Proclamation 2020 Publisher Orientation

September 21, 2018

Purpose

To present expectations and requirements so publishers can make an informed decision about participating in *Proclamation 2020* and to provide next steps in the review and adoption process

Poll Question #1

What is your role?

- Content developer or editorial staff

- Bids and contracts staff or sales manager

- Web accessibility specialist

- Campus or district personnel

- Other

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Agenda

1:00	Welcome—Sarah
1:15	Participating in *Proclamation 2020*—Kelly
1:30	TEKS & ELPS—Jessica
2:10	Machine-Readable TEKS—Hugh
2:20	Accessibility Requirements—Debbie
2:30	*Proclamation 2020* Deadlines & Resources—Amie
2:40	Closing Remarks—Kelly

Poll Question #2

Did you participate in either

Proclamation 2010 or *Proclamation 2011*?

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Poll Question #3

Have you participated in an adoption since the establishment of the technology and instructional materials allotment?

Poll Question #4

If you have participated in a recent adoption, for which of the following proclamations have you submitted materials?

- *Proclamation 2014* or *Proclamation 2015*

- *Proclamation 2017* or *Proclamation 2018*

- *Proclamation 2019*

- None of the above

Next Up

Participating in *Proclamation 2020* with Kelly Callaway

Participating in *Proclamation 2020*
What you need to know

Kelly Callaway
Senior Director, Instructional Materials

Vocabulary

Vocabulary
Acronyms and Initialisms You Should Learn

Acronym/Initialism	Term
AIM	Accessible Instructional Materials
ESC	Education Service Center
ELPS	English Language Proficiency Standards
EMAT	Our IM ordering system (You are correct—that is neither an acronym nor an initialism!)
IM	Instructional Materials
KSS	Knowledge and Skills Statement
NIMAC	National Instructional Materials Access Center
NIMAS	National Instructional Materials Accessibility Standard

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Vocabulary
Acronyms and Initialisms You Should Learn

Acronym/Initialism	Term
SBOE	State Board of Education
SE	Student Expectation
SOITB	Statement of Intent to BID
SRP	State Review Panel
TAC	Texas Administrative Code
TEC	Texas Education Code
TEKS	Texas Essential Knowledge and Skills
WCAG	Web Content Accessibility Guidelines

Funding

Funding

- ❑ $1,078,839,560 in 2018–2019 Biennium
- ❑ Set-asides: $80,146,941.24 $186.32 per student in 2018–2019 Biennium
- ❑ Plus $19.19 per bilingual student

Funding
Allowable Spending

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
Activities related to local review and adoption	Equipment or software for moving, storing, or taking inventory of instructional materials

Review and Adoption of Instructional Materials

Proclamation 2020

- ❑ A proclamation is the SBOE's method of calling for instructional materials for a specific subject or set of courses.

- ❑ *Proclamation 2020* calls for materials for the following:

Proclamation 2020

English Language Arts and Reading	
▪ **§110.36 English I** ▪ **§110.37 English II** ▪ **§110.38 English III** ▪ **§110.39 English IV** ▪ §110.47 Reading I, II, III ▪ §110.48 College Readiness and Study Skills ▪ §110.49 Visual Media Analysis and Production ▪ §110.50 Contemporary Media ▪ §110.51 Literary Genres ▪ §110.52 Creative Writing ▪ §110.53 Research and Technical Writing ▪ §110.54 Practical Writing Skills ▪ §110.55 Humanities	▪ §110.54 Practical Writing Skills ▪ §110.55 Humanities ▪ §110.57 Public Speaking I, II, III ▪ §110.58 Communication Applications ▪ §110.59 Oral Interpretation I, II, III ▪ §110.60 Debate I, II, III ▪ §110.62 Journalism ▪ §110.64 Advanced Broadcast Journalism ▪ §110.65 Photojournalism ▪ §110.66 Advanced Journalism: Yearbook I, II, III ▪ §110.66 Advanced Journalism: Newspaper I, II, III ▪ §110.66 Advanced Journalism: Literary Magazine
English as a Second Language	
▪ §128.2. English Learners Language Arts (ELLA), Grade 7 ▪ §128.23 English Learners Language Arts (ELLA), Grade 8 ▪ **§128.34 English I for Speakers of Other Languages**	▪ **§128.35 English II for Speakers of Other Languages** ▪ **§128.36 English Language Development and Acquisition (ELDA)**

Proclamation 2020

It also sets up some fairly new options:

o Submit existing materials with new correlations (*Some publishers will be required to.)

o Submit 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 if they intend to continue selling those materials.

Adoption

Products are adoptable at the state level if they meet the following conditions:

- ❑ Cover at least 50% of the TEKS

- ❑ Cover 100% of the required ELPS

- ❑ Are free from factual errors, including significant grammatical or punctuation errors

- ❑ Are deemed to be suitable for the subject area and grade level

- ❑ Have been reviewed by academic experts in the subject and grade level

(TAC §66.66(b))

Other Chapter 66 Changes

❑ The original sample submission must remain unchanged through the entire review and adoption process, though updated samples can be added to the publisher's submission (TAC §66.28(c)(1)).

❑ The commissioner may remove materials from the adopted list if the publisher fails to meet deadlines established in the schedule of adoption procedures (TAC §66.66(f).

❑ A publisher of adopted materials may add post-contractual bids to its contract in response to identified needs of districts (TAC §66.72(d)).

Read These!

- §66.28. Requirements for Publisher Participation.

- §66.41. Adding Content During the Panel Review.

- §66.43. Adding Content During the Public Comment Period.

- §66.66. Consideration and Adoption of . . . .

- §66.73. Delivery of Adopted Instructional Materials.

- §66.75. Updates to Adopted Instructional Materials.

Poll Question #5

Have you already watched the TEKS and ELPS presentation from the *Proclamation 2020* Introduction webinar?

Next Up

TEKS & ELPS with Jessica Snyder

Proclamation 2020:
Texas Essential Knowledge and Skills

Jessica Snyder
Curriculum Standards and Student Support Division

The New High School English Language Arts and Reading and English as a Second Language TEKS

The New High School Reading and Language Arts and ESOL TEKS

- The revised TEKS for high school English I-IV and ESOL I-II were adopted May 2017.

- The TEKS for the other high school English courses were last revised in 2009.

- The English language arts and reading TEKS are available online at http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110c.html.

- Spanish language arts and reading TEKS are available online at http://ritter.tea.state.tx.us/rules/tac/chapter128/ch128c.html.

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The High School Reading and Language Arts and ESOL TEKS

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Home > Laws and Rules > 19 TAC Chapter 110

19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading

Subchapter C. High School

- §110.35.   Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, High School, Adopted 2017.
- §110.36.   English Language Arts and Reading, English I (One Credit), Adopted 2017.
- §110.37.   English Language Arts and Reading, English II (One Credit), Adopted 2017.
- §110.38.   English Language Arts and Reading, English III (One Credit), Adopted 2017.
- §110.39.   English Language Arts and Reading, English IV (One Credit), Adopted 2017.

The High School Reading and Language Arts and ESOL TEKS

The High School Reading and Language Arts and ESOL TEKS

TEA Website   A-Z Index   Contact TEA   Sign Up For Updates

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Home > Laws and Rules > 19 TAC Chapter 110

19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading

- §110.46. Independent Study in English (One-Half to One Credit).
- §110.47. Reading I, II, III (One-Half to Three Credits).
- §110.48. College Readiness and Study Skills (One-Half Credit).
- §110.49. Visual Media Analysis and Production (One-Half Credit).
- §110.50. Contemporary Media (One Credit).
- §110.51. Literary Genres (One-Half to One Credit).
- §110.52. Creative Writing (One-Half to One Credit).
- §110.53. Research and Technical Writing (One-Half to One Credit).
- §110.54. Practical Writing Skills (One-Half to One Credit).
- §110.55. Humanities (One-Half to Two Credits).
- §110.57. Public Speaking I, II, III (One-Half to One Credit).
- §110.58. Communication Applications (One-Half Credit).

Overview of changes to the TEKS

Strands

- The new TEKS are organized into seven strands—
  - Developing and sustaining foundational language skills
  - Comprehension
  - Response
  - Multiple genres
  - Author's purpose and craft
  - Composition
  - Inquiry and research

Overview of changes to the TEKS

Strands (cont'd)

- Strands include the four domains of language (listening, speaking, reading, and writing) and thinking.

- Some strands are made up of two or more substrands.

- Substrands vary by grade level.

- Substrands have unique knowledge and skill statements and organize student expectations into related categories within a strand.

Strands
(cont'd.)

Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

Strand

Strands
(cont'd.)

Strand

Substrands

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

Overview of changes to the TEKS

Substrands*

Developing & Sustaining Foundational Language Skills	Multiple Genres	Composition
Oral language		
Beginning reading and writing	Literary elements	Writing process
Vocabulary		
Fluency	Genres	Genres
Self-selected reading		

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Overview of changes to the TEKS

Revised Introduction

Topics addressed—

- Interconnectedness of the seven strands and their focus

- The recursive nature of the standards

- The relationship between text complexity and rigor across the grade levels

- Specific information to guide the instruction of English learners (ELs) in their acquisition of reading skills, their vocabulary development, and the improvement of their English-language proficiency

- The role of oral language proficiency in success in school

Overview of changes to the TEKS

Reading Genres	Grade Levels/Courses
Literary text	
Children's literature (fiction)	Kindergarten–Grade 5
Fiction	Grades 6–12
Poetry	All grades levels and courses (K–12)
Drama	All grades levels and courses (K–12)
Informational text	All grades levels and courses (K–12)
Persuasive text	Kindergarten–Grade 2
Argumentative text	Grades 3–12
Multimodal and digital texts	All grades levels and courses (K–12)

Overview of changes to the TEKS

Reading Genres

Course	Reading Genres
English I/ESOL I	The student is expected to read and respond to American, British, and world literature.
English II/ESOL II	The student is expected to read and analyze world literature across literary periods.
English III	The student is expected to read and analyze American literature across literary periods.
English IV	The student is expected to read and analyze British literature across literary periods.

Overview of changes to the TEKS

Writing Genres	Grade Levels/Courses
Literary text	
Children's literature (fiction)	Kindergarten–Grade 5
Fiction	Grades 6–12
Poetry	All grades levels and courses (K–12)
Drama	All grades levels and courses (K–12)
Informational text	All grades levels and courses (K–12)
Persuasive text	Kindergarten–Grade 2
Argumentative text	Grades 3–12
Multimodal and digital texts	All grades levels and courses (K–12)

Supporting Documents

English I-IV and ESOL I-II

- **Vertical Alignment Charts** that show how the student expectations progress across the grade levels

- **Side-by-Side Documents** that compare the current TEKS to the new TEKS

- **Breakouts** to identify the component parts of each student expectation and the ELPS

Other Reading and Language Arts Courses

Other Reading and Language Arts Courses

ESOL

- Grade 7 English Learners Language Arts (ELLA)

- Grade 8 ELLA

- English Language Development and Acquisition (ELDA)

Other Reading and Language Arts Courses

English Language Arts and Reading

- Independent Study in English
- Reading I-III
- College Readiness and Study Skills
- Visual Media Analysis and Production
- Contemporary Media
- Literary Genres
- Creative Writing
- Research and Technical Writing
- Practical Writing Skills
- Humanities

- Public Speaking I–III
- Communication Applications
- Oral Interpretation I–III
- Debate I–III
- Independent Study in Speech
- Journalism
- Independent Study in Journalism
- Advanced Broadcast Journalism I–III
- Photojournalism
- Advanced Journalism I–III: Yearbook, Newspaper, Literary Magazine

Understanding the TEKS and ELPS

Understanding the TEKS

TEKS Terminology

- Knowledge and Skills Statements

- Student Expectations

- Romanettes

- Strands

- Substrands

- Breakouts

Understanding the TEKS

Structure of the TEKS

- General Requirements (high school only)

- Introduction

- Knowledge and Skills Statements

- Student Expectations (SEs)

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General Requirements

A statement identifying course credit and any prerequisite or enrollment requirements

ESOL I, Adopted 2017

(2) ESOL I may be substituted for English I as provided by Chapter 74, Subchapter B, of this title (relating to Graduation Requirements). All expectations apply to ESOL I students; however, it is imperative to recognize critical processes and features of second language acquisition and to provide appropriate instruction to enable students to meet these standards.

Introduction

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

(1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

Knowledge and Skills Statements

Broad statements of what students must know/be able to do; sometimes organized into strands and substrands

English I, Adopted 2017

(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

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Knowledge and Skills Statements

Broad statements of what students must know/be able to do; sometimes organized into strands and substrands

ESOL I, Adopted 2017

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. **Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:**

Knowledge and Skills Statements

Broad statements of what students must know/be able to do; sometimes organized into strands and substrands

Oral Interpretation

(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:

Student Expectations (SEs)

- Are directly related to the knowledge and skill statement

- Are more specific about how students <u>demonstrate</u> their learning

- Always follow the phrase *The student is expected to:*

- Always begin with a verb

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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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Student Expectations (SEs)

Communications Applications

SE (1)(D)

The student is expected to:

identify the characteristics of oral language and analyze standards for using informal, standard, and technical language appropriately.

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Student Expectations (SEs)

ESOL I, Adopted 2017

SE (3)(C)

The student is expected to:

determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo.

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Breakouts

- Identify the component parts of each SE

- Are used to determine coverage of an SE

- Are provided by TEA

Breakouts

Knowledge and Skills Statement	Student Expectation	Breakout
(4) The student uses metacognitive skills to both develop and deepen increasingly complex texts. The student is expected to: English I, Adopted 2017	(E) make connections to personal experiences, ideas in other texts, and society	(i) make connections to personal experiences
		(ii) make connections to ideas in other texts
		(iii) make connections to society

Breakouts

Knowledge and Skills Statement	Student Expectation	Breakout
Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. ELDA, Adopted 2017	(J) use print or digital resources such as glossaries, English dictionaries, bilingual dictionaries, thesauri, and available technology to determine meanings and usage	(i) use print or digital resources to determine meanings (ii) use print or digital resources to determine usage

Understanding the ELPS

English Language Proficiency Standards (ELPS)

- Outline English language proficiency level descriptors for English language learners (ELLs) in listening, speaking, reading, and writing

- Must be covered if they have been designated as appropriate for inclusion in instructional materials

- Have fewer standards in total than student expectations for most grade levels and courses

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Understanding the ELPS

Breakouts

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. The student is expected to:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(i) spell familiar English words with increasing accuracy
		(ii) employ English spelling **patterns** with increasing accuracy as more English is acquired
		(iii) employ English spelling **rules** with increasing accuracy as more English is acquired

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Understanding the ELPS

Breakouts

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. The student is expected to:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(i) spell familiar English words with increasing accuracy
		(ii) employ English spelling **patterns** with increasing accuracy as more English is acquired
		(iii) employ English spelling **rules** with increasing accuracy as more English is acquired

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 SE must be sufficiently addressed in order for an individual SE to be counted toward the 50%.

Determining TEKS Coverage

An SE is addressed if all breakouts for the SE are addressed

- at least once in the student text narrative, **and**
- once in an end-of-section review exercise, an end-of-chapter activity, or a unit test.

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Determining TEKS Coverage

Knowledge and Skills Statement	Student Expectation	Breakout
Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. ELDA, Adopted 2017	(J) use print or digital resources such as glossaries, English dictionaries, bilingual dictionaries, thesauri, and available technology to determine meanings and usage ✓	(i) use print or digital resources to determine meanings ✓ (ii) use print or digital resources to determine usage ✓

Determining TEKS Coverage

Knowledge and Skills Statement	Student Expectation	Breakout
(4) The student uses metacognitive skills to both develop and deepen increasingly complex texts. The student is expected to: English I, Adopted 2017	(E) make connections to personal experiences, ideas in other texts, and society ✘	(i) make connections to personal experiences ✔ (ii) make connections to ideas in other texts ✘ (iii) make connections to society ✔

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Determining ELPS Coverage

Student expectations for the ELPS are addressed if all breakouts of the SE are addressed at least once.

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Poll Question #6

Are you familiar with the term

machine-readable TEKS?

Next Up

Machine-Readable TEKS with Hugh Norwood

Machine-Readable TEKS

Hugh Norwood
CEO, Trinity Education Group

What are the machine-readable TEKS?

- They are a digital version of the TEKS.

- Development of the machine-readable TEKS was driven by district need.

- Publishers are required to align digital content to the machine-readable TEKS.

- TEKS data is structured to meet interoperability requirements (IMS Global CASE specification) and reflects the TEKS as found on the TEA website.

- Each TEKS (including Introduction, Knowledge & Skills Statement, Student Expectation) has a **unique identifier** digital publishers can align their content to.

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How can publishers use the machine-readable TEKS?

- You can access the machine-readable TEKS at https://teks.texasgateway.org.

- You can download as CSV files, or access the machine-readable data directly using the application program interface (API).

- We will provide you guidance throughout this process.

Machine-Readable TEKS

Home   Help   My account   Log out

Getting Started

Accessing Machine-Readable TEKS

The machine-readable TEKS can be accessed in two ways:

1. Machine-readable JSON data, which can be retrieved here using the API
2. CSV files, which can be downloaded here and opened in Microsoft Excel or another spreadsheet viewer

IMS Global CASE Documentation

The machine-readable TEKS conform to the IMS Global CASE specification. For more information about the specification, as well as best practices for implementing, please review the documentation linked below.

- CASE 1.0 Specification (Information Model)
- CASE 1.0 Best Practices and Implementation Guide

API Resources

Download CSVs

Versions and Updates

Need Help?

For assistance using the machine-readable TEKS, visit https://teks-support.texasgateway.org or email

teks-support@texasgateway.org.

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Poll Question #7

Have you ever conducted an accessibility audit for your digital products?

Next Up

Accessibility Requirements

with Debbie Gonzales

Accessible Instructional Materials

Debbie Gonzales
Accessible Instructional Materials Coordinator
Instructional Materials Division

September 21, 2018

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Accessibility

In order to be eligible for adoption, all instructional materials must be accessible to students with disabilities.

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What is Accessibility for Instructional Materials?

Accessibility is

- the practice of making instructional materials usable by as many people as possible,

- treating everyone the same, and

- giving everyone the same opportunities, no matter what their ability or circumstances.

Accessible instructional materials are designed or enhanced in a way that makes them usable across the widest range of learner variability, regardless of format.

Print Materials

- Students with print disabilities may need to use specialized formats.

- TEA contracts with a third party to convert adopted print materials to accessible formats.

- The Individuals with Disabilities Act (IDEA) identifies four specialized formats that include the following:
  - Braille
  - Large-print
  - Audio
  - Digital Text

Print Materials

Publishers of print materials will be required to provide TEA and the designated third party with digital files that conform to the NIMAS files that will be used to produce materials in the specialized formats.

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Print Materials

What to know about NIMAS files:

- NIMAS files are XML-based source files created by publishers or other content producers to be used to create accessible specialized formats (braille, audio, digital, or large-print) of print instructional materials.
- There may be two versions of the NIMAS files.
  - Pre-adopted files
  - Corrected (final) files
- There may be fees associated with the creation of NIMAS files.

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Print Materials

- The NIMAC provides instructions on how to set up an account, prepare metadata correctly, and make submissions.

- Visit the publishers' pages at the NIMAC for more information.

Print Materials

Resources:

- [National Association of Accessible Educational Materials – National Instructional Materials Accessibility Standard](#)
- [NIMAC](#)
- [NIMAS Files Best Practices](#)
- [Creating NIMAS Files](#)

Electronic Materials

- Electronic instructional materials must comply with the technical standards of the Federal Rehabilitation Act, Section 508 which now includes the Web Content Accessibility Guidelines (WCAG) 2.0, Level AA.

- Publishers of electronic materials will be required to contract with an independent third party to provide a report that verifies each electronic component complies with the appropriate accessibility standards.

Born Digital vs Born Accessible

- Materials that are created from the start to be presented on a digital platform are considered *born digital*.

- Digital does not always mean accessible.

- Accessibility is the ability of users with disabilities to effectively use websites, mobile or web-based applications, software, and hardware.

- These systems should be designed in such a way that they interact appropriately with assistive technologies.

Born Digital vs Born Accessible (continued)

Assistive technologies can include

- screen readers, braille keypads, and screen magnification software so that users who are blind or low-vision can read the content;

- voice recognition software that helps those with mobility disabilities navigate the web and type using only their voice; or

- head pointers and switch devices that allow those with more limited movement navigate without using their hands or a traditional mouse.

Born Digital vs Born Accessible (continued)

- There is a new imperative for publishers to create content that not only is *born digital* but also *born accessible*.

- Consider ways to make digital content accessible to all and shift to *born accessible* thinking.

- Visit www.aem.cast.org to learn about best practices for publishers and software developers.

Web Accessibility

- [Accessibility 101: An Ingredient in the Recipe, Not an Addition for Afterwards](#)

- [Level Access](#) – Provides accessibility webinars for free

Web Accessibility

- [Accessibility 101: An Ingredient in the Recipe, Not an Addition for Afterwards](#)

- [Level Access](#) – Provides accessibility webinars for free

Accessibility Contacts

Debbie Gonzales, Accessible Instructional Materials Coordinator

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Lea Ann Lee, Accessibility Specialist

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Poll Question #8

Do you currently subscribe to the Review and Adoption listserv?

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Proclamation 2020 Deadlines and Resources with

Amie Williams

Publisher Deadlines and Resources

Amie Williams
Director, Review and Adoption

September 21, 2018

Company Information Form

- **What:** Contact information for individual(s) at your company who are responsible for the following:
  - Instructional materials review
  - Bids and contracts
  - Accessible materials
  - District sales
  - Customer service for existing customers
- **Why:** Reference for staff and public
- **When:** No later than 5:00 p.m. on Friday, December 7, 2018
- **How:** EMAT (publishers with adopted materials), TEA website (new publishers)

Statement of Intent to Bid (SOITB)

- What: Basic information about the product(s) you intend to submit for consideration, including the following:
  - Program title
  - All available media formats
  - Estimated TEKS coverage percentage
  - System requirements (digital components only)
- Why: TAC §66.28(b), publisher's official request to participate
- When: No later than 5:00 p.m. on Friday, December 7, 2018
- How: EMAT (publishers with adopted materials), TEA website (new publishers)

Complete Description

- What: Information about the specific components that will be used to demonstrate TEKS coverage, including the following:
  - Program and component ISBNs and titles
  - Author(s)
  - Number of pages (print components only)
  - Media format
  - Preliminary component pricing
  - System requirements (digital components only)
- Why: TAC §66.28(c)(4), state review panel meeting preparation
- When: No later than 5:00 p.m. on Friday, January 25, 2019
- How: EMAT (publishers with adopted materials), TEA website (new publishers)

Pre-Adoption Samples

- What: A complete, electronic sample copy that includes all content intended to be in the final version and that is free of any sales and marketing materials or links*

- Why: TAC §66.28(c)(1), public review

- When: No later than 5:00 p.m. on Friday, April 5, 2019

- How: Email to TEA and each of the 20 ESCs

*This version of your sample must remain unchanged through the entire review and adoption process. You may provide additional versions that include edits and updates. You will be required to track all changes you make to the pre-adoption sample.

Note: TEA will post all pre-adoption samples to our website. PDFs must be fully accessible to individuals with disabilities.

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- What: Information about the exact location in the components listed on the *Complete Description* where you believe each SE is addressed

- Why: TAC §66.28(c)(8), reference for reviewers

- When: No later than 5:00 p.m. on Friday, April 5, 2019

- How: Email to TEA and each of the 20 ESCs in Excel template

Correlations to TEKS and ELPS

Correlations are one of the most important deliverables you will submit and can take several weeks to complete. You must set aside adequate time and resources in order to successfully correlate your product. Failure to do so will negatively impact your product's review.

All digital programs must also have embedded correlations.

Affidavit of Authorship

- What: List of every individual who authored or contributed to the development of the content

- Why: TAC §66.28(e)(1), compliance

- When: No later than 5:00 p.m. on Friday, April 5, 2019

- How: Email to TEA

Note: Current TEA employees may not author or contribute to the development of materials presented for consideration.

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State Review Panel (SRP) Meeting(s)

- **What:** Official review conducted by state review panels

- **Why:** TEKS and ELPS coverage determination and error identification

- **When:** Summer 2019

Note: Publishers attend to set up materials and equipment needed for review and to observe training provided to SRPs.

PUBLISHER LIAISONS

- Each publisher who submits a SOITB will be assigned to a publisher liaison.

- The publisher liaison is a publisher's main point of contact throughout adoption.

- Any publisher who has materials adopted in 2014 or later will remain with its existing liaison, if possible.

Next Steps

- Read the following:
  - Texas Education Code, Chapter 31
  - Texas Administrative Code, Chapter 66
  - *Proclamation 2020*
  - *Proclamation 2020 Questions and Answers*
  - *Proclamation 2020 Publisher Handbook*
- Identify person responsible for submitting deliverables.
- Review the breakout documents.
- Decide which components are required to meet the desired percentage of TEKS and ELPS.
- Obtain program and component ISBNs.
- Submit a *Statement of Intent to Bid* by 5:00 p.m. on Friday, December 7, 2018.

TIPS FOR SUCCESS

- Pay close attention to due dates.

- Give yourself plenty of time.

- Conduct a thorough editorial review.*

- Design with accessibility in mind.

- Ask questions any time you are unsure.

*Any changes or corrections that are made after you have submitted your pre-adoption sample must be documented on a form provided to you by TEA. The original pre-adoption sample must remain unchanged, but you may submit additional samples that reflect the updates.

Poll Question #9

Have you ever visited the Publisher Portal?

https://tea.texas.gov/Academics/Instructional_Materials/Review_and_Adoption_Process/Publisher_Portal/

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Resources

- Publisher Portal
  - Proclamation-related documents
  - Deliverable-specific training
  - Webinar recordings
- CSV file with important dates
- Review and Adoption staff

  review.adoption@tea.texas.gov

  (512) 463-9601

Questions?

Thank you for your time!

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