

Proclamation 2019 Webinar

March 22, 2017

Welcome

Kerry Ballast, Director of Digital Learning

Agenda

➤ Welcome

Kerry Ballast, Director of Digital Learning

➤ Instructional Materials in Texas

*Kelly Callaway, Senior Director of
Instructional Materials*

➤ Texas Essential Knowledge and Skills (TEKS),
English Language Proficiency Standards, and
Breakouts

*Shelly Ramos, Senior Director of Curriculum
Standards and Student Supports*

➤ *Proclamation 2019*

Kelly Callaway

Agenda

➤ Components of *Proclamation 2019*

Amie Williams, Director of Review and Adoption

➤ Accessibility Requirements

Debbie Gonzales, Accessibility Coordinator

➤ Next Steps

Amie Williams

➤ Questions

Kelly Callaway

Poll question #1

Have you ever participated in the Texas review and adoption process?

Poll question #2

Have you participated in the review and adoption process since the establishment of the instructional materials allotment (IMA)?

Instructional Materials in Texas

Kelly Callaway

Senior Director

Instructional Materials Division

Texas Education Agency

March 2017

Agenda

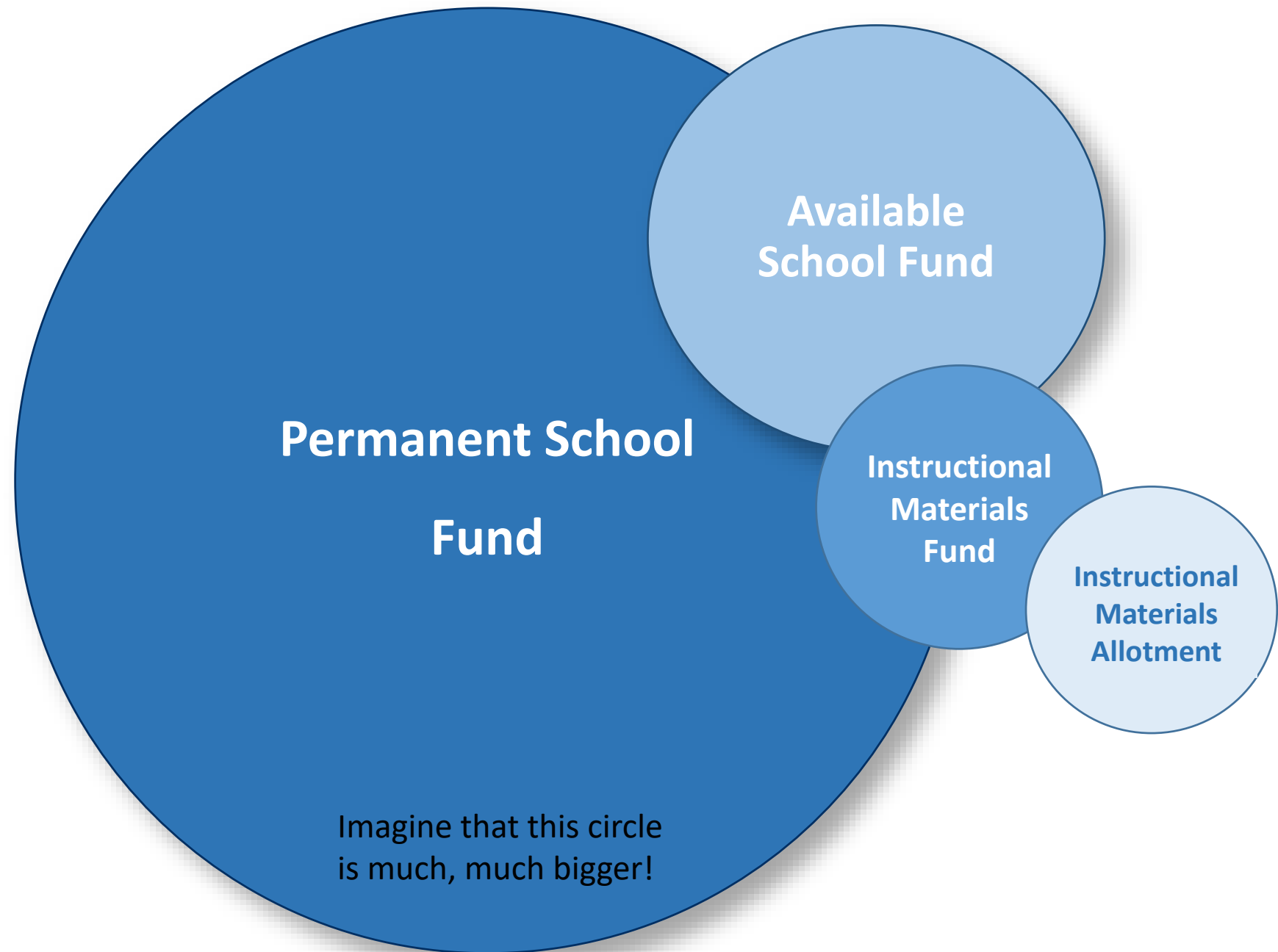
2

- How are instructional materials funded in Texas?
- How are instructional materials funds spent?
- Why is state adoption important?
- What does the adoption process involve?

*How are instructional materials
funded in Texas?*

Funding

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Funding

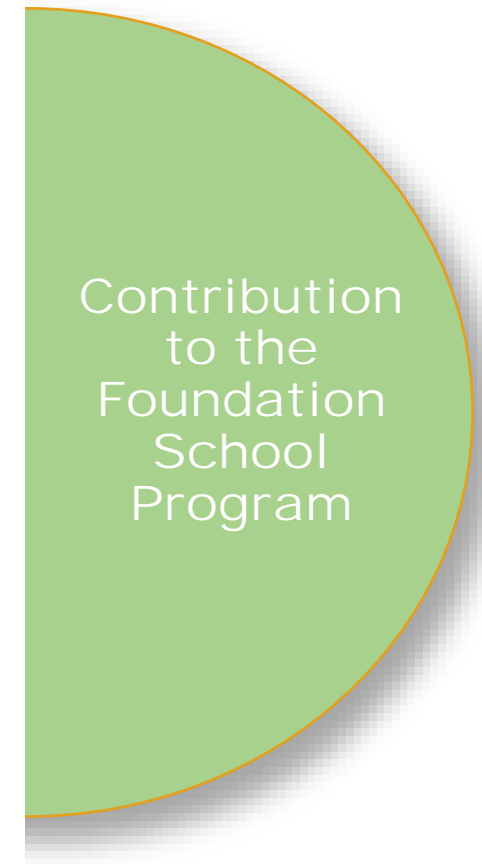
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- The Permanent School Fund (PSF) was established by Article 7 of the Texas Constitution and is the largest educational fund in the world.
- The available school fund (ASF) is created from a payout of the PSF at a rate determined biennially by the SBOE.
- To establish that rate, the board considers the current value of the PSF, the upcoming instructional materials needs, and the maintenance of intergenerational equity.
- That rate is 3.7% for the 2018–19 biennium.

Funding

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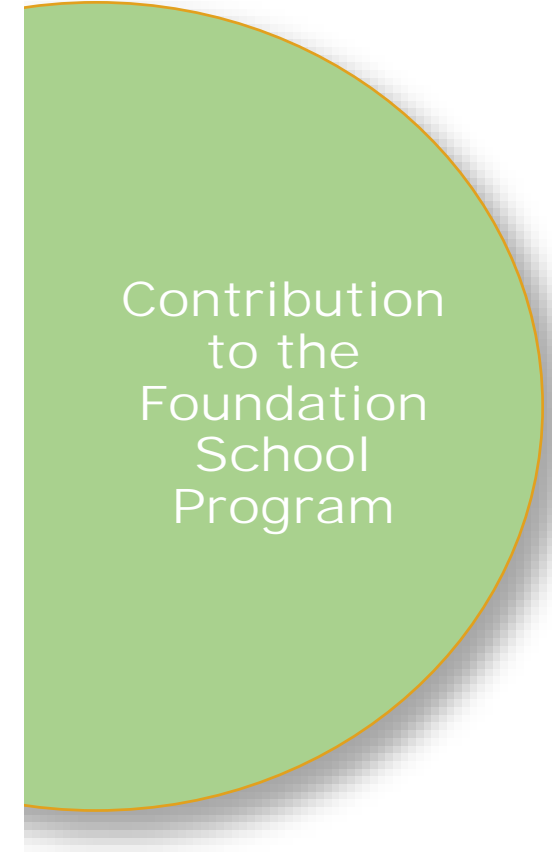
Traditionally, the instructional materials fund (IMF) has been half of the ASF.



Funding

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But the 85th Texas Legislature could choose to appropriate less.



Funding

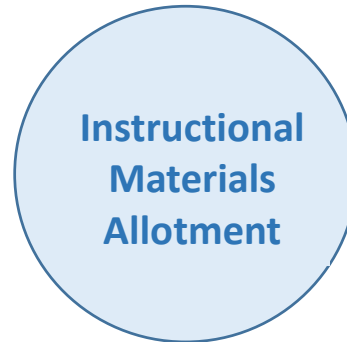
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- It funds all work related to the adoption of instructional materials, special projects established by the legislature, and, most importantly, the instructional materials allotment (IMA).
- The IMA was created as an annual allocation by SB 6 (82nd, 1, 2011). (Prior to that time, the state owned all instructional materials.)
- It was changed to a biennial allotment by HB 1474 (84th, 2015).

Funding

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- Certain amounts are set aside prior to calculation of the per-student IMA:
 - Freight
 - JJAEP IM
 - Windham IM
 - OnTRACK*
 - Open Source IM*
- The IMA is traditionally $\approx 98\%$ of the IMF.



*Projects established by the 84th Legislature that were specific to that biennium

Funding

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- The IMA for 2016–17 was \$196.91 per student with an additional \$19.55 per bilingual student.
- Because of the current value of the PSF and the 3.7% payout rate established by the SBOE, the per-student IMA could be higher this biennium.
- We will calculate the exact IMA amounts upon the close of the 85th Legislature.

A light blue circle with a thin blue border. Inside the circle, the words "Instructional Materials Allotment" are written in a blue, sans-serif font, stacked vertically.

Instructional
Materials
Allotment

Funding

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- At the time, the IMA will be provided to districts through EMAT, our instructional materials online ordering system, in one of two ways:
 - Requisitions
 - Disbursements
- Districts use requisitions to order SBOE-adopted products.
- They request disbursements to pay for other allowable expenses.



**Instructional
Materials
Allotment**

*How are instructional materials
funds spent?*

Spending

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Instructional Materials Allotment

Specifically Allowed	Specifically Prohibited
Instructional materials (of any sort, both adopted and non-adopted)	Services for installation
Technological equipment that contributes to student learning	The physical conduit that transmits data such as cabling and wiring or electricity
Training staff in the use of either of the above	Office and school supplies
Providing access to technological equipment for instructional use	Travel expenses
Salary and other expenses of an employee who provides technical support for the use of equipment directly involved in student learning	Items that are not directly related to student instruction such as furniture, athletic equipment, extension cords, temporary contractors, or video surveillance equipment
	Equipment used at a warehouse for the purpose of moving, storing, or taking inventory of instructional materials

Definition of *instructional materials*:

Content that conveys the essential knowledge and skills of a subject in the public school curriculum through a medium or a combination of media for conveying information to a student. The term includes a book; supplementary materials; a combination of a book, workbook, and supplementary materials; computer software; magnetic media; DVD; CD-ROM; computer courseware; online services; or an electronic medium or other means of conveying information to the student or otherwise contributing to the learning process through electronic means, including open-source instructional materials (TEC §31.002(1)).

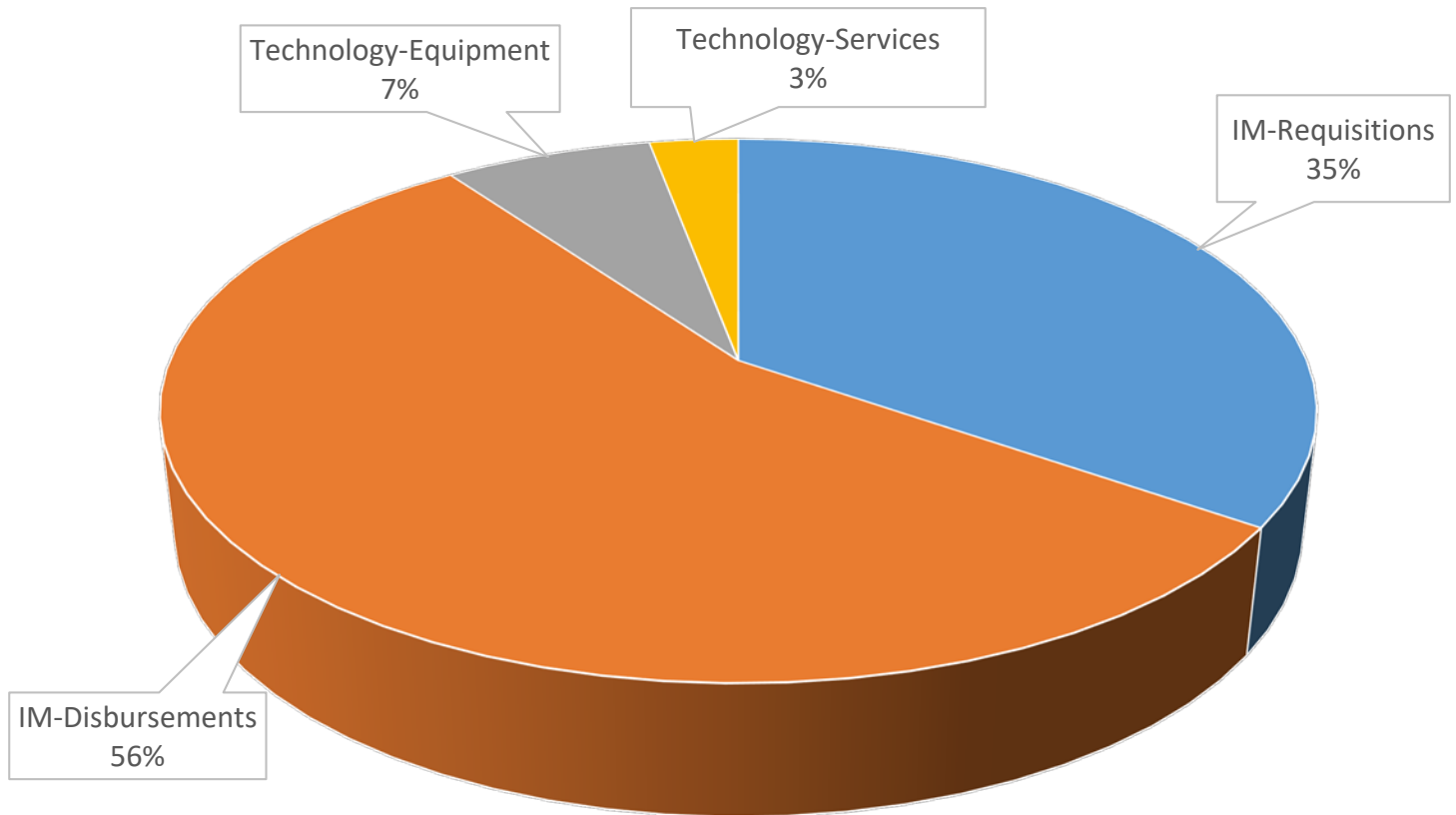
IMA Spending

Instructional Materials: 91%

- Requisitions: 35%
- Disbursements: 56%

Technology: 10%

- Equipment: 7%
- Services: 3%



■ IM-Requisitions ■ IM-Disbursements ■ Technology-Equipment ■ Technology-Services

Why?

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Why is state adoption important?

Why?

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To help Texas public schools choose instructional materials with confidence in the following:

- The extent to which they provide instruction in the required TEKS
- Their availability in accessible formats (without cost to districts) for students with print disabilities
- Their availability at an established cost for at least eight years
- That they can be easily and conveniently ordered through EMAT

Why?

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Why would publishers want to have their products adopted?

- Districts like SBOE-adopted materials for all the reasons listed in the previous slide.
- Some districts have local policies that require that they choose only SBOE-adopted materials (to the extent those materials are available).
- You get an independent third-party review of your product.
- You get to offer your product for sale in EMAT.
- Oh, come on—we're Texas!

What does the adoption process involve?

Process

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Process

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- The SBOE issues a proclamation to call for new instructional materials or new information about existing materials.
- Proclamations are named for the year the materials are scheduled to be available in the classroom.
- Each proclamation includes the following:
 - The subject areas and courses
 - A schedule of adoption procedures
 - Publisher requirements
 - Instructions for providing electronic files for braille and large-print materials

Process

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- Publishers submit products.
- State review panels review them for TEKS and English Language Proficiency Standards (ELPS) coverage.
- The public reviews them for errors, bias, quality, etc.
- The SBOE holds a public hearing, sometimes two.

Process

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- The SBOE makes adoption decisions on those products that meet the minimum standards established by statute:
 - Cover at least 50% of the TEKS
 - Cover 100% of the applicable ELPS
 - Be free from factual error
 - Comply with required manufacturing standards

All instructional material must be fully accessible to students with disabilities.

- TEA provides braille, audio, and large-print versions of adopted print materials at no cost to districts.
- Publishers make that possible by providing required electronic files.
- Publishers are responsible for ensuring that adopted electronic instructional materials are fully accessible to students with disabilities.
- Proof of accessibility is required in order for the products to be made available for district order in EMAT.
- Districts are responsible for ensuring (and paying for) accessible non-adopted products.

Local Adoption

- Each district develops a policy for selecting instructional materials.
- The school board or governing body must select instructional materials in an open meeting (19 TAC, §66.104).
- Schools must certify that for each subject in the required curriculum, other than PE, and each grade level, the school provides each student with instructional materials that cover 100% of the TEKS (19 TAC, §66.105).

Local Adoption

Required steps for purchasing non-adopted materials:

- Reviewing the materials to determine the extent to which the TEKS are covered
- Ensuring the materials are fully accessible to students with disabilities
- Ordering the materials directly from the vendor or publisher
- Paying for the materials using a disbursement or local funds

The End

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Overview of the Texas Essential Knowledge and Skills (TEKS)—Proclamation 2019

Shelly Ramos

Senior Director, Curriculum Standards and Student Support



Personal Financial Literacy

TAC §113.49

The TEKS for Personal Financial Literacy were adopted by the State Board of Education in 2016 and the course was first available in the 2016-2017 school year.

Personal Financial Literacy aims to develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility.

The TEKS are available online at <http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113c.html#113.49>.



Timeline for Adoption of TEKS

English language arts and reading

Spanish language arts and reading and English as a second language

- February 3, 2017 — SBOE approved proposed TEKS for elementary and middle school for **first reading and filing authorization**
- April 18, 2017 — Official **public comment period** ends
- April 18-21, 2017 — SBOE **public hearing** and **second reading and final adoption** for elementary and middle school TEKS
- May 2017 — Preliminary **TEKS documents** available
- Summer 2017 — Revised TEKS **filed as adopted** with the *Texas Register*

Overview of Proposed Changes

English language arts and reading

Spanish language arts and reading and English as a second language

- Integrate Figure 19 expectations into general student expectations for each grade level and course
- Streamline TEKS
- Better align TEKS for English and Spanish, Kindergarten-Grade 6
- Adds a new English Learners Language Arts course for grade 7 and grade 8
- Organize TEKS around seven strands

Overview of Proposed Changes

English language arts and reading

Spanish language arts and reading and English as a second language

Proposed Strands

- Developing and sustaining foundational language skills
 - Oral language
 - Beginning reading and writing
 - Vocabulary
 - Fluency
 - Self-sustained reading
- Comprehension skills
- Response skills
- Multiple genres
 - Literary elements
 - Genres
- Author's craft
- Composition
 - Writing process
 - Genres
- Inquiry and research

Texas Essential Knowledge and Skills

This site will provide you with information on the Texas Essential Knowledge and Skills (TEKS), which are the state standards for what students should know and be able to do.

Subject Area Reviews

The State Board of Education (SBOE) has legislative authority to adopt the TEKS for each subject of the required curriculum. SBOE members nominate educators, parents, business and industry representatives, and employers to serve on TEKS review committees. The Texas Essential Knowledge and Skills Review by Subject area web page provides information regarding the SBOE's process and current and previous reviews. [Subscribe to updates from TEA.](#)

The following link will provide information for the TEKS by subject area review:

[Texas Essential Knowledge and Skills by Subject Area Review](#)



Texas Essential Knowledge and Skills by Chapter

[Chapter 110. English Language Arts and Reading](#)

[Chapter 111. Mathematics](#)

[Chapter 112. Science](#)

[Chapter 113. Social Studies](#)

[Chapter 114. Languages Other Than English](#)

[Chapter 115. Health Education](#)

[Chapter 116. Physical Education](#)

[Chapter 117. Fine Arts](#)

[Chapter 118. Economics with Emphasis on the Free Enterprise System and Its Benefits](#)

[Chapter 126. Technology Applications](#)

[Chapter 127. Career Development](#)

[Chapter 128. Spanish Language Arts and English as a Second Language](#)

[Chapter 130. Career and Technical Education](#)

Contact Information

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Texas Essential Knowledge and Skills - Subject Area Reviews

The State Board of Education (SBOE) has legislative authority to adopt the Texas Essential Knowledge and Skills (TEKS) for each subject of the required curriculum. SBOE members nominate educators, parents, business and industry representatives, and employers to serve on TEKS review committees. [Subscribe to updates from TEA.](#)

Subject Area Reviews

The following sites provide additional information about the TEKS review and revision process by subject area.

[Science TEKS Streamlining](#)

[English Language Arts and Reading TEKS](#)

[Spanish Language Arts and Reading and English as a Second Language TEKS](#)

[Career and Technical Education TEKS](#)

[Languages Other Than English TEKS review](#)

[Fine Arts TEKS review](#)

[Mathematics TEKS review](#)

[Technology Applications TEKS review](#)

[Social Studies TEKS review](#)

Contact Information

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Two versions of proposed TEKS currently available:

1. Rule text version
2. Vertical alignment version

English Language Arts and Reading TEKS

The State Board of Education (SBOE) has legislative authority to adopt the Texas Essential Knowledge and Skills (TEKS) for each subject of the required curriculum. SBOE members nominated educators, parents, business and industry representatives, and employers to serve on the review committees. This page provides information regarding the 2015 review and revision of the English language arts and reading (ELAR) TEKS. Information regarding the Spanish language arts and reading and English as a Second Language TEKS review is available on the [Spanish language arts and reading and English as a Second Language TEKS webpage](#).

Proposed Revisions as Approved for First Reading (February 2017)

Official Public Comment Period

At the January/February 2017 State Board of Education (SBOE) meeting, the SBOE approved for first reading and filing authorization proposed revisions to the English and Spanish language arts and reading TEKS for **Kindergarten – Grade 8**. The SBOE is scheduled to consider proposed revisions for second reading and final adoption at its April 2017 meeting. The board postponed first reading and filing authorization for proposed revisions to the English and Spanish language arts and reading TEKS for high school until the April 2017 meeting.

The official public comment period for the proposed revisions to the English and Spanish language arts and reading TEKS for **Kindergarten – Grade 8** is now open. The SBOE has specifically requested feedback regarding the amount of time needed to provide instruction in the proposed student expectations. Specific feedback related to the time needed to teach individual concepts would be helpful.

To review the proposed revisions and submit comment, please visit the [Proposed SBOE Rules webpage](#).

Contact Information

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(512) 463-9581
teks@tea.texas.gov



Proposed State Board of Education Rules

All proposed new rules, proposed amendments to existing rules, and proposed repeals approved for first reading by the State Board of Education (SBOE) and filed with the *Texas Register* are available here. You may submit public comments on proposed rules electronically to rules@tea.texas.gov. Please specify in your message the rules to which your comments apply.

The [SBOE agenda](#) provides detailed information on these rules.

Rule text is in Adobe Acrobat PDF format. You must have the Adobe Acrobat Reader, available on the [Adobe website](#), to access PDF files.

Proposed Revisions to 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter A, Elementary, and Subchapter B, Middle School

Summary: The proposed new sections would add new Texas Essential Knowledge and Skills for English language arts and reading for elementary and middle school for implementation in the 2019-2020 school year.

(First Reading and Filing Authorization: January/February 2017 SBOE meeting)

(Publication in the March 3, 2017 issue of the Texas Register)

(Earliest Possible Date of Adoption: April 2017 SBOE meeting)

[Text of Proposed New 19 TAC Chapter 110, Subchapter A \(PDF\)](#)

[Text of Proposed New 19 TAC Chapter 110, Subchapter B \(PDF\)](#)

Contact Information

Rulemaking Unit

Phone: (512) 475-1497

Email: rules@tea.texas.gov



Rule Text Format

Proposed English language arts and reading TEKS - elementary

<http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539613524>

Proposed English language arts and reading TEKS - middle school

<http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539613525>

(b) Knowledge and skills.

- (1) Developing and sustaining foundational language skills: listening, speaking, and discussion--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
 - (A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
 - (B) follow, restate, and give oral instructions that involve a short, related sequence of actions;
 - (C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
 - (D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and
 - (E) develop social communication such as distinguishing between asking and telling.
- (2) Developing and sustaining foundational language skills: listening, speaking, and discussion--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
 - (A) demonstrate phonological awareness by
 - (i) distinguishing between long and short vowel sounds in one syllable and multi-syllable words;
 - (ii) producing a series of rhyming words;
 - (iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and
 - (iv) manipulating phonemes within base words;
 - (B) demonstrate and apply phonetic knowledge by:
 - (i) decoding words with short, long, or variant vowels, trigraphs, and blends;
 - (ii) decoding words with silent letters such as knife and gnat;
 - (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
 - (iv) decoding compound words, contractions, and common abbreviations;
 - (v) decoding words using knowledge of syllable division such as VCCV, VCV, and VCCCV;
 - (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and

Spanish Language Arts and Reading and English as a Second Language TEKS

The State Board of Education (SBOE) has legislative authority to adopt the Texas Essential Knowledge and Skills (TEKS) for each subject of the required curriculum. SBOE members nominated educators, parents, business and industry representatives, and employers to serve on the review committees. This page provides information regarding the review and revision of the Spanish language arts and reading (SLAR) and English as a Second Language TEKS. Information regarding the English language arts and reading TEKS review is available on the [English language arts and reading TEKS webpage](#).

Proposed Revisions as Approved for First Reading (February 2017)

Official Public Comment Period

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The official public comment period for the proposed revisions to the English and Spanish language arts and reading TEKS for **Kindergarten – Grade 8** is now open. The SBOE has specifically requested feedback regarding the amount of time needed to provide instruction in the proposed student expectations. Specific feedback related to the time needed to teach individual concepts would be helpful.

To review the proposed revisions and submit comment, please visit the [Proposed SBOE Rules webpage](#).

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The [SBOE agenda](#) provides detailed information on these rules.

Rule text is in Adobe Acrobat PDF format. You must have the Adobe Acrobat Reader, available on the [Adobe website](#), to access PDF files.

Proposed Revisions to 19 TAC Chapter 128, *Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language*, Subchapter A, Elementary, and Subchapter B, Middle School

Summary: The proposed new sections would add new Texas Essential Knowledge and Skills for Spanish language arts and reading and English as a second language for elementary and middle school for implementation in the 2019-2020 school year.

(First Reading and Filing Authorization: January/February 2017 SBOE meeting)

(Publication in the March 3, 2017 issue of the Texas Register)

(Earliest Possible Date of Adoption: April 2017 SBOE meeting)

[Text of Proposed New 19 TAC Chapter 128, Subchapter A \(PDF\)](#)

[Text of Proposed New 19 TAC Chapter 128, Subchapter B \(PDF\)](#)

Contact Information

Rulemaking Unit

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Rule Text Format

Proposed Spanish language arts and reading TEKS - elementary

<http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539613531>

Proposed Spanish language arts and reading and English as a second language TEKS - middle school

<http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539613532>

(b) Knowledge and skills.

- (1) Developing and sustaining foundational language skills: listening, speaking, and discussion--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
 - (A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
 - (B) follow, restate, and give oral instructions that involve a short, related sequence of actions;
 - (C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
 - (D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and
 - (E) develop social communication such as distinguishing between asking and telling.
- (2) Developing and sustaining foundational language skills: listening, speaking, and discussion--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
 - (A) demonstrate phonological awareness by
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English Language Arts and Reading TEKS

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Vertical Alignment Document

The following vertical alignment document was created to reflect the alignment of the proposed revisions to the English language arts and reading TEKS across grade levels, Kindergarten – Grade 12. The SBOE requested that TEA staff apply adjustments made to the Kindergarten – Grade 8 TEKS at the January/February 2017 meeting to the proposed revisions to the high school TEKS as appropriate. The vertical alignment documents reflect these adjustments.

Vertical alignment: [English language arts and reading recommendations](#) (PDF, 195KB)

Recommendations for Consideration at First Reading (January 2017)

The following documents reflect recommendations for the English language arts and reading

Author's craft: listening, speaking, reading, and writing using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within ; develop his or her own products and performances. The student is expected to:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24
(9)	(10)	(10)	(10)	(10)	(10)	(9)	(9)	(9)
(A) discuss with adult assistance the author's purpose for writing text;	(A) discuss the author's purpose for writing text;	(A) discuss the author's purpose for writing text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;
(B) discuss with adult assistance how the use of text structure contributes to the author's purpose;	(B) discuss how the use of text structure contributes to the author's purpose;	(B) discuss how the use of text structure contributes to the author's purpose;	(B) explain how the use of text structure contributes to the author's purpose;	(B) explain how the use of text structure contributes to the author's purpose;	(B) analyze how the use of text structure contributes to the author's purpose;	(B) analyze how the use of text structure contributes to the author's purpose;	(B) analyze how the use of text structure contributes to the author's purpose;	(B) analyze how the use of text structure contributes to the author's purpose;
(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	(C) discuss the author's use of print and graphic features to achieve specific purposes;	(C) explain the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;
(D) discuss with adult assistance how the author uses words that help the reader visualize; and	(D) discuss how the author uses words that help the reader visualize; and	(D) discuss the use of descriptive, literal, and figurative language;	(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;	(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;	(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;	(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes;

Vertical alignment for proposed English language arts and reading TEKS:

<http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539613875>

Spanish Language Arts and Reading and English as a Second Language TEKS

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Vertical alignment: [Spanish language arts and reading recommendations](#) (PDF, 1,127KB)

Recommendations for Consideration at First Reading (January 2017)

The SBOE asked that the SBOE-appointed English and Spanish language arts and reading expert reviewers develop recommendations on the English and Spanish language arts and reading TEKS.

The following documents reflect recommendations for the Spanish language arts and reading and

Contact Information

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(512) 463-9581
teks@tea.texas.gov



Developing and sustaining foundational language skills: listening, speaking, and discussion—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected								
Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23
(1) (A) listen actively and ask questions to understand information;	(1) (A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	(1) (A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	(1) (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;	(1) (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;	(1) (A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;	(1) (A) listen actively to interpret a message, ask clarifying questions, and respond appropriately;	(1) (A) listen actively to interpret a message and ask clarifying questions that build on others' ideas;	(1) (A) listen actively to interpret a message by summarizing, asking questions, and making comments;
(B) follow oral directions that involve a short, related sequence of actions;	(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;	(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;	(B) follow, restate, and give oral instructions that involve a series of related sequences of action;	(B) follow, restate, and give oral instructions that involve a series of related sequences of action;	(B) follow, restate, and give oral instructions that include multiple action steps;	(B) follow and give oral instructions that include multiple action steps;	(B) follow, restate, and give increasingly complex oral instructions to perform specific tasks, answer questions, or solve problems;	(B) follow, restate, and give complex oral instructions to perform specific tasks, answer questions, or solve problems;
(C) share information and ideas by speaking audibly and clearly using the conventions of language;	(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;	(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and	(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and	(C) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively;	(D) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively;
(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and	(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others,	(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others,	(D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and	(D) work collaboratively with others to develop a plan of shared responsibilities.	(D) work collaboratively with others to develop a plan of shared responsibilities.	(D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking	(E) engage in meaningful discourse and provide and accept constructive feedback from others.	(F) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time

Vertical alignment for proposed Spanish language arts and reading TEKS:

<http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=51539613911&libID=51539613912>

Where to find the revised TEKS?

English language arts and reading TEKS

1st reading rule text—

Elementary:

<http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539613524>

Middle School:

<http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539613525>

Vertical alignment documents—

English TEKS review webpage

[http://tea.texas.gov/Academics/Curriculum Standards/TEKS Texas Essential Knowledge and Skills \(TEKS\) Review/English Language Arts and Reading TEKS/](http://tea.texas.gov/Academics/Curriculum_Standards/TEKS_Texas_Essential_Knowledge_and_Skills_(TEKS)_Review/English_Language_Arts_and_Reading_TEKS/)



Where to find the revised TEKS?

Spanish language arts and reading TEKS

1st reading rule text—

Elementary:

<http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539613531>

Middle School:

<http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539613532>

Vertical alignment documents—

Spanish TEKS review webpage

[http://tea.texas.gov/Academics/Curriculum Standards/TEKS Texas Essential Knowledge and Skills \(TEKS\) Review/English Language Arts and Reading TEKS/](http://tea.texas.gov/Academics/Curriculum_Standards/TEKS_Texas_Essential_Knowledge_and_Skills_(TEKS)_Review/English_Language_Arts_and_Reading_TEKS/)



Where to find the revised TEKS?

Once final, the rule text for English and Spanish language arts and reading will be available online at—

SBOE Rules, Adopted Rules - Not Yet Effective webpage

[http://tea.texas.gov/About TEA/Laws and Rules/SBOE Rules \(TAC\)/Adopted State Board of Education Rules - Not Yet Effective/](http://tea.texas.gov/About_TEA/Laws_and_Rules/SBOE_Rules_(TAC)/Adopted_State_Board_of_Education_Rules_-_Not_Yet_Effective/)



Structure of the TEKS

- **Introduction**
- **Knowledge and Skill Statements**
- **Student Expectations**



Structure of the TEKS

Introduction

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



Structure of the TEKS

Knowledge and Skill Statements

- Broad statements of what students must know and be able to do
- Sometimes organized into strands



Structure of the TEKS

Student Expectations (SEs)

- Directly related to the knowledge and skill statement
- Are more specific about how students demonstrate their learning
- Come after the phrase “The student is expected to....”



Structure of the TEKS

Breakouts

- The component parts of each student expectation
- Used to determine coverage of an SE
- Provided by TEA



Example (Spanish, Grade 3)

Knowledge and Skills Statement

(3) Developing and sustaining foundational language skills: listening, speaking, reading, and writing-- vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

Student Expectation

(A) use print or digital resources to determine meaning, syllabication, and pronunciation

Breakout Example (Spanish, Grade 3)

Knowledge and Skills Statement	Student Expectation	Breakout
(3) The student uses newly acquired vocabulary expressively. The student is expected to:	(A) use print or digital resources to determine meaning, syllabication, and pronunciation	(i) use print or digital resources to determine meaning
		(ii) use print or digital resources to determine syllabication
		(iii) use print or digital resources to determine pronunciation

Determining TEKS Coverage

In order for a product to be eligible for placement on the list of adopted materials, the instructional material must

- address at least 50% of the total number of **student expectations** and
- address 100% of the designated ELPS (if applicable).



Determining TEKS Coverage

All student expectations within a given **knowledge and skills statement** do not need to be sufficiently addressed in order for an individual SE within that group to count toward the 50%.

However, all **breakouts** within a given **student expectation** must be sufficiently addressed in order for an individual SE to be counted toward the 50%.



Determining TEKS Coverage

A publisher's citation for coverage of any specific student expectation may be accepted only if it provides one of the following:

- (i) an opportunity for **the teacher to teach** the component of the knowledge or skill in the teacher material;
- (ii) an opportunity for **the student to learn** the component of the knowledge or skill in the student material or the teacher material; or
- (iii) an opportunity for **the student to demonstrate** the component of the knowledge **or practice** the component of the skill in the student material or the teacher material.

English Language Proficiency Standards (ELPS)

- one set of ELPS, no difference by grade level
- outline English language proficiency level descriptors for English language learners (ELLs) in listening, speaking, reading, and writing
- school districts must implement the ELPS as an integral part of each subject in the required curriculum
- materials must only cover only those that have been designated as appropriate for inclusion in instructional materials
- fewer in total than student expectations for most grade levels and courses
- focus is on teacher materials



English Language Proficiency Standards (ELPS)

100% of the ELPS must be addressed in instructional materials for all English language arts courses as well as for middle school English as a second language courses, English Learners Language Arts, Grade 7 and Grade 8.



Proclamation 2019

Kelly Callaway

La deuxième partie

The Call

- English Language Arts and Reading
kindergarten–grade 8
- Spelling
grades 1–6
- Handwriting
grades K–5
- Spanish Language Arts and Reading
kindergarten–grade 6
- English Learners Language Arts
grades 7–8
- Personal Financial Literacy

The Submissions

- New materials developed to align to the revised TEKS
- Existing materials aligned to the revised TEKS*
- Supplemental materials to address the new or expanded standards and to be used in conjunction with currently adopted materials
(Correlations will include citations from both the existing and the new material.)

*Publishers that submit new products must also provide new correlations to any currently adopted materials.

The Action

State Board of Education—April 18–21

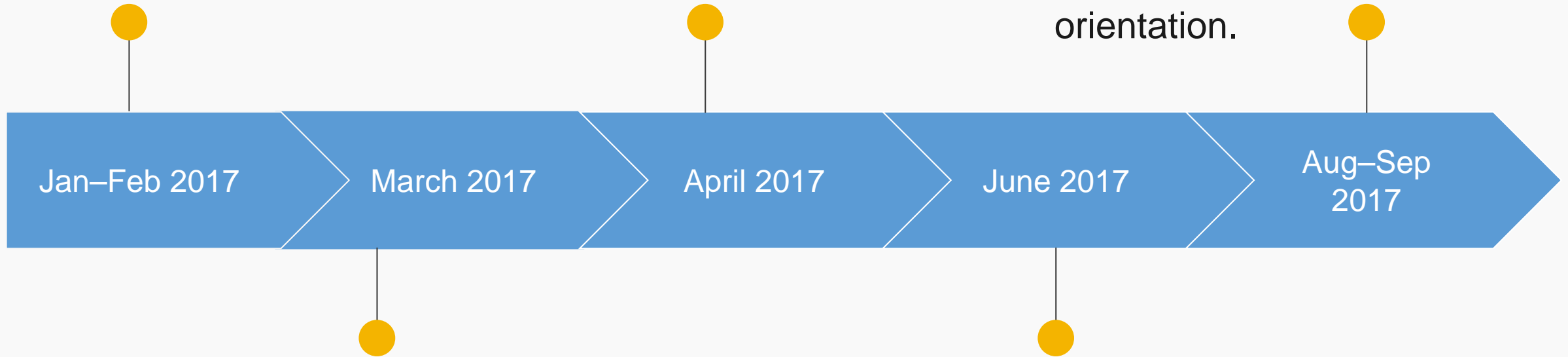
- Committee of the Full Board Meeting—Tuesday, April 18 or Wednesday, April 19
- SBOE General Meeting—Friday, April 21

The final adoption of the TEKS is expected to follow the same schedule.

The SBOE discussed *Proclamation 2019*. A draft version is posted on TEA's website.

Proclamation 2019 is presented to the SBOE for action.

TEA posts the publisher handbook and state review panel (SRP) nomination form and conducts publisher orientation.



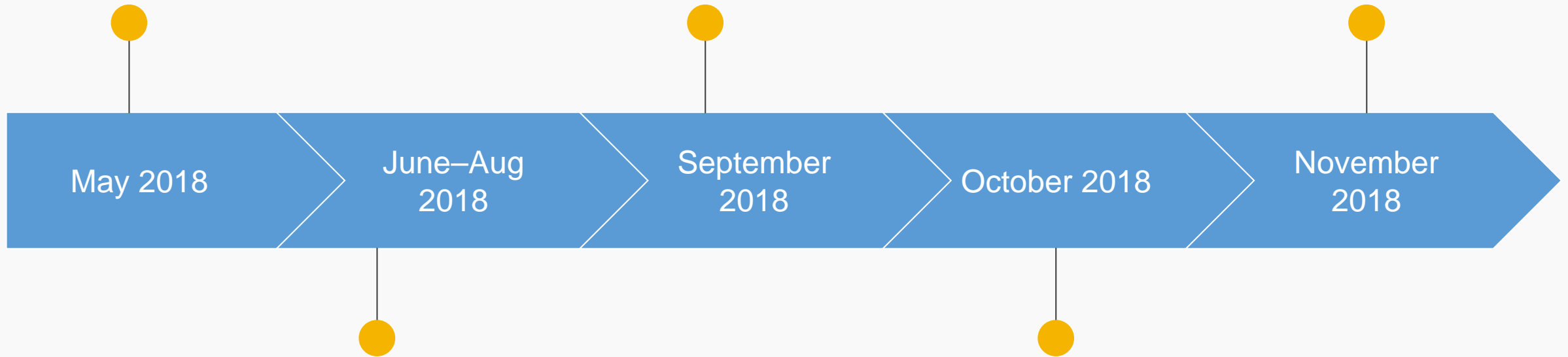
TEA conducts a meeting to discuss *Proclamation 2019* and solicit feedback.

Proclamation 2019 Questions and Answers is presented to the SBOE.

TEA provides details about the SRP meetings.

SBOE holds a public hearing regarding materials under consideration for adoption.

SBOE takes action regarding materials submitted under *Proclamation 2019*.



TEA conducts SRP meetings and releases a preliminary report on materials.

Report of Required Corrections of Factual Errors and List of Instructional Materials Eligible for Adoption Under Proclamation 2019 are posted.

La Fin



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Proclamation 2019 Overview

Amie Williams, Review and Adoption Director
Instructional Materials Division
Texas Education Agency
March 22, 2017

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Texas Education Agency,

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phone: (512) 463-9270 or (512) 463-7822

Email: copyrights@tea.texas.gov

Components of *Proclamation* *2019*

- Schedule of Adoption Procedures
- Additional Information
- Accessibility Requirements
- Deliverables and Other Requirements
- Student Enrollment and Standards
- TEKS and ELPS
- Appendix

Schedule of Adoption Procedures

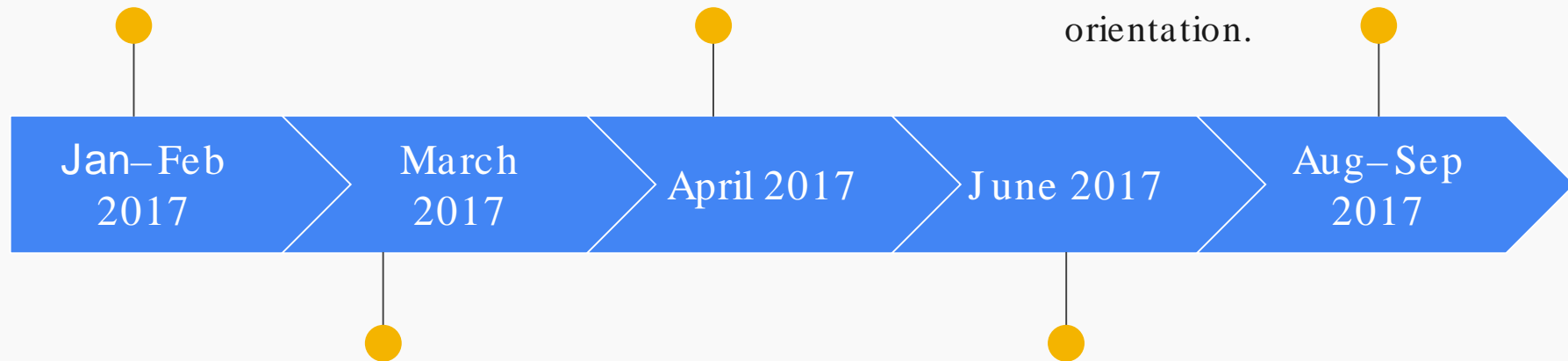
This section outlines significant dates and deadlines for all parties involved, including the SBOE, TEA, publishers, state review panel members, education service centers (ESCs), members of the public, and school districts.

It is important to read this section carefully and record all relevant due dates.

The SBOE discussed *Proclamation 2019*. A draft version is posted on TEA's website.

Proclamation 2019 is presented to the SBOE for action.

TEA releases the *Proclamation 2019 Publisher Handbook* and nomination form and conducts a publisher orientation.



TEA conducts a meeting to discuss *Proclamation 2019* and solicit feedback.

Proclamation 2019 Questions and Answers is presented to the SBOE.

Courses have been placed into two groups:

Group A:

- English Language Arts and Reading
- Spelling
- Handwriting
- Personal Financial Literacy
- English Learners Language Arts

Group B:

- Spanish Language Arts and Reading

Proclamation 2019 Publisher Deadlines

	Group A	Group B
<i>Statement of Intent to Bid</i>	December 8, 2017	December 8, 2017
<i>Complete Description</i>	January 26, 2018	January 26, 2018
Preliminary correlations	February 23, 2018	February 23, 2018
Pre-adoption sample	April 6, 2018	May 4, 2018
Correlations	April 6, 2018	May 4, 2018

Statement of Intent to Bid

- Indicates a publisher's desire to participate
- Is required for each product and course
- Provides basic information about materials
 - Program title
 - Course or grade level for which materials are intended
 - Estimated TEKS coverage percentage
 - Media format
 - Preliminary price
 - Technical requirements

Proclamation 2019 Publisher Deadlines

	Group A	Group B
<i>Statement of Intent to Bid</i>	December 8, 2017	December 8, 2017
<i>Complete Description</i>	January 26, 2018	January 26, 2018
Preliminary correlations	February 23, 2018	February 23, 2018
Pre-adoption sample	April 6, 2018	May 4, 2018
Correlations	April 6, 2018	May 4, 2018

Complete Description

- Provides more details about the components that will be used to verify TEKS coverage at the review
 - Program and component titles
 - ISBNs for the program and each component
 - Number of pages and weight for all print components
 - System requirements for all digital components
- Is required for each product and course
- Is required for each media format

Proclamation 2019 Publisher Deadlines

	Group A	Group B
<i>Statement of Intent to Bid</i>	December 8, 2017	December 8, 2017
<i>Complete Description</i>	January 26, 2018	January 26, 2018
Preliminary correlations	February 23, 2018	February 23, 2018
Pre-adoption sample	April 6, 2018	May 4, 2018
Correlations	April 6, 2018	May 4, 2018

Preliminary Correlations

- Provides information regarding the specific location in instructional materials where publishers believe the TEKS and ELPS are covered
- Allows TEA an opportunity to review and provide feedback before final correlations are due
- Are required for one product and course

Proclamation 2019 Publisher Deadlines

	Group A	Group B
<i>Statement of Intent to Bid</i>	December 8, 2017	December 8, 2017
<i>Complete Description</i>	January 26, 2018	January 26, 2018
Preliminary correlations	February 23, 2018	February 23, 2018
Pre-adoption sample	April 6, 2018	May 4, 2018
Correlations	April 6, 2018	May 4, 2018

Pre-Adoption Samples

- Publishers must provide one complete, electronic, pre-adoption sample copy of instructional materials submitted for consideration to TEA and each ESC.
- New (not currently adopted) digital programs, including online programs, must embed the correlations to the TEKS and ELPS (if applicable) in the program and be equipped with a word search feature.
- Programs that require a login must allow multiple, simultaneous users.
- Samples will remain available on the TEA website for public review until the deadline for post-adoption samples.

Proclamation 2019 Publisher Deadlines

	Group A	Group B
<i>Statement of Intent to Bid</i>	December 8, 2017	December 8, 2017
<i>Complete Description</i>	January 26, 2018	January 26, 2018
Preliminary correlations	February 23, 2018	February 23, 2018
Pre-adoption sample	April 6, 2018	May 4, 2018
Correlations	April 6, 2018	May 4, 2018

Correlations

- Provide information regarding the specific location in instructional materials where publishers believe the TEKS and ELPS are covered
- Are required for every product and course
- Are used by state review panels as the primary resource for determining TEKS coverage
- Should be carefully chosen and constructed and very clear

TEA provides details and instructions regarding the state review panel meetings.

SBOE holds a public hearing regarding materials under consideration for adoption.

SBOE takes action regarding materials submitted under *Proclamation 2019*.



TEA conducts state review panel meetings and releases a preliminary report on materials under consideration for adoption.

Report of Required Corrections of Factual Errors and List of Instructional Materials Eligible for Adoption Under Proclamation 2019 are posted.

Additional Information

This section provides guidance and statutory citations regarding the adoption process and conditions for adoption.

Accessibility Requirements

This section provides information about the various requirements publishers of both print and electronic materials must meet in order to ensure that the materials are accessible to students with disabilities.

All materials must meet the applicable standards as a condition of adoption.

Deliverables and Other Requirements

This section lists publisher requirements, provides detailed information about each deliverable or requirement, and provides statutory citations.

The items in this section are organized in the order in which they are due.

Student Enrollment

This section provides the enrollment numbers based on the information available in PEIMS for the 2015–16 school year.

If the course is a new course, enrollment information will not be available.

Enrollment numbers will be updated to the 2016–17 school year once the information is available.

TEKS and ELPS

TEKS

- The links provided in the proclamation are NOT the new TEKS that instructional materials must cover.
- TEA will update the proclamation with links to new TEKS as soon as they are available.
- Instructional materials must cover at least 50% of the TEKS in order to be eligible for adoption.

ELPS

- The link provided in the proclamation IS the most up-to-date information.
- Instructional materials must cover 100% of the applicable ELPS in order to be eligible for adoption.
- In this proclamation, ELPS coverage required in the materials except those submitted for Spanish Language Arts and Reading.

Appendix

This section contains a list of resources for the following:

- General accessibility
- Designing accessible websites
- Closed-captioning and audio description

There is also a glossary that defines many of the terms used throughout the proclamation.

Questions

review.adoption@tea.texas.gov

(512) 463-9601

Accessible Instructional Materials

Accessible Materials



- The Individuals with Disabilities Education Act (IDEA) requires school districts to provide accessible versions of instructional materials to students who are blind or otherwise unable to use printed materials.
- State-adopted accessible instructional materials are provided at no cost to eligible students.

Accessible Print Materials



- Publishers of adopted print materials must provide NIMAS files of their programs to facilitate the production of specialized formats.
- National Instructional Materials Accessibility Standard (NIMAS) is a technical standard used to produce XML-based source files, from which accessible, student-ready alternate-format versions (e.g., braille, e-text, digital talking book, large-print) can be created and distributed to students with print disabilities.

Accessible Print Materials (continued)



- NIMAS files are required for all printed instructional materials.
- The NIMAS *Technical Specification, v1.1*, can be found at <http://aem.cast.org/creating/nimas-technical-specification-annotated.html>.
- New publishers should email nimac@aph.org to request a publisher account.

Accessible Print Materials

(continued)



- The National Instructional Materials Access Center (NIMAC) provides instructions regarding how to set up an account, prepare metadata correctly, and make submissions.
- Visit <http://www.nimac.us/publishers.html> for more information.
- Publishers must provide contact information of the production manager and the contact information of the individual providing NIMAS files at the time other contact information is provided.

National Center on Accessible Educational Materials



About AEM ▸ Navigating AEM ▸ Supporting Learners ▸ Policies & Systems ▾ **Creating AEM ▸**

Home » Creating AEM » Best Practices for Publish...

▸ National Instructional Materials Accessibility Standard (NIMAS)

▸ Accessibility Standards, Specifications & Guidelines

▾ **Best Practices for Publishers & Software Developers**

NIMAS Files Best Practices
DAISY and NIMAS in HTML
NIMAS Fileset Validators Comparison
Content Development & Design
NIMAS Conversion Tool
Other Format Conversion Tools
Understanding XML
Understanding DAISY
CAST Figuration
Market Initiatives

Best Practices for Educators & Instructors

Open Educational Resources (OERs)

Content Conversion Services for Publishers

Best Practices for Publishers & Software Developers



Be sure to refer to the sub-pages in this section for additional information about best practices for publishers and software developers as well as the links to outside resources, listed below.

Useful Accessibility Guidance & Support

Additional resources that may prove useful to publishers, developers, educators and others who create content to support the education of children and adults.

- [Section 508 Standards](#) ↗
- [GSA Government-wide Section 508 Accessibility Program](#) ↗
- [About the Section 508 ICT Refresh](#) ↗
- [GSA 508 Tutorials, Guidance, Checklists](#) ↗
- [Accessible Publishing Best Practice Guidelines for Publishers](#) ↗
- [STEM Content Description within Digital Talking Books](#) ↗
- [Accessible Assessments: Item Writer Guidelines](#) ↗
- [National Center on Education Outcomes Policy and Practice Guidance](#) ↗
- [Adobe Flash Accessibility](#) ↗
- [Adobe Accessibility](#) ↗
- [Accessible Digital Learning Materials—Publisher/Developer Best Practices Guidelines](#) ↗ (5/16/13 draft)



Photo by Viktor Hanocek ↗

National Instructional Materials Access Center



National Instructional
Materials Access Center

Login

Search the NIMAC



Created by IDEA 2004, NIMAC is a federally funded, online file repository of source files in the NIMAS format. Here, authorized users can access more than 43,000 K-12 NIMAS-format files that can then be converted to accessible content for students with disabilities.

[Learn More](#)

BIG NEWS! The NIMAC will be releasing a completely redesigned online system **March 21, 2017!** Check your email soon for information on upcoming trainings!

[About NIMAC](#)

[State
Coordinators](#)

[Authorized
Users](#)

[Publishers &
Conversion
Houses](#)

[Accessible
Media
Producers](#)

[Teachers
Parents &
Students](#)

Accessible Electronic Materials



Publishers that have electronic instructional materials adopted by the SBOE must contract with a reputable third party to provide a report for each electronic component that verifies that the components follow Web Content Accessibility Guidelines (WCAG) 2.0 AA and technical standards required by the Federal Rehabilitation Act, Section 508.

Additional information to assist with this requirement may be found in the appendix of *Proclamation 2019* in the following sections:

- Accessibility Requirements, page 11
- Accessibility Report, pages 14–15

Section 508



GSA Section508.gov
GSA Government-wide Section 508 Accessibility Program

[Site Map](#) [About Us](#) [Accessibility](#) [Contact Us](#) [Plug-Ins](#)

[Home](#) » Welcome to Section508.gov

Learn



Understand Section
508 Law and
Regulations

Buy



Buy Accessible
Procurement and
Contracting

Build



Accessible
Development and
Repair

Manage




Agency Section
508 Programs

Sell



Vendors Selling
Accessible ICT

Web Accessibility Guidelines

 **Web Accessibility initiative**

WAI: Strategies, g

W3C Home

Web Accessibility Initiative (WAI) Home

Getting Started

- Accessibility Basics
 - Accessibility - W3C
 - Introduction to Accessibility
 - Essential Components
 - Perspectives Videos
 - Business Case
- Accessibility Tips
 - Tips for Getting Started
- Using the Web
 - Better Web Browsing Tips
 - Contact Inaccessible Websites

Designing for Inclusion

Guidelines & Techniques

Planning & Implementing

Evaluating Accessibility

Getting Started with Web Accessibility

The Web Accessibility Initiative (WAI) develops strategies, guidelines, and resources to help make the Web and [let us know](#) if you can't find what you're looking for, or have any suggestions.

Accessibility Basics

[Accessibility - W3C](#)

The first place to start for a short introduction to Web accessibility.

[Introduction to Web Accessibility](#)

Introduces Web accessibility and links to additional resources.

[Essential Components of Web Accessibility](#)

Shows how Web accessibility depends on several components of Web development and interaction v Content Accessibility Guidelines (WCAG), Authoring Tool Accessibility Guidelines (ATAG), and User A

[Web Accessibility Perspectives: Explore the Impact and Benefits for Everyone](#)

Explores the impact of accessibility for people with disabilities and the benefits for everyone. Intro **short videos**, brief descriptions, and links to learn more. Tag line: *Web Accessibility: Essential for some, Useful for all*

[Developing a Web Accessibility Business Case for Your Organization](#)

Presents benefits and costs of Web accessibility and includes guidance on incorporating these aspec case. Includes separate pages for [Social Factors](#), [Technical Factors](#), [Financial Factors](#), and [Legal & F](#) supporting [Resources](#).

Questions



Next Steps



Next Steps

- Review important information
 - Texas Education Code, Chapter 31
 - Texas Administrative Code, Chapter 66
 - *Proclamation 2019*
- Explore the TEA website
- Sign up for the review and adoption listserv
- Watch live or archived SBOE meetings in April and June
- Mark your calendar for *Statement of Intent to Bid* due date—December 8, 2017

Questions



Contact Information

review.adoption@tea.texas.gov

(512) 463-9601

A word cloud featuring the phrase "Thank You" in numerous languages and colors. The words are arranged in a circular pattern, with "Thank You" in large green letters at the top. Other prominent words include "Gracias" in large green letters on the right, "Merci" in large green letters on the left, and "Danke" in large brown letters on the right. Smaller words in various colors (red, orange, yellow, green, blue, purple) include "Salamat", "Gamsahabnida", "Gratias Ago Vos", "Xièxiè Nín", "Dankon", "Terima Kasih", "Dank U", "Khokhobchai Than", "Dankie dat U Sas efcharistó", "Dhan'yavāda", "Arigato", "Ngiyabonga", "Sağ Olun", "Gràcies", "Va Multumesc", "Go raibh maith agat", "Dziękujemy", "spasibo", "Tack", "Obrigado", "Hvala", "Köszönöm", "Asante", "Teşekkürler", "Grazie", "Dioch yn fawr", and "bekka bér".