

Open Education Resources (OER) Transition Plan for Bluebonnet Learning Instructional Materials House Bill (HB) 1605 88R, 2023

Agenda

- HB 1605 Highlights
- Transition Plan Overview
- Transition Plan Template
- Transition Plan Action Items
- Closing

Questions?



Please submit additional questions through a Help Desk ticket via the following URL:
<https://helpdesk.tea.texas.gov/InstructionalMaterialsImplementation/>

Objectives

The goals of this presentation are to explain:

- The purpose and requirements of the transition plan
- How to create a transition plan using the provided template
- The context, rationale, and resources for each action item of the transition plan



HB 1605 and Instructional Materials Overview

HB 1605 Overview



Instructional Materials Review and Approval (IMRA)

Creates new criteria and an overall process for State Board of Education (SBOE) review and approval. **Criteria include:**

- TEKS Coverage
- Quality
- Suitable for Grade and Subject
- Free from Factual Error
- No Harmful Content and Other Statutory Compliance
- Parent Portal Compliance

Additional funding (on top of the Instructional Materials and Technology Allotment (IMTA), is provided to districts that choose to use SBOE-approved materials (**\$40/student**). An additional **\$20/student** for districts printing state-owned materials (PDF versions are free.)



Parent Transparency

Requires local school systems to establish a classroom instructional material review process.

Requires publishers to make IMRA-approved textbooks accessible to parents via the Internet.



State-Owned Textbooks

Requires TEA to develop state-owned textbooks that are subject to approval by SBOE.

Provides optional teacher training for districts to utilize the materials and a related grant for educator prep programs.



TEKS Review and Revision

Requires a new vocabulary and book list addendum to the Reading Language Arts (RLA) standards.

Creates flexibility in the TEKS review and revision schedule.

Prohibits the use of three-cueing in phonics materials.



Teacher Protections

Teachers **cannot** be required to use bi-weekly planning time to create initial instructional materials unless there is a supplemental duty agreement with the teachers.

HB 1605 and IMRA Landing Page

The HB 1605 and IMRA landing page provides information and resources for stakeholders to support the implementation of various HB 1605 initiatives.

Supports include:

- SBOE meeting summaries
- 1 • Informational webinar series
- Frequently asked questions
- IMRA timeline

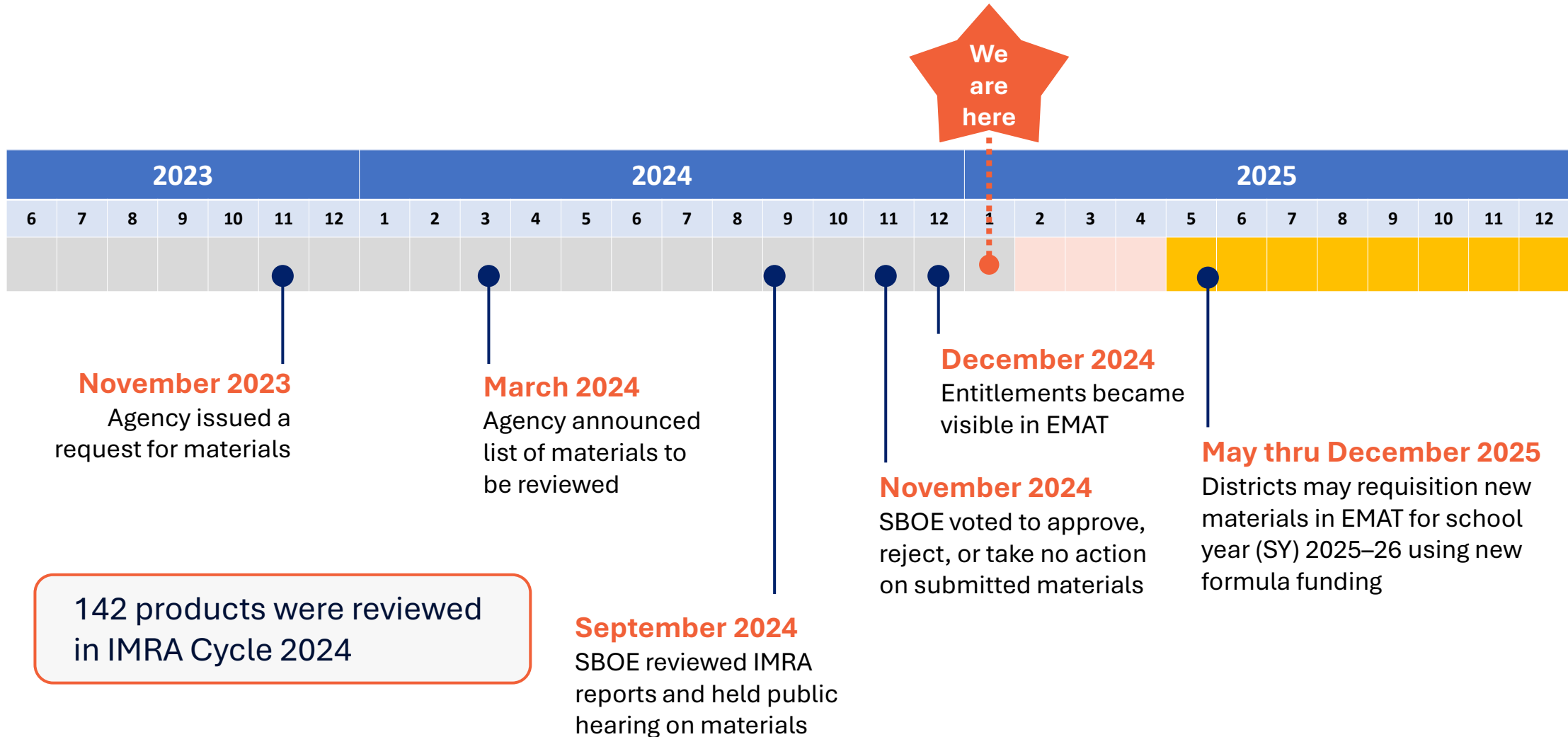


[Access HB 1605 and IMRA Landing Page](https://tea.texas.gov/academics/instructional-materials/house-bill-1605)



The screenshot displays the TEA website's landing page for House Bill 1605 and IMRA. The page is structured with a top navigation bar, a main content area, and a right sidebar. The main content area features a large blue header for 'House Bill 1605 and IMRA' and a sub-header for 'House Bill (HB) 1605'. Below this, there is a paragraph explaining the bill's purpose and a section for 'Learn more about HB 1605 and its impact for local educational agencies (LEAs):'. A red circle with the number 1 highlights the 'View HB 1605 Webinar Series' button. The right sidebar contains a 'Webinars' section with a video player for 'HB 1605 Webinar Series: Planning and Non-Instructional Duties of Teachers' and a 'Related Content' section with links to 'SBOE Press Release: SBOE Opens Public Comment for Submitted Instructional Materials in the 2024 Review and Approval Process' and 'TEA Press Release: Texas Education Agency Unveils Newly Developed Texas Open Education Resource (OER) Textbooks'.

IMRA Process Timeline—Cycle 2024



Alignment on Instructional Material Terms

Instructional Materials are any materials used to convey the essential knowledge and skills of a subject, including but not limited to lesson plans, textbooks, student materials, and online learning supports.

SBOE-Approved Instructional Materials are any instructional materials that have been through the IMRA process and have been officially approved by the SBOE. These materials are considered high-quality instructional materials (HQIM).

Open Education Resources (OER) are materials that “reside in the public domain or have been released under an intellectual property license that allows for free use, reuse, modification, and sharing with others.”

State-Developed OER are any instructional materials created by the TEA. State-developed instructional materials are considered open education resources (OER).



Instructional Materials Funding

State Instructional Materials and Technology Fund

- A reserve of capital comprised of an amount set aside by the SBOE from the available school fund and any amounts lawfully paid into the fund from any other source and appropriated by the Legislature. **Money from the fund finances the instructional materials and technology allotment.** This fund has also been referred to by former names including the Instructional Materials Fund (IMF) or the Textbook Fund.

Instructional Materials and Technology Allotment (IMTA)

- **A biennial allotment of money from the state instructional materials and technology fund to Texas public schools.** This has also been referred to as the Technology and Instructional Materials Allotment or TIMA in past legislation.

SBOE-Approved Instructional Materials Entitlement (\$40)

- An annual additional entitlement of **\$40 per enrolled student** credited to a district's Instructional Materials and Technology Account to **procure instructional materials placed on the approved list** maintained by the SBOE through the IMRA process under [TEC, §31.022](#). [TEC, §48.307](#)

State-Developed Open Education Resource (OER) Entitlement (\$20)

- An annual additional entitlement of up to **\$20 per enrolled student** credited to a district's Instructional Materials and Technology Account for expenses incurred in the printing and shipping of **SBOE-approved OER (Bluebonnet Learning)**. [TEC, §48.308](#)



Transition Plan Overview

State-Developed Open Education Resources (OER) Entitlement

An annual additional entitlement of up to **\$20 per enrolled student** credited to a district's Instructional Materials and Technology Account for expenses incurred in the printing and shipping of **SBOE-approved OER (Bluebonnet Learning)**.
[TEC, §48.308](#)



OER Entitlement Qualifications

For a school district or open-enrollment charter school to qualify for the State-Developed OER Entitlement for additional instructional materials procurement funding, the school district's Board of Trustees must adopt an **OER instructional material transition plan**.

A transition plan is required when:

- initially adopting SBOE-approved instructional materials for any grade level or subject/course; or
- expanding implementation of SBOE-approved instructional materials to additional campuses and/or grade levels.

Strong Foundations Implementation Exception

Any school district or open-enrollment charter school participating in Strong Foundations Implementation for Bluebonnet Learning is **not required** to adopt a transition plan.

Please note that current or prior participation in Strong Foundations Implementation or other Texas Education Agency instructional materials and implementation grant programs **does not** qualify for the exception.



OER Transition Plan Approval and Submission



Transition plans are **adopted by the local Board of Trustees** before the start of the academic school year.



They are **locally maintained** by the school district or open-enrollment charter school.



The adopted plan will not need to be submitted; however, plans **could be requested for review** by the commissioner.



School districts and open-enrollment charter schools will report completion of the transition plan through EMAT.

Required Components

An effective transition plan includes:

- **Clear communication** and stakeholder change management planning
- **Timely access to print materials** and related manipulatives
- Sufficient **planning and instructional time**
- **Clear expectations** for the implementation of the materials, protocols, and assessments
- Processes for **stakeholder communication** and public posting if materials have been modified
- Maintenance of instructional flexibility through **clear guidance** for acceptable teacher modifications
- Sufficient **professional learning** and development for school leaders, instructional coaches, and teachers



Transition Plan Template

The transition plan is designed to support the effective implementation of Bluebonnet Learning instructional materials.

The OER Transition Plan for Bluebonnet Learning Instructional Materials Template...

Includes All Requirements

The template complies with all requirements outlined in the Commissioner's Rules for Texas Administrative Code [§67.1315](#). Open Education Resource Instructional Material Transition Plan.

Is Based on Implementation Best Practices

The action items and planning components are based on best practices to support the effective implementation of Bluebonnet Learning.

Shares Resources and Examples

Each action item features one or more additional resources, examples, and/or reference material to support strategic planning efforts.



Transition Plan Template

Planning Sections

- **Action 1:** Setting Implementation Goals
- **Action 2:** Creating the Conditions for Success
- **Action 3:** Leading Internalization and Professional Learning Communities (PLCs)
- **Action 4:** Establishing Observation and Feedback Practices
- **Action 5:** Aligning Assessment Strategy

Transition Plan Template Guidance

The **OER Transition Plan for Bluebonnet Learning Instructional Materials** includes guidance and resources to support the development of a strong and effective implementation plan. Template guidance includes:

- **Action Items** that provide specific actions and next steps
- **Key Questions to Consider** that support strategic thinking and planning efforts
- **Resources** including implementation information, planning guidance, examples, templates, and tools to support the execution and monitoring of the transition plan

Before Getting Started

Before getting started on the transition plan, it is highly recommended to review the following resources:

- [Watch the webinar](#) in its entirety
- Download and view a PDF copy of the webinar slides
- Review the [Crofton ISD Sample Transition Plan](#)
- Understand how to access certain [Bluebonnet Learning documents](#)
- Learn about the Bluebonnet Learning Pre-Launch Phase

All resources can be found in the first two pages of the **OER Transition Plan for Bluebonnet Learning Instructional Materials** template.

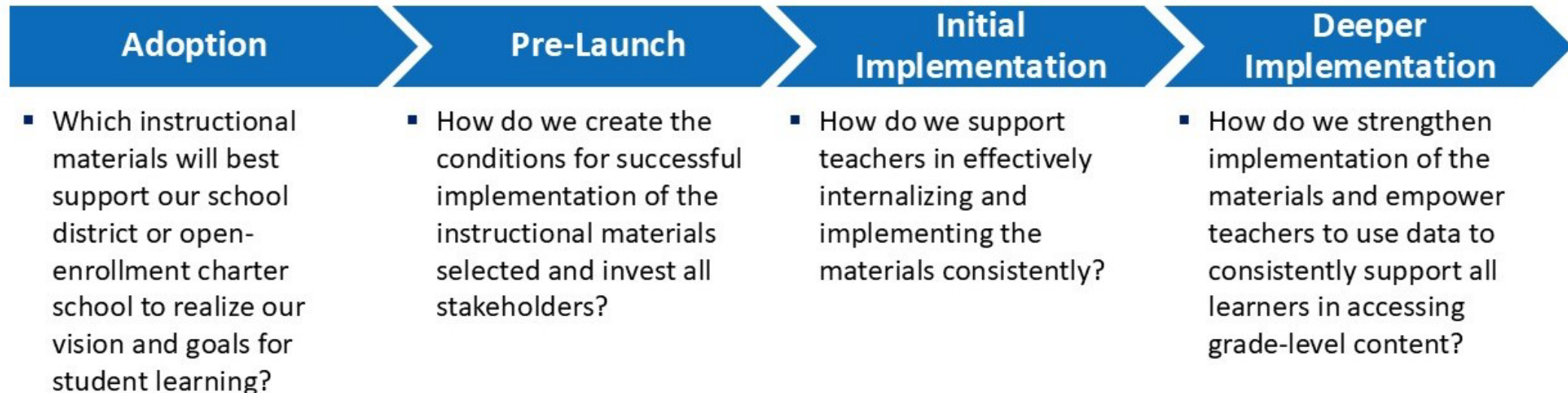
Action 1: Setting Implementation Goals

Action 1A: Implementation Framework | Overview

Review the **Implementation Framework** and **Fidelity of Implementation Look-Fors** to identify the phase of implementation (initial or deeper) and become familiar with key actions to support successful implementation efforts.

Purpose of Action Item

Implementation of Bluebonnet Learning is a multifaceted, change-management process that progresses over time through phases, some of which can be cyclical. Districts will want to focus on the responsibilities and implementation actions that are most aligned with their implementation phase to support sustainable practices.



Action 1A: Implementation Framework | Phases

Review the **Implementation Framework** and **Fidelity of Implementation Look-Fors** to identify the phase of implementation (initial or deeper) and become familiar with key actions to support successful implementation efforts.

Implementation Phases



- How do we support teachers in effectively internalizing and implementing the materials consistently?
- How do we strengthen implementation of the materials and empower teachers to use data to consistently support all learners in accessing grade-level content?

Example

A district adopting Bluebonnet Learning without any previous experience with Bluebonnet Learning, other OER instructional materials, or using internalization protocols would be considered at the initial phase of implementation.

Action 1B: Implementation Goals

Based on the implementation phase and local context, develop a specific goal for each implementation goal area: Bluebonnet Learning Implementation, Stakeholder Investment, Teacher Practice, and Student Outcomes. Identify the continuous improvement process that will be followed and develop a progress monitoring timeline.

Please note that the SMART (specific, measurable, achievable, relevant, and time-bound) goal format is recommended.

Purpose of Action Item

Meaningful goals provide focus, clarity, and motivation to stakeholders involved in the work of Bluebonnet Learning implementation.

Effective Goal Setting

Implementation goals are effective when they are:

- Compelling and inspiring, yet specific and realistic
- Connected to the vision and core beliefs;
- Aligned with the appropriate phase of implementation;
- Clear and communicated to all stakeholders; and
- Continuously monitored, reflected upon, and adjusted.

Review the resources provided in the template for an example of implementation goals from Crofton ISD, a sample district in initial implementation.

Action 2: Creating the Conditions for Success

Action 2A: Materials Access

Develop a plan for timely access to print materials and related manipulatives through Bluebonnet Learning procurement and distribution.

Please note that the term “technical conditions” refers to the defined systems, structures, and procedures that must be in place to support Bluebonnet Learning implementation.

Purpose of Action Item

Ensuring all teachers, instructional coaches, and school leaders have access to necessary materials is an essential technical condition that must be in place for teachers to implement Bluebonnet Learning instructional materials effectively and with fidelity.

This action item outlines seven steps necessary to support an efficient and effective procurement and distribution process.

Terms to Know

Two essential parts of planning for materials access include:

- Procurement: timely and accurate ordering of materials
- Distribution: efficient and organized delivery of materials to schools and classrooms

Action 2B: Schedules and Calendars

Design master schedules and instructional calendars to 1) meet the required instructional minutes as outlined in Bluebonnet Learning, and 2) ensure time for teacher planning and lesson preparation is provided within the normal teacher workday.

Purpose of Action Item

Master schedules and instructional calendars are designed to provide the required instructional minutes and adequate time for teacher planning during the regular workday.

Example

Crofton ISD knew that time for teacher planning and classroom instruction were critical technical conditions that must be in place to support effective implementation.

The Crofton team studied the Bluebonnet Learning Implementation Guides to create instructional minute requirements for reading language arts and mathematics classroom instruction.

They established guidelines ensuring for both general and specialized education teachers to receive a minimum of 75 minutes of collaborative planning time each week in addition to the allotted individual teacher planning and preparation time.

Action 2C: Aligned Expectations

Develop and communicate clear expectations for using Bluebonnet Learning instructional materials with fidelity.

Purpose of Action Item

To support fidelity of implementation, alignment of expectations for all stakeholders is necessary.

Clear and consistent expectations are needed for the use of Bluebonnet Learning:

- instructional materials
- internalization protocols
- student work analysis protocols
- curriculum-embedded assessments

Example

Using the **Fidelity of Implementation Look-Fors** resource, Crofton ISD created aligned expectations to support implementation:

- **Bluebonnet Learning materials** are used for daily Tier 1 instruction for all students without substituting or supplementing with other materials not approved for use.
- Teachers prioritize **internalization** during common planning time, use Bluebonnet Learning protocols, and annotate lessons in a way that demonstrates alignment to the protocols.
- Teachers, coaches, and leaders **analyze student work** using the Bluebonnet Learning protocol during common planning time at least once per month beginning in October.
- Teachers consistently administer Bluebonnet Learning **embedded-assessments**.

Action 2D: Professional Learning Plan

Develop a professional learning plan for teachers, instructional coaches, and school leaders that includes 1) product onboarding and orientation, and 2) ongoing job-embedded, curriculum-based professional development.

Purpose of Action Item

Intentional professional learning experiences are necessary and essential to support teachers, instructional coaches, and school leaders in the effective implementation of Bluebonnet Learning.

The learning experiences focus on:

- Research-based instructional strategies (RBIS) training
- Implementation goals, expectations, and processes
- Onboarding and orientation to Bluebonnet Learning
- Bluebonnet Learning design principles
- Collaborative internalization and student work analysis
- Regular observation and feedback cycles
- Ongoing, job-embedded curriculum-based professional learning

Action 2E: Adaptive Change and Communication

Develop a communication plan that supports adaptive change management and ensures stakeholder understanding and commitment to the purpose of adopting and implementing Bluebonnet Learning. Include a plan for stakeholder communication and public posting if the materials are modified, as outlined in TEC §[26.006](#).

Purpose of Action Item

Effective communication and change management contribute greatly to successful implementation.

Adaptive change management involves preparing staff to accept, understand, adjust to, and embrace a change.

Understand the Resources

Ensuring stakeholder understanding and commitment to the purpose for implementation of Bluebonnet Learning is essential as providing clarity, investing stakeholders, and motivating leaders will support adaptive change.

- The resources provided in Action Item 2E feature strategies to support change manage.
- Additionally, strategies that focus on regular and routine communication, celebrating successes, and opportunities for teachers and other stakeholders to ask questions in a safe environment support positive change management. The resource **Reflective Questions and Strategies for Adaptive Change** includes several strategy ideas that support implementation and change management efforts.

Action 3: Leading Internalization and Professional Learning Communities (PLCs)

Action 3A: Analyzing PLC Practices

Analyze the current state of PLCs/teacher planning and preparation practices to prioritize high-impact changes and next steps.

Purpose of Action Item

Classroom instruction and student outcomes improve when teachers have a **consistent, meaningful time to collaborate** and deeply understand the material they are teaching.

Collaborative planning opportunities include:

- **unit internalization**
- **lesson internationalization**
- **student work analysis**

Core Characteristics of Effective PLCs

- **Safe:** Teachers feel they can try new things, make mistakes, be vulnerable, and grow.
- **Collaborative:** Teachers engage in meaningful conversation, reflection, learning, and planning together.
- **Relevant:** Learning is centered around students. Teachers are deeply engaged with the materials and content they teach.
- **Positive:** Teachers connect, have fun, and build fulfilling personal and professional relationships.

Action 3B: Structures for Internalization

Develop structures and systems to support internalization practices that include a vision, roles and responsibilities, and technical conditions needed.

Purpose of Action Item

Internalization is the process of deeply studying a Bluebonnet Learning unit or lesson to understand what students are expected to learn and how to teach the content to achieve those outcomes.

Internalization Process

- Backwards plan by starting with the end in mind to understand the goals of the unit and lesson
- Do the critical work of students by reading texts, answering questions, or completing mathematical tasks to understand what exactly is expected of them
- Plan, prepare, and use the intentional, curriculum-embedded supports to support all student needs while still maintaining the rigor and integrity of grade-level content

An example of an internalization vision, roles, and structures is included in the resources section of 3B.

Action 3C: Supporting All Learners

Develop and communicate clear guidelines for teachers to support all learners and maintain instructional flexibility that outline acceptable teacher modifications to address student needs.

Purpose of Action Item

To meet the needs of all students, instructional material and classroom delivery adjustments may have to be made.

Establishing guidelines for these adjustments provides clear expectations in how to use and apply:

- embedded supports
- engagement strategies
- instructional flexibility

Guideline Examples

- **Bluebonnet Learning Embedded Supports:** Teachers will identify which embedded supports will be used during instruction when internalizing lessons. These supports will be annotated in the teacher guide and made available to instructional coaches and school leaders at least three days prior to instructional delivery of the lesson.
- **Engagement Strategies:** Teachers will annotate in their materials which engagement strategies will be used during instruction. To meet the needs of all students, additional engagement strategies may be necessary, including using flexible grouping and anchor documents and resources.
- **Instructional Flexibility:** Teachers have flexibility within the scope and sequence of five instructional days to adjust pacing to address the needs of each student. Teachers can adjust instructional strategies and resources to meet the needs of a student's Individualized Education Plan (IEP) or other educational needs.

Action 4: Establishing Observation and Feedback Practices

Action 4A: Observation Expectations

Develop observation expectations for Bluebonnet Learning implementation.

Purpose of Action Item

All stakeholders must clearly understand the **purpose and process** for observing Bluebonnet Learning instruction.

Key Factors to Consider

- High-fidelity of implementation is positively correlated with an increased **frequency** of classroom observations.
- When observing instruction, look beyond the surface for evidence that the teacher has **internalized the lesson**.
- Observe instruction **alongside the materials**; Observers must be familiar with the lesson's intended objective, key texts and tasks, and daily exit ticket or formative assessment.

Action 4B: Observation and Feedback Cycles

Develop a plan that supports professional learning and development for school leaders, instructional coaches, and teachers through observation and feedback cycles.

Purpose of Action Item

Conducting **frequent observation and feedback cycles** provides educators with high-impact opportunities for ongoing, job-embedded professional learning.

Key Actions

Key actions to plan and execute during the pre-launch and early implementation phases are:

- Train school leaders and instructional coaches on the observation tools, including opportunities for calibration and norming
- Provide ample practice opportunities with the observation tools
- Implement a coaching model
- Define a process for feedback
- Use action step tools and/or routines

The Strong Foundations Implementation (SFI) Action Step Guides included in the resources section of this action item feature a process for giving feedback to teacher following an observation with concrete next steps that improve teacher practice and fidelity of implementation.

Action 5: Aligning Assessment Strategy

Action 5A: Analyzing Assessment Practices

Conduct a current state analysis of assessment practices to prioritize high-impact changes and next steps.

Purpose of Action Item

Conducting a current state analysis provides the opportunity for intensive review and reflection on what aspects of assessments are successful and what areas need improvement.

Curriculum-embedded assessments provide teachers with:

- understanding the degree of student learning
- insights on additional support students might need

Keys to Success for an Aligned Assessment Strategy

- Assessment vision
- Protected time and frequency
- Assessment integrity
- Integration of other assessments
- Analysis of student work and assessment data

The Assessment Keys to Success included in the resources section of this action item provides a list of criteria that can be used to conduct the current state analysis. This resource also features a sample vision for assessment, time and frequency considerations, and examples of practices that can support or hinder assessment integrity.

Action 5B: Structures for Assessment Practices

Develop and communicate expectations that prioritize curriculum-embedded assessments and student work analysis.

Purpose of Action Item

Gathering and analyzing data from curriculum-embedded assessments helps teachers:

- understand students' thinking
- identify strengths and progress toward mastery
- determine gaps in skills and knowledge

Defining assessment and student work analysis expectations ensures that assessments and student work collected are used in meaningful ways.

Curriculum-Embedded Assessments

- **Bluebonnet Learning assessments** are connected to what has been taught in a unit or lesson and provide teachers with meaningful and actionable data to inform instruction.
- **Student work analysis** supports teachers in reflecting on the efficacy of what has been taught and guides planning to support students in future units and lessons.

The Assessment Keys to Success in the resource section of this action item includes recommendations for the use of other assessments, practices to support data analysis, and high-impact strategies to support effective assessment practices.

Closing

Questions?



Please submit additional questions through a Help Desk ticket via the following URL:

<https://helpdesk.tea.texas.gov/InstructionalMaterialsImplementation/>

Helpful Resources

| Webpage Name | Webpage Link |
|--|---|
| OER Transition Plan Template for Bluebonnet Learning | oer-transition-plan-for-bluebonnet-learning.docx |
| SBOE IMRA webpage | https://sboe.texas.gov/imra |
| TEA Instructional Materials Web Page | https://tea.texas.gov/academics/instructional-materials |
| TEA Bluebonnet Learning Web Page | https://tea.texas.gov/academics/instructional-materials/bluebonnet-learning |
| TEA HB 1605 Web Page | https://tea.texas.gov/academics/instructional-materials/house-bill-1605 |
| HB 1605 FAQs | https://tea.texas.gov/academics/instructional-materials/house-bill-1605/house-bill-1605-faqs |
| HB 1605 Webinar Series Web Page | https://tea.texas.gov/academics/instructional-materials/house-bill-1605/house-bill-1605-webinar-series |
| High-Quality Instructional Materials (HQIM) Web Page | https://tea.texas.gov/academics/instructional-materials/high-quality-instructional-materials |
| Instructional Materials Help Desk | https://helpdesk.tea.texas.gov/InstructionalMaterialsImplementation/ |

OER Instructional Materials Transition Plan



Sec. 31.0751. OPEN EDUCATION RESOURCE INSTRUCTIONAL MATERIAL TRANSITION PLAN.

- (a) Except as provided by Subsection (c), to qualify for additional state aid under Section [48.308](#) the board of trustees of a school district must adopt an open education resource instructional material transition plan to assist classroom teachers in the district who will be using an open education resource instructional material in a specific subject or grade level for which the teacher has not previously used an open education resource instructional material.
- (b) A plan adopted under this section must ensure that open education resource instructional materials are used in a manner that maintains the instructional flexibility of a classroom teacher to address the needs of each student.
- (c) A school district that participates in the program developed and maintained by the agency under Section [31.0752](#) is not required to adopt a transition plan under this section.

State-Developed Open Education Resource (OER) Entitlement (\$20)



Sec. 48.308. ADDITIONAL STATE AID FOR OPEN EDUCATION RESOURCE INSTRUCTIONAL MATERIAL.

- (a) Subject to Section [31.0751](#), a school district is entitled to additional state aid for each school year in an amount not to exceed \$20 for each student for the costs incurred or for which the district is obligated to pay during the school year in which the aid is provided for the printing and shipping of open education resource instructional material made available under Subchapter [B-1](#), Chapter [31](#).
- (b) The amount to which a school district is entitled under this section may not exceed actual costs incurred by the district or for which the district is obligated to pay during the school year for which the funds were provided.
- (c) Additional state aid provided under this section shall be deposited to the credit of the district's instructional materials and technology account maintained by the commissioner under Section [31.0212](#) and may be accessed only for the procurement of instructional materials in accordance with this section.
- (d) Funds provided to a school district under this section must be spent in compliance with the requirements for the use of funds provided under this section and Section [31.0211](#).

Strong Foundations Implementation Exception



Sec. 31.0752. OPEN EDUCATION RESOURCE INSTRUCTIONAL MATERIAL SUPPORT PROGRAM. The agency shall develop and maintain a program to assist school districts and open-enrollment charter schools in adopting and using open education resource instructional material made available under this subchapter, including by assisting districts and schools to:

- (1) maintain the instructional flexibility of classroom teachers to address the needs of each student; and
- (2) schedule instructional periods in a manner that allows classroom teachers sufficient time to effectively prepare and present instructional material within the teacher's normal work day.

Commissioner's Rules Concerning Open Education Resource Instructional Materials



§67.1315. Open Education Resource Instructional Material Transition Plan.

(a) The open education resource (OER) instructional material transition plan shall be submitted, when required by this section, in a format determined by the commissioner of education.

(b) A school district or an open-enrollment charter school is required to have a locally maintained OER transition plan that complies with this section to access funding allotted under Texas Education Code (TEC), [§48.308](#).

(c) A school district or an open-enrollment charter school is required to submit an OER instructional material transition plan only when:

- (1) first adopting a State Board of Education (SBOE)-approved OER product for a grade level or subject/course; or
- (2) expanding implementation of an SBOE-approved OER product to additional campuses and/or grade levels.

(d) The OER instructional material transition plan adopted by the local board of trustees or the governing body of an open-enrollment charter school shall include the plan of the district or charter school to ensure the following:

- (1) clear communication and stakeholder change management plans and timelines;
 - (2) timely access to print materials and related manipulatives through OER procurement and distribution;
 - (3) sufficient planning and instructional time evidenced by instructional calendars and master schedules aligned to the requirements of the materials;
 - (4) clear expectations for the implementation of:
 - (A) instructional materials;
 - (B) internalization and student work analysis protocols; and
 - (C) curriculum-embedded assessments;
 - (5) processes for stakeholder communication and public posting, as outlined in TEC, [§26.006](#), if materials have been modified by the school district or open-enrollment charter school;
 - (6) the maintenance of instructional flexibility through clear guidance for acceptable teacher modifications to instructional pacing, sequencing, and lesson content to address the needs of each student; and
 - (7) sufficient professional learning and development for school leaders, instructional coaches, and teachers, including:
 - (A) pre-service product onboarding and orientation; and
 - (B) ongoing, job-embedded, curriculum-based professional learning, including cycles of observation and feedback.
- (e) The commissioner may request and review OER instructional material transition plans before funding is released and reject a plan subsequent to review.**

Access to Teaching Materials



Sec. 26.006. ACCESS TO TEACHING MATERIALS. (a) A parent is entitled to:

- (1) review all teaching materials, instructional materials, and other teaching aids used in the classroom of the parent's child, including while the child is participating in virtual or remote learning;
- (2) review each test administered to the parent's child after the test is administered; and
- (3) observe virtual instruction while the parent's child is participating in virtual or remote learning to the same extent the parent would be entitled to observe in-person instruction of the child.

(b) A school district shall make tests readily available for review by parents in person and teaching materials readily available for review by parents both in person and, if applicable, through an instructional materials parent portal established under Section [31.154](#). In providing access to instructional materials to a student's parent under this section, the district shall:

- (1) allow access beginning not later than 30 days before the school year begins and concluding not earlier than 30 days after the school year ends; and
- (2) include, for the entire period specified in Subdivision (1), access to all instructional materials that pertain to each subject area in the grade level in which the student is enrolled, except for:
 - (A) tests or exams that have not yet been administered to the student; and
 - (B) the student's graded assignments.

(b-1) The district may specify reasonable hours for in-person review.

(c) A student's parent is entitled to request that the school district or open-enrollment charter school the student attends allow the student to take home any instructional materials used by the student. Subject to the availability of the instructional materials, the district or school shall honor the request. A student who takes home instructional materials must return the instructional materials to school at the beginning of the next school day if requested to do so by the student's teacher. A school district or open-enrollment charter school must provide the instructional materials to the student in printed format if the student does not have reliable access to technology at the student's home. In this subsection, "instructional material" has the meaning assigned by Section 31.002.

(d) The requirement under Subsection (c) to provide to a student instructional materials in a printed format does not require a school district or open-enrollment charter school to purchase printed copies of instructional materials that the district or school otherwise would not purchase. A district or school may comply with Subsection (c) by providing the student a printout of the relevant electronic instructional materials.

(e) Each school district and open-enrollment charter school that uses a learning management system or any online learning portal to assign, distribute, present, or make available instructional materials as defined by Section [31.002](#) to students shall provide login credentials to the system or portal to each student's parent.

(f) A school district may not deny a parent access to an instructional materials parent portal hosted under Section [31.154](#).