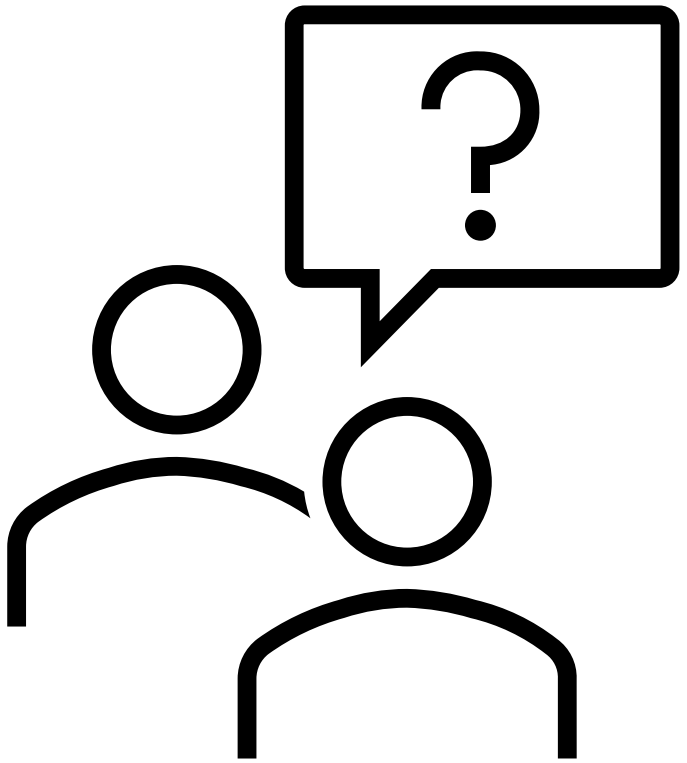
Next Steps

TEA will present the *Proclamation 2024 Questions and Answers* to the SBOE in September 2022.



- The Q&A is used to provide official direction and clarification by the SBOE.
- Watch the SBOE board meeting.
- *Proclamation 2024* Q&A is on the Wednesday, August 31, 2022, board agenda.

Statement of Intent to Bid (SOITB)

The SOITB is the first deliverable you must submit. If you fail to submit a SOITB by 12/5/2022, you will not be allowed to participate in the proclamation.

Publishers will submit the SOITB in EMAT. Watch the SOITB training.

The SOITB:

- Indicates a publisher's desire to participate
- Is required for each product and course
- Provides the following basic information about materials:
  - Program Title
  - Course or grade level for which materials are intended
  - Estimated TEKS coverage percentage
  - Media format(s)
  - System requirements

Publishers must follow a specific process to demonstrate alignment to the standards.

- Publishers will be granted access to the standards-alignment dashboard which will be used to provide citations to specific content in the material that cover the standards.
- The complete collection of citations for one course or grade level is called correlations.
- You may begin entering your citations after you submit the SOITB.
- It is crucial that you allocate sufficient time to create your correlations and that you select the best, most closely aligned content.

Preliminary correlations are due 4/10/2023.

Provides examples of how information will be presented regarding the specific location in instructional materials where publishers believe the TEKS are covered

Allows TEA an opportunity to review and provide feedback before final correlations are due

Are only required for one product and course

Final correlations are due 6/26/2023

Using the feedback you received after submitting your preliminary correlations, you will complete the remaining correlations.

The final correlations

- are required for every product and course,
- are used by state review panels as the primary resource for determining TEKS coverage, and
- should be carefully chosen and constructed and very clear.

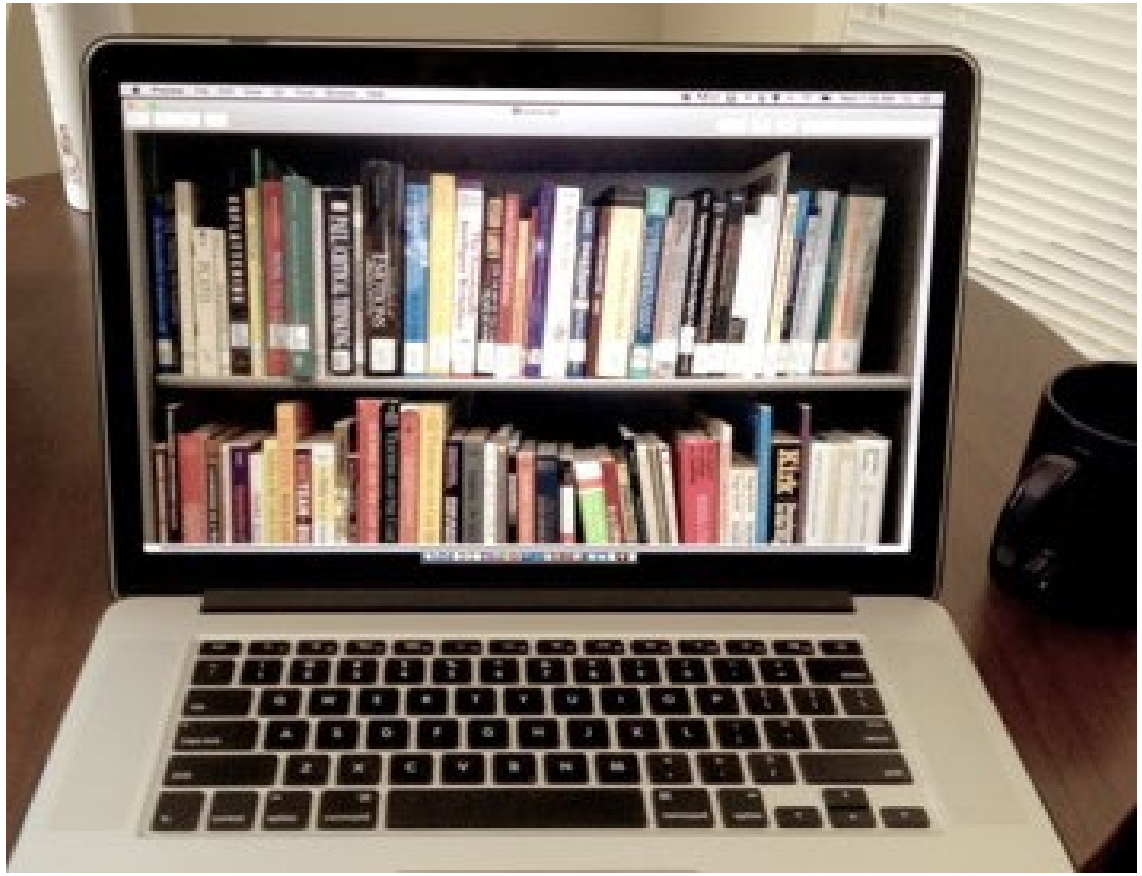
Complete descriptions are due 5/30/2023.

The complete description provides more details about the components that will be used to verify TEKS coverage at the review, including:

TEA will provide the complete description form.

- Program and component titles and ISBNs
- Preliminary price for each component
- Number of print pages intended for student use
- System requirements for all digital components
- Is required for each product and course
- Is required for each media format

Pre-Adoption Samples



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- Pre-adoption samples are due 5/30/2023.
- A pre-adoption sample is your fully developed product that will be used by reviewers to determine standards-alignment coverage.

Pre-Adoption Samples

- Must be complete electronic versions of the final product
- Will be posted to the TEA website for public review
- Must remain unchanged
- Must have a thorough editorial review prior to the pre-adoption sample due date
- Must be free of sales or marketing materials
- Must allow for multiple, simultaneous user access
- Must be equipped with a word search feature
- Must contain embedded correlations that direct users to the content cited for standards alignment

Other Deliverables Due May 30, 2023

- Report on Interoperability and Ease of Use
  - Publishers must provide information regarding their products' interoperability and ease of use for review by the SBOE and districts. The information from each publisher's report will be posted to the agency website.

- Affidavit of Authorship or Contribution
  - Publishers must list everyone whose name is listed as an author or contributor and include in general terms the involvement of each author or contributor to the development of the material.
  - Publishers cannot submit instructional materials that have been authored or contributed to by a current employee of TEA.

Next Steps

- Review the *Proclamation 2024* Publisher Handbook. (coming soon)
- Review the technology applications breakouts. (coming soon)
- Watch the SOITB training.
- Submit SOITB.
- Sign up for Review and Adoption listserv.

Thank you for attending!

Submit an Instructional Materials & Implementation Help Desk ticket with any questions.

Your feedback is important to us. Please complete the Exit Ticket!