

A photograph of a female teacher with short dark hair and glasses, wearing a white short-sleeved shirt, sitting on the floor and reading a book to two young children. The children, a boy and a girl, are also sitting on the floor, looking at the book. They are in a classroom setting with bookshelves filled with books and blue storage bins in the background. The image is slightly faded to allow the text to be prominent.

PreK Adoption Conference and Virtual Vendor Fair

January 12-13, 2021

Welcome and Housekeeping



Welcome and Introductions



Zoom Webinar Tips



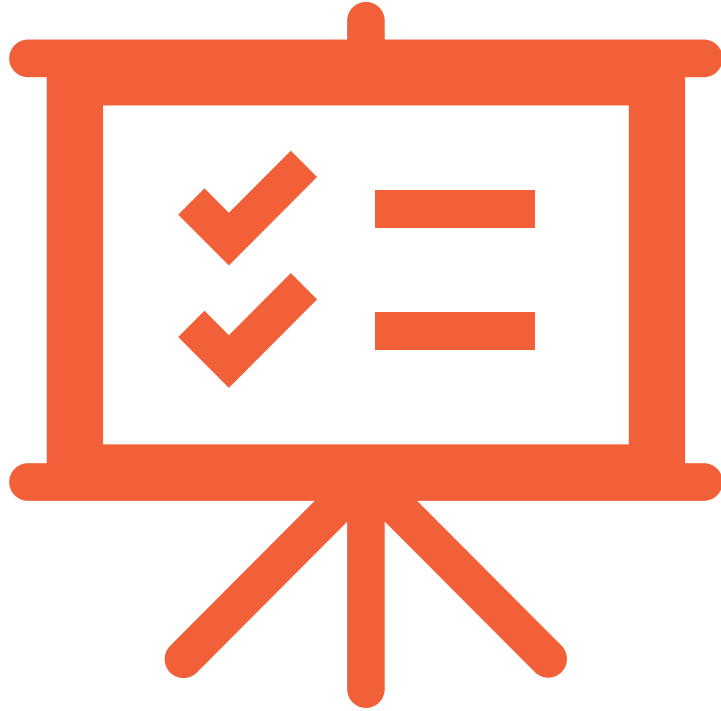
Use the Q&A feature



Tomorrow, we will be using this same webinar link for the first half of our day and switch to a Zoom meeting for the afternoon

Day 1	Day 2
<ul style="list-style-type: none">• Welcome• The Adoption Journey• Setting a Vision <p>10:25-10:40: Break</p> <ul style="list-style-type: none">• Resources to Define Quality <p>12-1: Lunch</p> <ul style="list-style-type: none">• Overview of Quality PreK Part 1• Overview of Quality PreK Part 2 <p>2:30-2:45: Break</p> <ul style="list-style-type: none">• District Panel	<ul style="list-style-type: none">• Welcome• Compare Instructional Materials <p>10:45-11:00: Break</p> <ul style="list-style-type: none">• Pilot and Decide• Next Steps <p>12:15-1:15: Lunch</p> <ul style="list-style-type: none">• Preparing for the Publisher Fair <p>1:45-2:00: Break</p> <ul style="list-style-type: none">• Virtual Publisher Fair

Day 1 Session Objectives



Participants will:

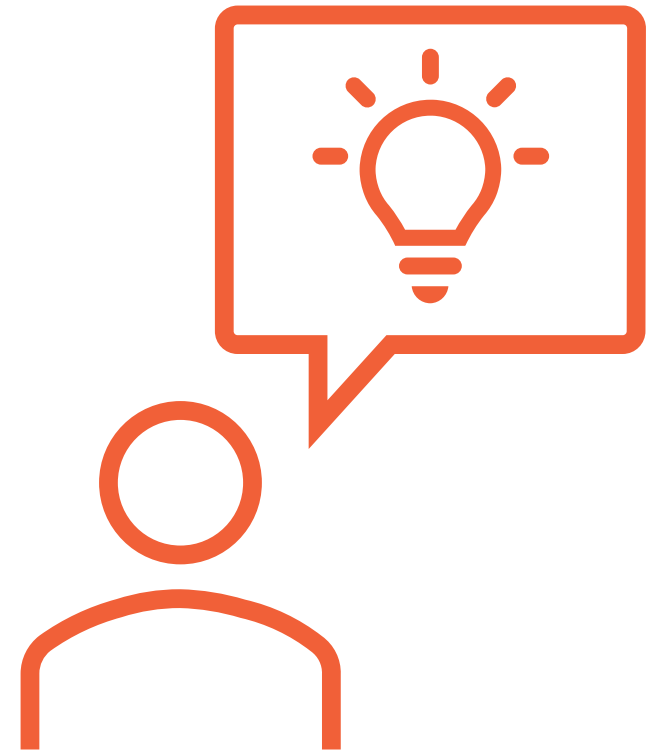
- Understand the adoption journey
- Set a vision for your district PreK program
- Identify resources to determine quality of PreK products
- Determine requirements and needs for quality PreK programs in Texas
- Learn best practices from local districts

Poll: What is your role?

- What is your role as it relates to adoption of PreK instructional materials?



Why do we spend so much time and effort selecting a curriculum or instructional materials?



Instructional Materials Matter

A growing body of research points to the positive impact high-quality instructional materials have on student learning. For example, high quality materials:



Allow students to engage deeper, and more meaningfully with standards¹



Lead to additional learning for students²



Create larger, more cost effective, impact on academic outcomes than many interventions³

1) "Curriculum Research: What We Know and Where We Need to Go" (Washington: StandardsWork, 2018); 2) Boser, Ulrich, Chingos, Matthew, & Straus, Chelsea. (2015, October). The Hidden Value of Curriculum Reform: Do States and Districts Receive the Most Bang for Their Curriculum Buck? Center for American Progress. 2) Whitehurst, Grover. (2009, October). Don't Forget Curriculum. Brookings Institute. 2) Polikoff, Morgan, Koedel, Cory, Li, Diyi, Hardaway, Tenice, & Wrabel, Stephani. (2016, September). Mathematics Curriculum Effects on Student Achievement in California. 2) Bjorklund-Young. (2016, April). High-Quality Curricula: A Cost-Effective Way to Increase Student Learning. Johns Hopkins Institute for Education Policy. 3) Kane, T. J., Owens, A. M., Marinell, W. H., Thal, D. R. C., & Staiger, D. O. (2016, February). Teaching Higher. Harvard University Center for Education Policy Research.

Review and Adoption 101

TEKS/TPG Adoption

TEA presents the recommendations from the workgroups to the SBOE.

IM Review (June–August)

TEA convenes state review panel meetings to determine alignment to the TEKS, TPG, and/or ELPS.

District Adoption (Fall/Spring)

Districts determine which materials meet the needs of their students.

TEKS/TPG Revisions

SBOE directs TEA to convene workgroups to review TEKS and propose revisions.

Proclamation (April)

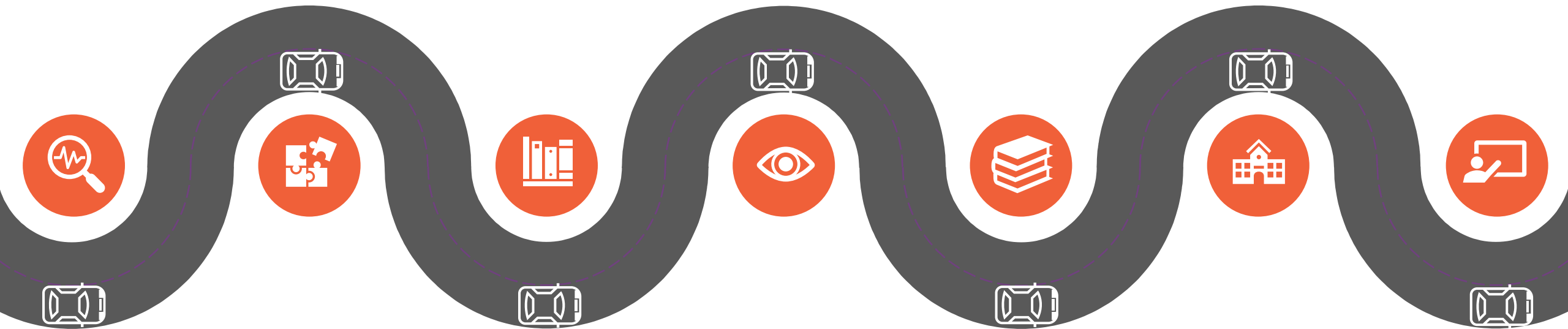
The SBOE issues a call for instructional materials aligned to the newly revised TEKS.

IM Adoption (November)

TEA presents SRP reports and comments and errors received from the public.

Implementation (August)

Classroom teachers begin teaching the new TEKS using the new instructional materials.



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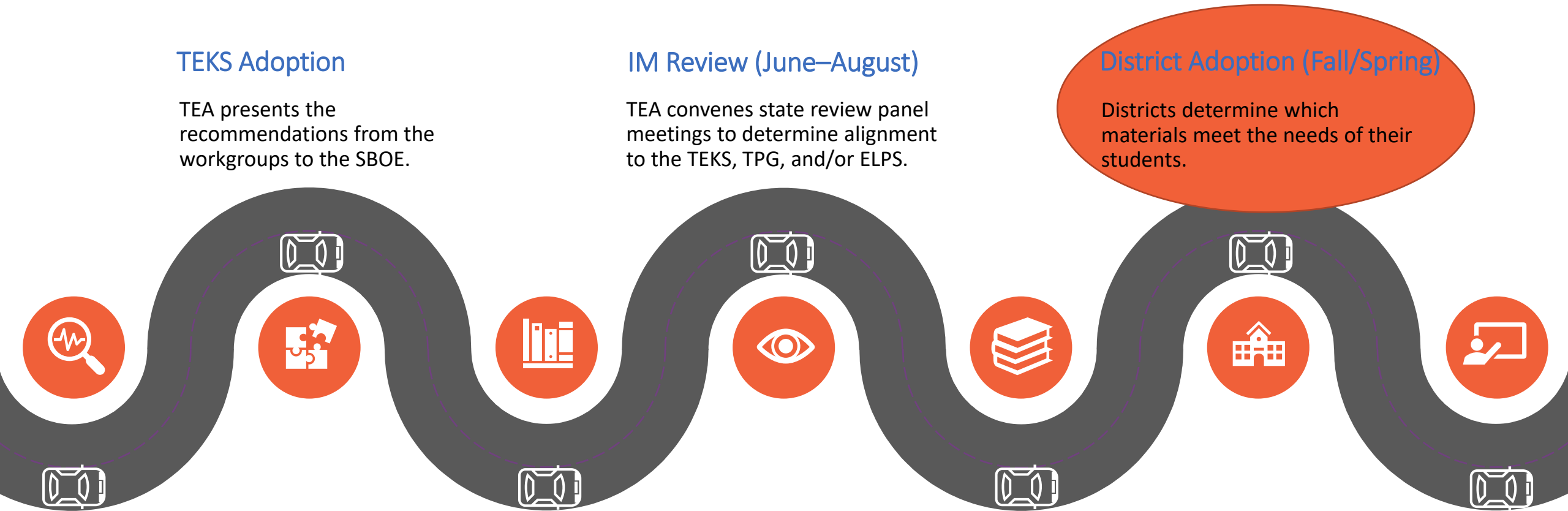
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What Are Possible Steps in a Local Adoption Process?



Board
Communication



Visioning and
Defining Quality



Evaluation



Pilot and Decide



Procurement



Implementation
Planning



Just like the full Review and Adoption process, the District Adoption Process is its own journey that may take you in several directions.

Where Do You Begin?



Board Communication

What guidelines do you need to follow?
What role does the school board play?
Who needs to be included during the process?



Vision Setting and Defining Quality

What are your goals for students?
What are you looking for in a product?
How will you evaluate products?

How Do You Evaluate Products?



Review Team Structures

Will you have a review team per product? Or one team for all products?

How are teams selected?

Does your process account for opportunities to increase teacher buy in?



Product Review Process

How will you review and compare products?

What are the most important factors for your district?

Poll: Where are You in Your Current Process?

- Where are you in your current process for PreK adoption?



How Do You Choose a Product?



Pilot

How many products will you pilot?

Who should test out products?

What systems and structures might need adjustment?

How will you gather feedback?



Decide

Will all schools vote? How?

What local guidelines do you need to follow?

How will you ensure stakeholder buy-in about the decision-making process?

How will you inform the school board of your recommendation?

What Do You Need to Know about Procurement?



Purchasing

Will you purchase directly or go through TEA?

What information do you need from schools to purchase?

How will you communicate with publishers about any additional needs?



Materials Distribution

How will schools get their new materials?

How will accessible materials be acquired and distributed?

Who will manage deliveries?

Who should schools contact with questions or concerns?

What's Next? How Do You Set Teachers Up for Success?



Summer Professional Development

What onboarding training is needed?

What teachers and school staff need to attend?

Who will provide training?



School Year Professional Development

What structures are in place for weekly meetings about content?

How are teachers expected to read and internalize lessons?

What additional trainings are needed?

FAQs – Adopting Instructional Materials

Do districts have to select instructional materials on the state adopted list to access allotment funds?

- No, districts may use their technology and instructional materials allotment funds to purchase instructional materials and technology of their choice. **However, districts must annually certify that they have instructional materials that cover all elements of TEKS/TPG.**
- Instructional materials on the state adopted list are available in the state ordering system, making purchase with allotment funds easier and ensure a guaranteed price.

Are districts required to purchase materials on a specific timeline?

- No, there are no state requirements regarding when districts purchase instructional materials.

If we purchased materials after 2015, do we need to purchase now?

- No, if you purchased materials after the 2015 TPG were released your materials may already align.

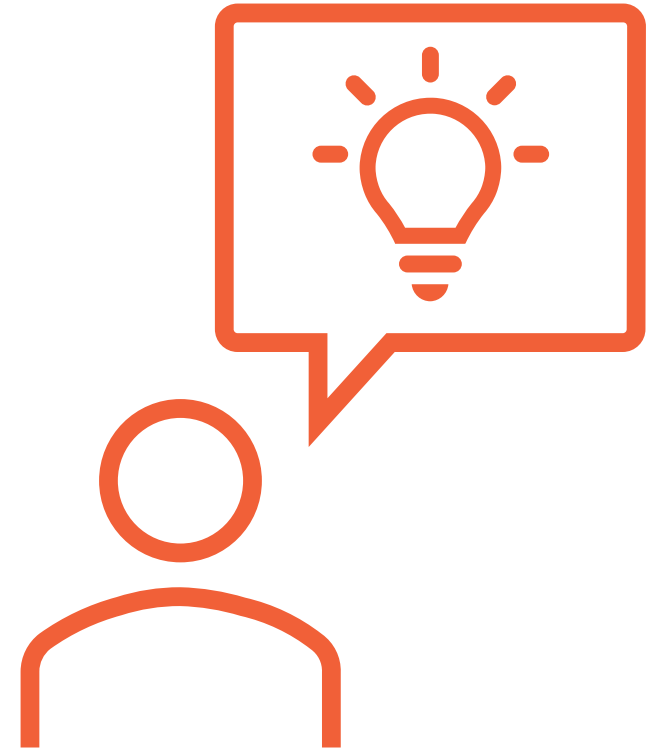
Remember: It's a Journey!

- Your adoption process is unique to your district and community may not follow a linear path and you may need to return to different phases as you go through the process.

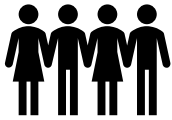


Setting Your Vision

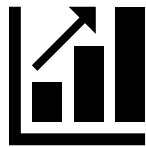
What matters to your district? How will you determine what your students and teachers need?



Considerations for Setting Your Vision



What do you believe should be true for all students in PreK classrooms?



What does student data tell you about Kindergarten readiness in your district? Among specific student populations? How is readiness measured?



What district structures or systems do you have in place that will impact how instructional materials are used?



What support will be in place to use the instructional material effectively?



What challenges have you experienced in implementing a new curriculum in the past?

Write Your Vision



Using your answers to the previous questions, write 2-3 sentences that describe your vision for PreK in your district.



If you have already written a vision as part of your review process, pull it up and see if there are any additional ideas you would add.



- Review the sentences you wrote for your vision and pull out 2-3 keywords from your vision.
- Type your words into the chat

Let's see common themes in your visions!

Top 5 Requirements for PreK Product



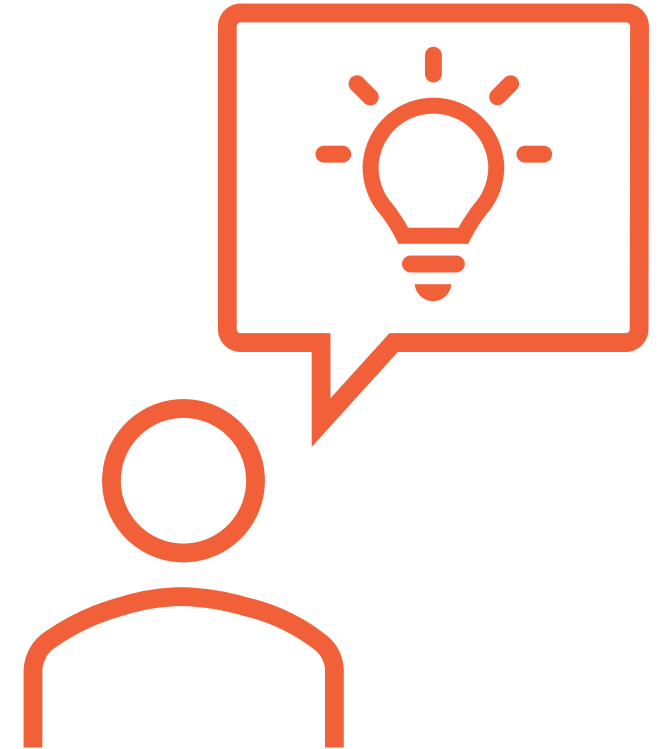
- List out your top five requirements for a quality PreK product.
- Connect your top five to your vision.

Break

Please be back at 10:40 to begin our next section.

Resources to Define Quality

What resources are available to help you determine if a product is high-quality and meets your district's needs?



List of SBOE Adopted Instructional Materials

Proclamation 2021 List of Instructional Materials Adopted by State Board of Education

[illegible]

SBOE Reports- Proclamation 2021

TPG Not Addressed Report

Domain II: Language & Development

	TPG Percentage	TPG Not Addressed
Student Materials	87.50%	(E)(2)
Teacher Materials	96.15%	(E)(2)

Domain VI: Science

	TPG Percentage	TPG Not Addressed
Student Materials	90.91%	(A)(4)
Teacher Materials	90.91%	(A)(4)

Report on Interoperability and Ease of Use

Publisher	Program Title(s)	Delivery Format(s)	User Authentication Required	Roaming Required	Standards Compatibility
Benchmark Education	Ready to Advance Early Learning Program Texas and Listos y Adelante Early Learning Texas	EPUB—both PDF—secured IOS application Android application Web application—stand-alone site Learning Management System—Canvas Other—Schoology LMS Supporting LTI 1.0/1.1 or 1.3 standards Thin Common Cartridge	Yes	Yes	IMS Global—LTI IMS Global—TCC IMS Global—QTI IMS Global—OneRoster IMS Global—CASE
Children's Learning Institute at The University of Texas Health Science Center at Houston	CIRCLE Pre-K Curriculum and CIRCLE Pre-K Curriculum: Spanish Edition	Web application—connected to proprietary platform	Yes	No	No
Children's Literacy Initiative	Blueprint for Early Learning	PDF—secured	No	No	N/A
EDUSPARK, Inc.	EDUSPARK Pre-K System and Sistema EDUSPARK Pre-K	IOS application Android application Web application—stand-alone site and connected to proprietary platform LMS—NEO LTI links Common Cartridge	Yes	Yes	xAPI IMS Global—LTI IMS Global—TCC IMS Global—QTI

Complete Descriptions

Prekindergarten Systems							
Type	Publisher	ISBN	Estimated TEKS%	Title	Media Format	Preliminary Price	System Requirements
Prg	Benchmark Education	9781078641463	100	Ready to Advance Early Learning Program Texas	Print with digital components		BENCHMARK EDUCATION SUPPORTS THE MOST CURRENT OPERATING SYSTEMS AVAILABLE IN THE MARKETPLACE, INCLUDING WINDOWS 10 AND MANY LEGACY SYSTEMS AS WELL. COMPATIBLE DEVICES INCLUDE: WINDOWS 7+, MACOS 10.9+, CHROME OS 53+, IOS 8+, ANDROID 4.2+
Comp	Benchmark Education	9781078630252		Unit 1 Teacher's Resource System	Print	\$45.00	
Comp	Benchmark Education	9781078630269		Unit 2 Teacher's Resource System	Print	\$45.00	
Comp	Benchmark Education	9781078630276		Unit 3 Teacher's Resource System	Print	\$45.00	
Comp	Benchmark Education	9781078630283		Unit 4 Teacher's Resource System	Print	\$45.00	
Comp	Benchmark Education	9781078630290		Unit 5 Teacher's Resource System	Print	\$45.00	
Comp	Benchmark Education	9781078630306		Unit 6 Teacher's Resource System	Print	\$45.00	
Comp	Benchmark Education	9781078630313		Unit 7 Teacher's Resource System	Print	\$45.00	
Comp	Benchmark Education	9781078630320		Unit 8 Teacher's Resource System	Print	\$45.00	
Comp	Benchmark Education	9781078630337		Unit 9 Teacher's Resource System	Print	\$45.00	
Comp	Benchmark Education	9781078630344		Unit 10 Teacher's Resource System	Print	\$45.00	
Comp	Benchmark Education	9781078640596		Ready to Advance Early Learning Program Guide TX Teacher Resource TX	Print	\$35.00	
Comp	Benchmark Education	9781532257971		Assessment Guide	Print	\$50.00	

Benefits of Selecting Stated Adopted Materials

Adopted materials are accessible

Adopted materials have a fixed price

Adopted materials are easy to order (EMAT)

Adopted materials are subject to enforcement (TEC §31.151)

Vision for Texas Resource Review

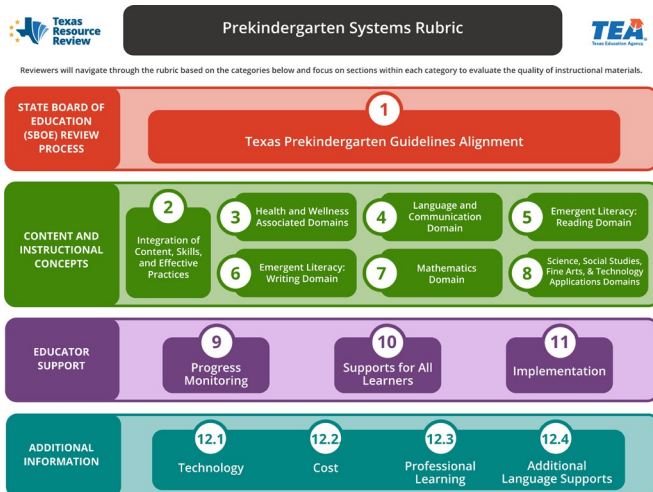


What is the purpose?

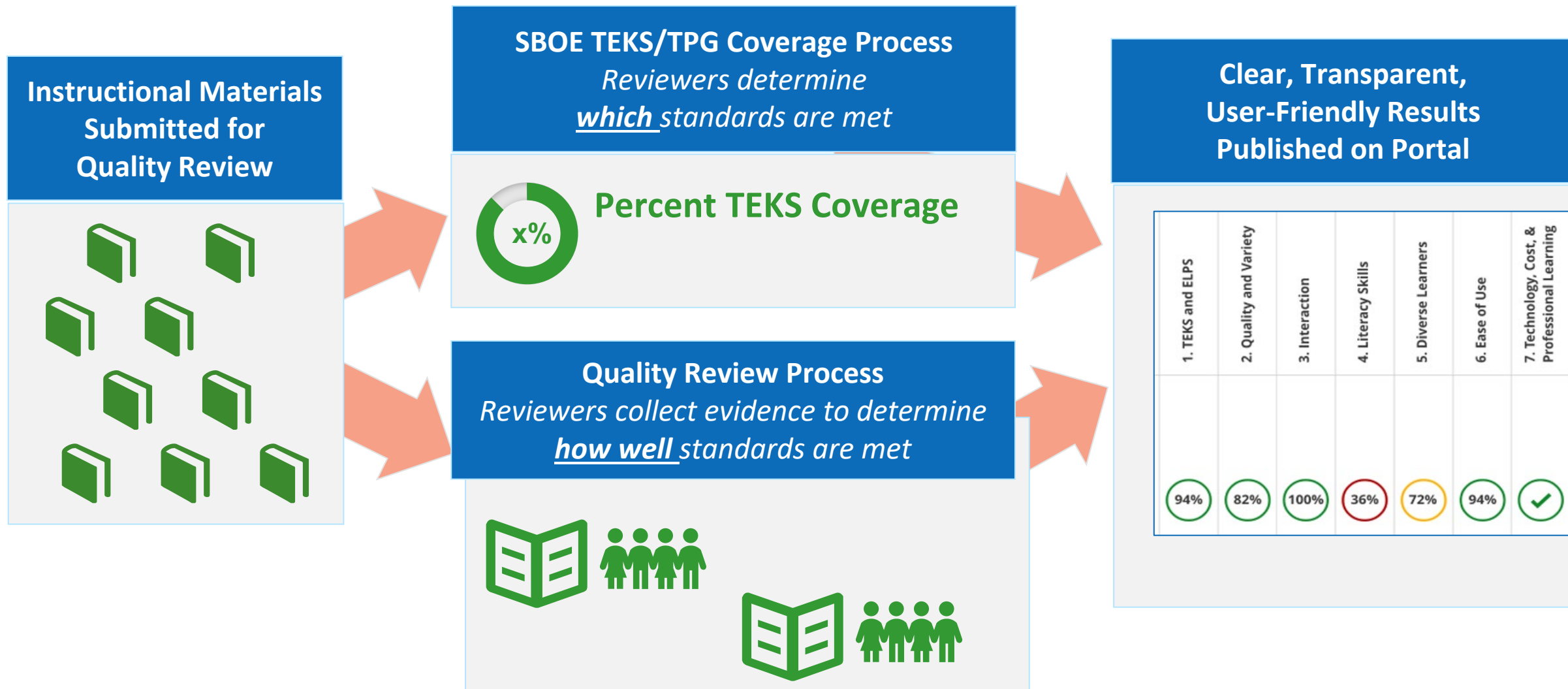
The purpose of the Texas Resource Review is to assist districts in **selecting high quality instructional materials.**

How does it work?

The Texas Resource Review is designed to provide comprehensive and user-friendly information about the quality of instructional materials, using evidence captured by teams of Texas educators trained on a Texas-specific quality rubric.



How the Process Works



Overview of the TRR Process

1

Develop Texas specific quality rubric designed for Texas standards



2

Recruit, select, and train diverse teams of Texas educators, including teachers and administrators, to serve as reviewers



3

Reviewers evaluate materials, collect evidence, and meet weekly to reach consensus and draft reviews



Overview of the TRR Process (cont.)

4

ESCs validate reviews to ensure reports include evidence to support scores



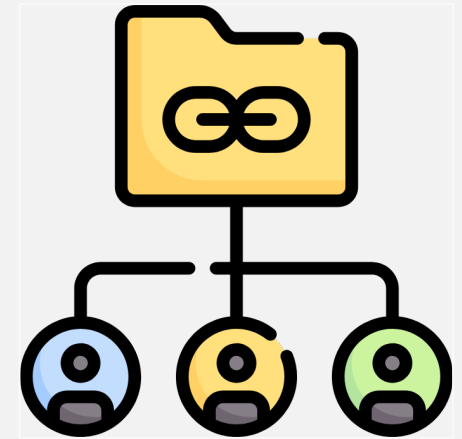
5

Publishers may revise materials, submit errors and provide a response based on the quality review



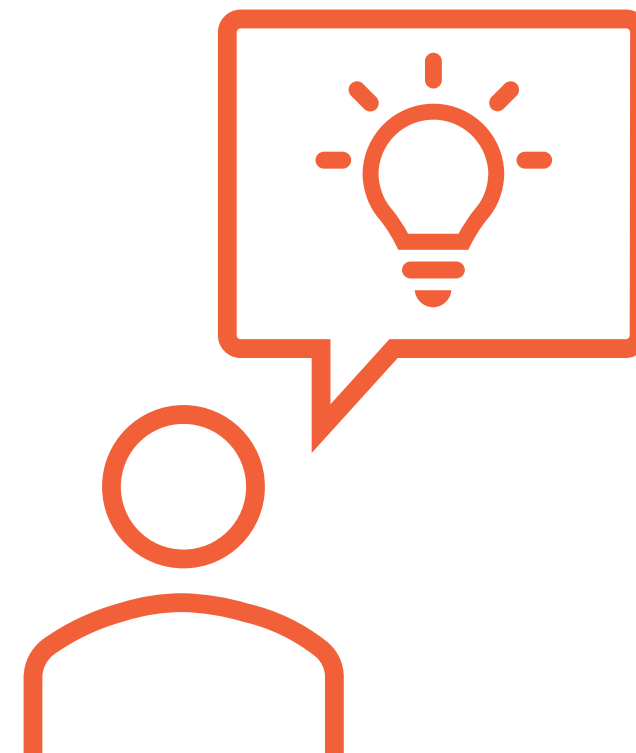
6

Final quality reviews are published on the Texas Resource Review website



What matters for PreK students?

How can we make sure products are meeting the many needs of a PreK classroom?



Reviewers will navigate through the rubric based on the categories below and focus on sections within each category to evaluate the quality of instructional materials.

**STATE BOARD OF
EDUCATION
(SBOE) REVIEW
PROCESS****1****Texas Essential Knowledge and Skills (TEKS) and English
Language Proficiency Standards (ELPS) Alignment****CONTENT AND
INSTRUCTIONAL
CONCEPTS****2****Integration of
Content, Skills,
and Effective
Practices****3****Health and Wellness
Associated Domains****4****Language and
Communication
Domain****5****Emergent Literacy:
Reading Domain****6****Emergent Literacy:
Writing Domain****7****Mathematics
Domain****8****Science, Social Studies,
Fine Arts, & Technology
Applications Domains****EDUCATOR
SUPPORT****9****Progress
Monitoring****10****Supports for All
Learners****11****Implementation****ADDITIONAL
INFORMATION****12.1****Technology****12.2****Cost****12.3****Professional
Learning****12.4****Additional
Language Supports**

Reviewing Domains and Indicators



5 Emergent Literacy: Reading Domain

Materials must develop the key predictors of early literacy, as indicated in the Texas Prekindergarten Guidelines.

Indicator		Guidance	Scoring
5.1	Materials provide opportunities for students to develop oral language skills , including through authentic text conversations .	<ul style="list-style-type: none">Materials provide opportunities for students to listen actively and to ask questions and engage in discussion to understand information in texts.Materials provide consistent opportunities for students to engage in discussions that require students to share information and ideas about the texts.Materials provide support and guidance for students to work collaboratively to engage in discussion.	0/2/4
5.2	Materials provide direct (explicit) instruction and opportunities for student practice in phonological awareness skills .	<ul style="list-style-type: none">Materials follow the research-based developmental continuum of how children acquire phonological awareness.Materials include a variety of types of activities that engage students in identifying, synthesizing, and analyzing sounds.Materials allow for student practice of phonological awareness skills both in isolation and connected to alphabetic knowledge skills.	0/2/4
5.3	Materials provide direct (explicit) instruction and opportunities for student practice in alphabetic knowledge skills .	<ul style="list-style-type: none">Materials follow a research-based, strategic sequence for introduction of alphabetic knowledge.Materials provide teacher guidance on directly introducing, modeling, and using letter names and sounds.	0/2/4
5.4	Materials provide direct (explicit) instruction in print knowledge and concepts and opportunities for student practice.	<ul style="list-style-type: none">Materials provide direct (explicit) instruction in print awareness and connect print awareness to books/texts.Materials provide opportunities for students to develop an understanding of the everyday functions of print in context to the students' experience at school.Materials include a research-based sequence of foundational skills instruction and opportunities for sufficient student practice.Materials follow a developmentally appropriate continuum for the development of print awareness knowledge.	0/2/4

- In the chat, type one word or phrase that stands out to you when you review the guidance for Indicator 5.1.

Evaluation for 5.1

Materials provide opportunities for students to develop oral language skills, including through authentic text conversations.

 **4 out of 4 points**

The materials support active listening and discussions about books through well-scripted lessons that activate the child's prior learning. The materials support student understanding of the book through scaffolded comprehension questions and set a purpose for listening. Materials provide consistent opportunities for students to engage in discussions that require students to share information and ideas about the texts as well as work collaboratively across the thematic units, utilizing multiple read-alouds of the same text, class discussions, and the application of concepts facilitated in learning centers.

Evidence includes but is not limited to:

In Unit 1, the teacher reads the book *Chicka Chicka Boom Boom* to the students during large group read-alouds. For the second read-aloud of the book, the materials direct the teacher to ask questions after almost every two pages of reading. For example, after reading pages 10–11, the teacher asks, "Oh no! What is going to happen next to the letters of the alphabet?" The materials also direct the teacher to encourage the students to chime in with "boom, boom" to contribute to the reading of the story.

A photograph of a group of students walking on a wide, modern staircase with metal railings. The students are dressed in casual attire, including hoodies, t-shirts, and jeans, and many are carrying backpacks. The staircase is situated within a building that has large glass windows on the right side, providing a view of green trees outside. The overall atmosphere is bright and airy.

Questions?

Lunch

Please be back at 1:00 to begin our next section.

A photograph of a female teacher with short dark hair and glasses, wearing a white t-shirt, sitting on the floor and reading a book to two young children. The children are also sitting on the floor, looking at the book. They are in a classroom setting with bookshelves filled with books and blue storage bins in the background. The image is slightly faded to allow the text overlay to be prominent.

Aiming for the Highest Quality in Prekindergarten

Part 1: What is quality?

- State of kindergarten readiness in Texas
- Defining quality
- What is required?
- Reaching for higher quality

Part 2: TRR Prekindergarten Quality Rubric

- Section 2: Integration of content, skills, and effective practices
- Section 9: Progress monitoring
- Section 10: Support for all learners

See
Handout
Page 3





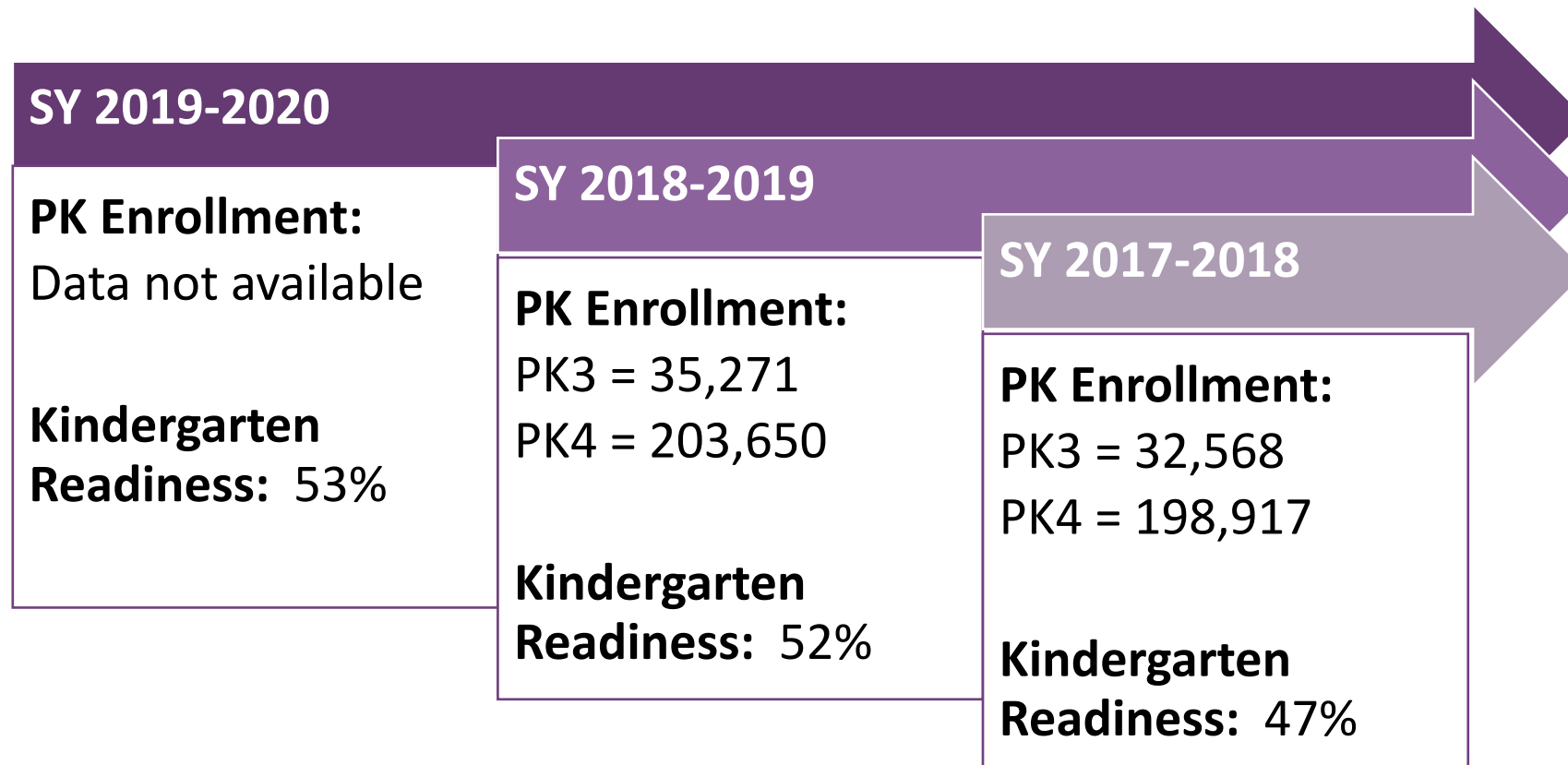


Part 1: What is Quality?



State of Kindergarten Readiness in Texas

Let's Look at the Data!



Defining Quality

Why is Everyone Talking About High-Quality?



“Children are born eager to learn; they take delight exploring their world and making connections. The degree to which early learning programs support children’s delight and wonder in learning reflects the quality of that setting. Educators who engage in developmentally appropriate practice foster young children’s joyful learning and maximize the opportunities for each and every child to achieve their full potential.” - NAEYC

Looking Back



**86th Legislative Session:
House Bill 3**

**85th Legislative Session:
Rider 78**

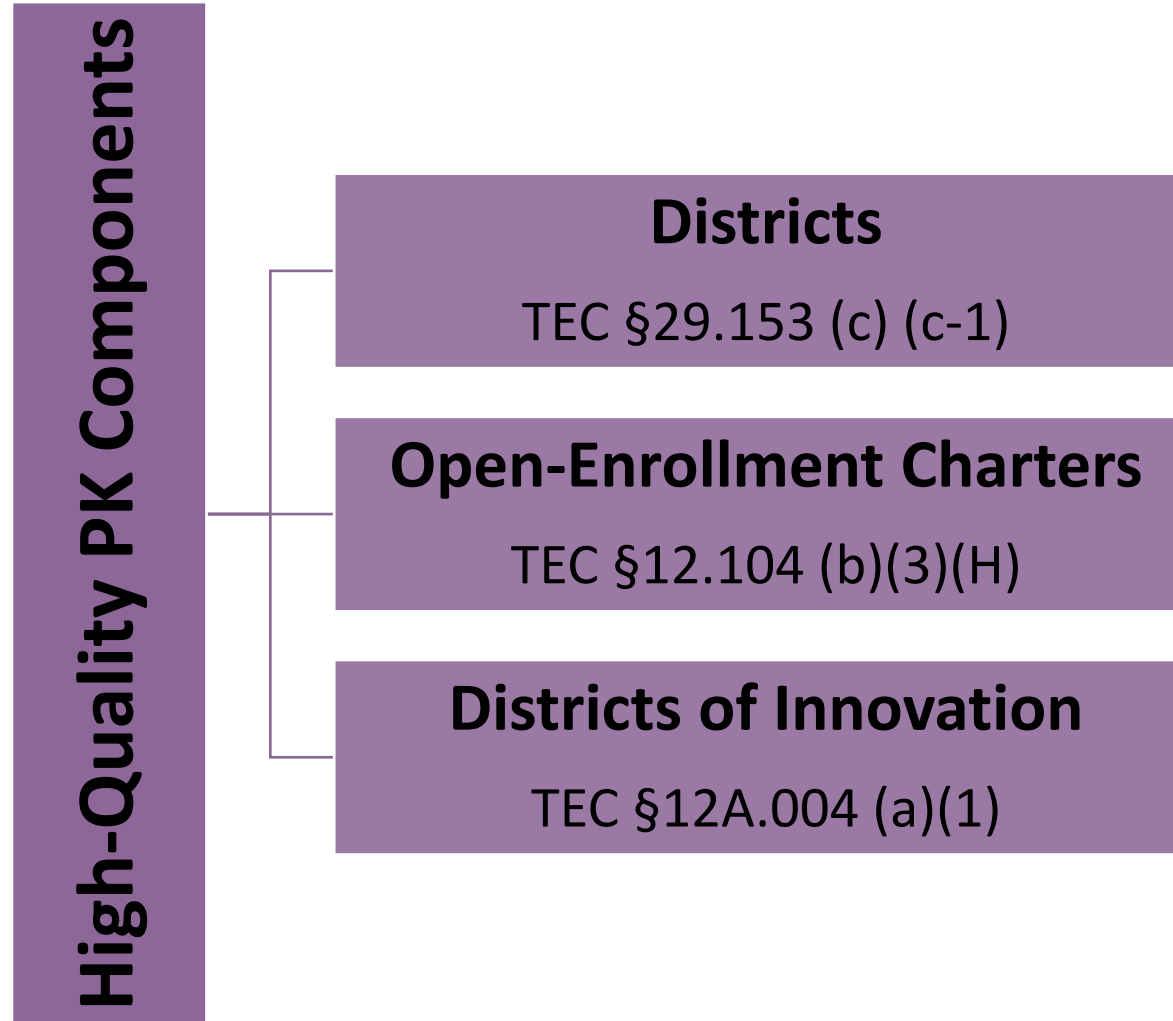
**84th Legislative Session:
High-Quality Prekindergarten Grant**

Current Definition

- Curriculum
- Student Progress Monitoring
- Prekindergarten Teacher Qualifications
- Teacher to Student Ratio
- Family Engagement Plan
- Program Evaluation



Applies to All PK Programs Serving Eligible 4's



What is Required?

Statute

TEC 29.167 (a)

A school district shall select and implement a curriculum for a prekindergarten program that:

- (1) Includes the prekindergarten guidelines established by the agency;
- (2) Measures the progress of students in meeting the recommended learning outcomes; and
- (3) Does not use national curriculum standards developed by the Common Core State Standards Initiative.

Commissioner's Rule – Reference #1

19 TAC 102.1003 (b)

A school district or an open-enrollment charter school shall implement a curriculum for a high-quality prekindergarten program that addresses the 2015 Texas Prekindergarten Guidelines in the following domains:

- (1) social and emotional development;
- (2) language and communication;
- (3) emergent literacy reading;
- (4) emergent literacy writing;
- (5) mathematics;
- (6) science;
- (7) social studies;
- (8) fine arts;
- (9) physical development and health; and
- (10) technology



Commissioner's Rule – Reference #2

19 TAC §102.1003 (f) (1)

(f) In a format prescribed by the Texas Education Agency (TEA), a school district or an open-enrollment charter school shall:

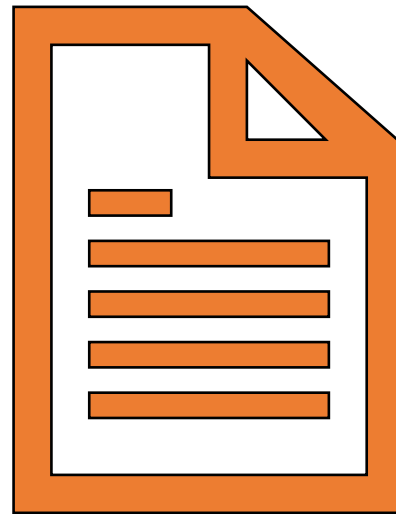
- (1) Report the curriculum used in the high-quality prekindergarten program classes as required by subsection (b) of this section



Commissioner's Rule – 3rd Reference

19 TAC §102.1003 (i)

A school district or an open-enrollment charter school shall maintain locally and provide at the TEA's request the necessary documentation to ensure fidelity of high-quality prekindergarten program implementation.



What Does it Mean?



Let's Pause & Reflect...

Does the curriculum you use in your prekindergarten program align with all the Texas Prekindergarten Guidelines?

Based on the high-quality requirements, what are you looking for in prekindergarten curriculum?

Write down your thoughts on your handout

Reaching for Higher Quality

Curriculum

Structural Quality:

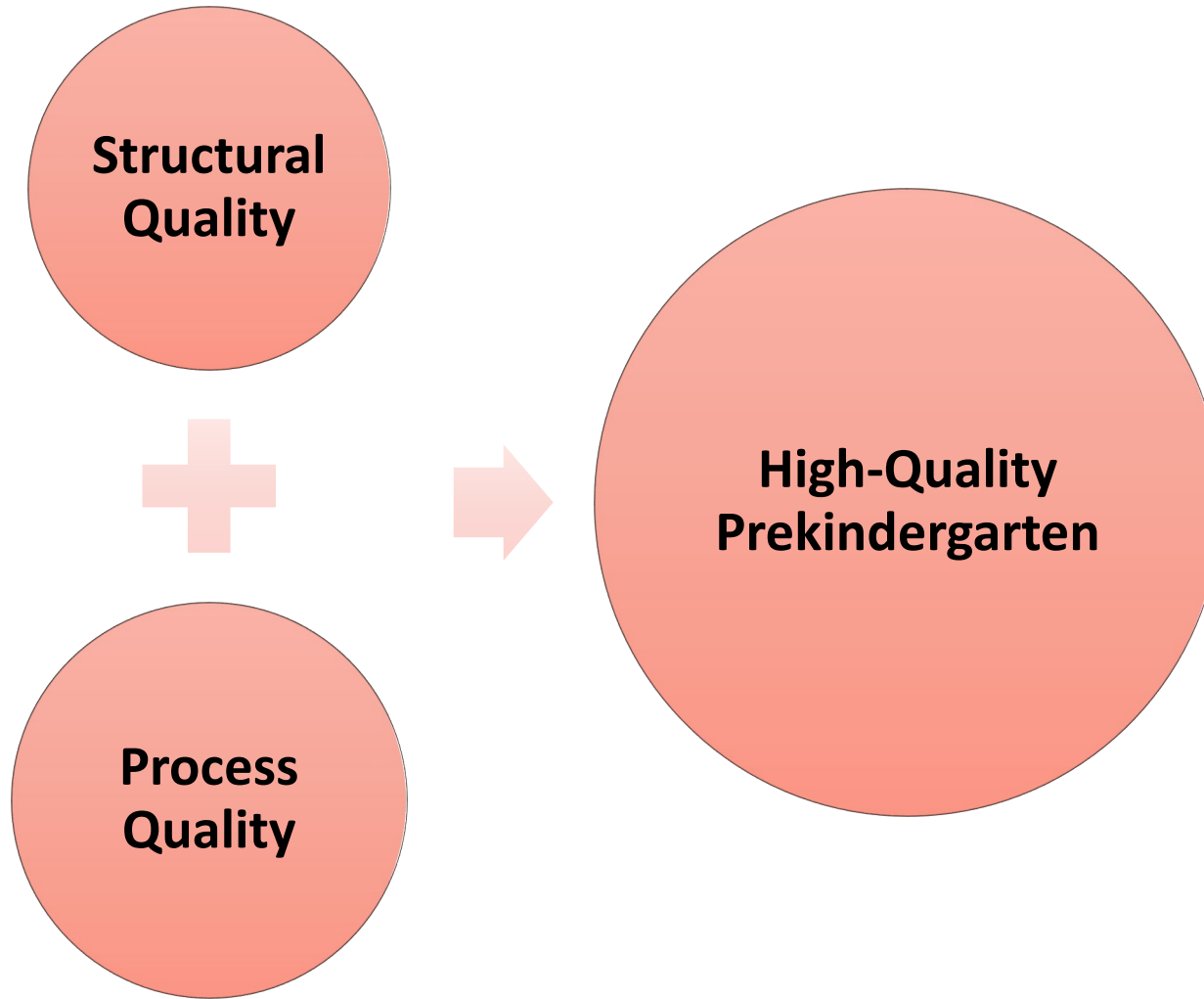
Curriculum is aligned with the 2015 Texas Prekindergarten Guidelines



Process Quality:

How is the curriculum implemented in order to meet the needs of students?

Structural & Process Quality



Process Quality

Definition:

“Process quality refers to the child's day-to-day experiences in ECE settings and encompasses the social, emotional, physical, and instructional aspects of children's activities and interactions with teachers, peers, and materials, that are seen as the proximal determinants of child development.”

C. Howes, M. Burchinal, R. Pianta, D. Bryant, D. Early, R. Clifford, *et al.* Ready to learn? Children's pre-academic achievement in pre-kindergarten programs, *Early Childhood Research Quarterly*, 23 (2008), pp. 27-50



Part 2:

High-Quality in the TRR PK Rubric



Handout

See
Handout
Page 4



Reviewers will navigate through the rubric based on the categories below and focus on sections within each category to evaluate the quality of instructional materials.

**STATE BOARD OF
EDUCATION
(SBOE) REVIEW
PROCESS**

1

**Texas Essential Knowledge and Skills (TEKS) and English
Language Proficiency Standards (ELPS) Alignment**

**CONTENT AND
INSTRUCTIONAL
CONCEPTS**

2

Integration of
Content, Skills,
and Effective
Practices

3

Health and Wellness
Associated Domains

4

Language and
Communication
Domain

5

Emergent Literacy:
Reading Domain

6

Emergent Literacy:
Writing Domain

7

Mathematics
Domain

8

Science, Social Studies,
Fine Arts, & Technology
Applications Domains

**EDUCATOR
SUPPORT**

9

Progress
Monitoring

10

Supports for All
Learners

11

Implementation

**ADDITIONAL
INFORMATION**

12.1

Technology

12.2

Cost

12.3

Professional
Learning

12.4

Additional
Language Supports

Section 2:

Integration of Content, Skills, and Effective Practices

Texas Resource Review Quality Rubric – Section #2

- ➔ 2.1 Materials are cross-curricular and integrated in an authentic way to support students' unified experience throughout the day.
- ➔ 2.2 Materials utilize high-quality texts as a core component of content and skill integration.
- ➔ 2.3 Materials support developmentally appropriate practice across all content domains.
- 2.4 Materials fit within a developmentally appropriate programmatic structure.
- 2.5 Materials include detailed guidance that supports teacher's delivery of instruction.
- 2.6 Materials are supported by child development research on children's development within and across all domains.

Creating Cross-Curricular and Integrated Connections (2.1)



How the Young Student Learns Best (2.1)

- Connections are made across multiple areas of development
- Experiences offer repeated use of knowledge and skills
- Simple understanding leads to complexity
- Areas of development are interconnected



Sample Evidence from 2.1: Cross-Curricular and Integrated

In Unit 6's "Connect" section, the lesson "Choose a Favorite Science Book" is about a common theme to support students' abilities to build background knowledge of all they have learned throughout the year; students make connections and explore new concepts such as creating a new type of graph...

In Unit 10, the students learn about space. Students use various mediums to paint themselves in space at the Art Easel center and make telescopes out of cardboard, tissue paper, and rubber bands at the Art Studio center...

The materials provide some lessons that include specific, intentional, and purposeful cross-curricular connections and multiple developmental domains to create a unified experience for students. The resource "Let's Read It Again!" includes lessons that contain cross-curricular connections to create a unified experience for students...

High-Quality Texts (2.2)



- Age appropriate in length and amount of text
- Relevant to age group
- Lots of illustrations
- Full of vocabulary
- Stereotyping is avoided
- Thought-provoking
- Fun!

Sample Evidence from 2.2: High-Quality Texts



The materials include 16 books aligned to the eight themes (eight in English and eight in Spanish) and a library of 64 titles with a variety of genres and cultural diversity within the topics.

In Theme 2, the focus is on family and friends, and the texts represent both fiction and nonfiction genres...

The book list is divided into sections that are based on content areas, themes, and genres...

Developmentally Appropriate Practice (2.3)



National Association for the Education of Young Children (NAEYC):

Methods that promote each child's optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning.

Sample Evidence from 2.3: Developmentally Appropriate



- *The materials provide a “High-Quality Environment (HQE) Rating Framework,” which guides the teacher in establishing a “Welcoming and Predictable Environment” for the students.*
- *Teachers have direction and facilitation guidance on how to facilitate learning using a full-day schedule that includes blocks of time for whole group activities, small group activities, read-alouds, and student-led choice time.*
- *In Unit 4, the students use a variety of different centers to explore healthy decisions...Materials in each center are related to the theme.*

Let's Pause and Reflect

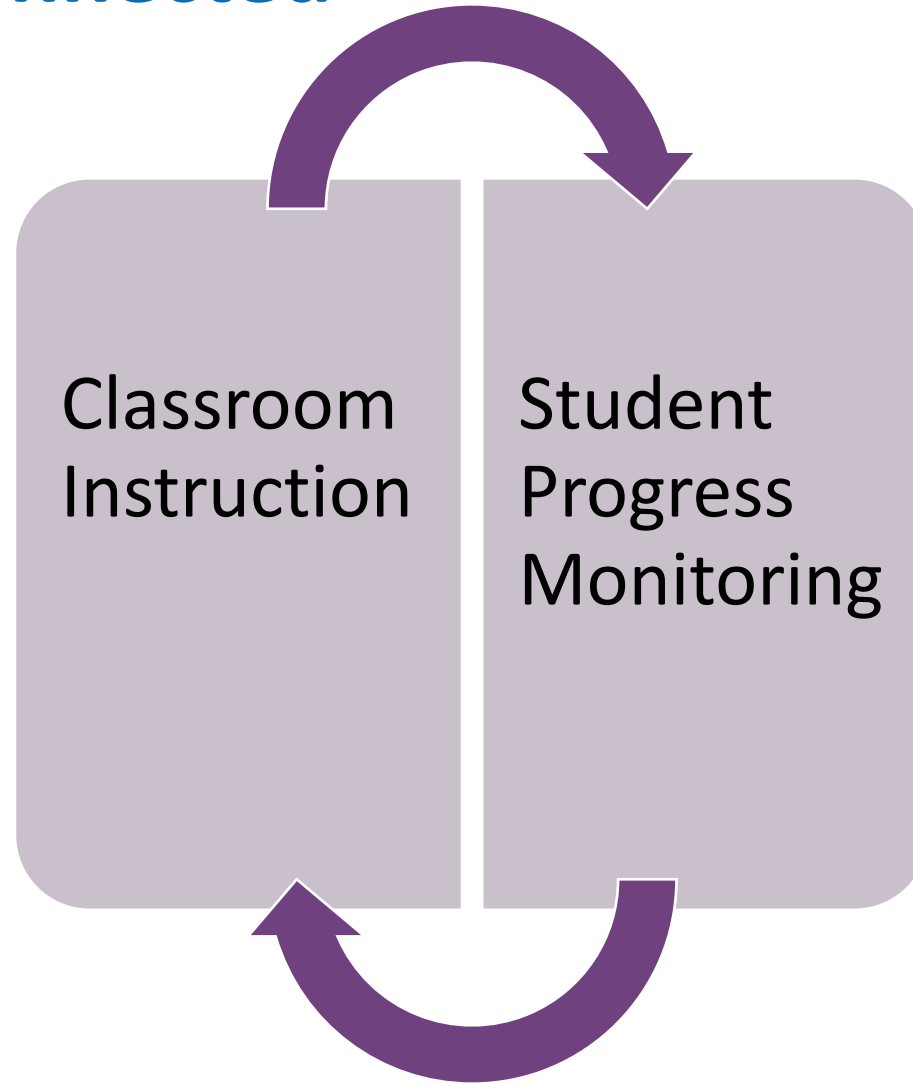
Will you look for cross-curricular connections, high-quality texts, and developmentally appropriate practice components in curriculum? If so, what components will meet your local context?

Write down your thoughts on your handout.

Section 9:

Progress Monitoring

Continuously Connected



Statutory/Commissioner's Rule Requirements

The following items are mandatory:

- Student progress monitoring for 4-year-old eligible students
- The use of a tool from the Commissioner's List of Approved Prekindergarten Assessment Instruments for eligible 4-year-old students
- Four-year-old students are assessed in each of the following developmental domains:
 - Health & wellness
 - Language & communication
 - Emergent literacy reading
 - Emergent literacy writing
 - Mathematics
- BOY & EOY assessments scores are uploaded into ECDS
- LEAs should maintain documentation of their compliance with this requirement

Poll

My classroom/district uses formative progress monitoring effectively to inform classroom instruction.



Progress Monitoring

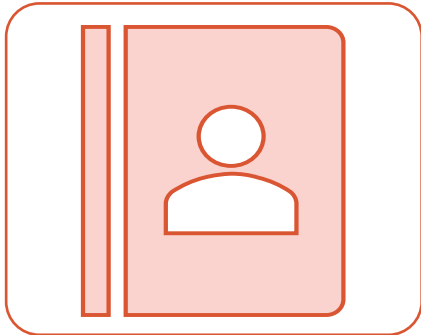
- 9.1 – Materials include **developmentally appropriate diagnostic tools** and guidance for teachers, students, and administrators to **monitor progress**
- 9.2 – Materials include guidance for teachers to **analyze and respond to data from diagnostic tools**.
- 9.3 – Materials include **frequent, embedded opportunities** for monitoring progress.



Sample Evidence on Progress Monitoring



Informal assessments include the teachers using anecdotal notes based on observations.



The teacher decides how many times a year the portfolio will be reviewed and uses the child's assessment forms to see the child's progress over time.

Section 10: **Supports for All Learners**

Reflect and Chat

What is one type of support for all learners that you are looking for in instructional materials?

Share 1-2 words in the chat!

Supports for All Learners

- 10.1 - Materials include **guidance, scaffolds, supports, and extensions** that maximize students learning
- 10.2 - Materials provide a variety of instructional methods that appeal to a **variety of learning interests and needs.**
- 10.3 - Materials include supports for **English Learners (EL)** to meet grade-level learning expectations.



Sample Evidence on Supports for All Learners

The materials provide guidance on adapting language expectations to include students who may have a language delay.

For ELs, the teacher reviews the emotions with visuals and has students identify the emotions.

The materials provide twice-daily Center times with multiple opportunities for individual exploration in 8 centers. Center lesson plans provide a high level of detail in including open-ended and scaffolded questions to help teachers to support students in purposeful learning.

The materials provide a “Question Quick Reference for Scaffolded Language Support,” which includes samples of sentence stems: closed-ended literal stems, open-ended literal stems, and open-ended higher-order thinking stems.

Closing

Connect Back to Your Vision

- Look back at your 2-3 sentence vision for pre-k in your district.
- Is there anything you would like to add or revise based on the high-quality prekindergarten requirements and study of the TRR rubrics?
- Finalize any notes on what you want to look for in the prekindergarten materials to support your vision and local context.



Thank You!



Break

Please be back at 2:35 to begin our next section.

- In your work with curriculum adoption, what have you found to be the most helpful tools or processes?
- Thinking about your last curriculum adoption process, what changes would you make if you could do it again?
- Participant Q&A



Wrap-Up for Day 1



THANK YOU!



LOGISTICS FOR TOMORROW

The background of the slide is a photograph of a female teacher with short dark hair and glasses, wearing a white short-sleeved shirt. She is sitting on the floor and reading a book to two young boys. The boy in the foreground is seen from the back, wearing a white shirt. The boy next to him is also wearing a white shirt and looking at the book. They are in a classroom setting with bookshelves filled with books and blue storage bins in the background.

PreK Adoption Conference and Virtual Vendor Fair

January 12-13, 2021

Welcome and Housekeeping



Welcome Back!

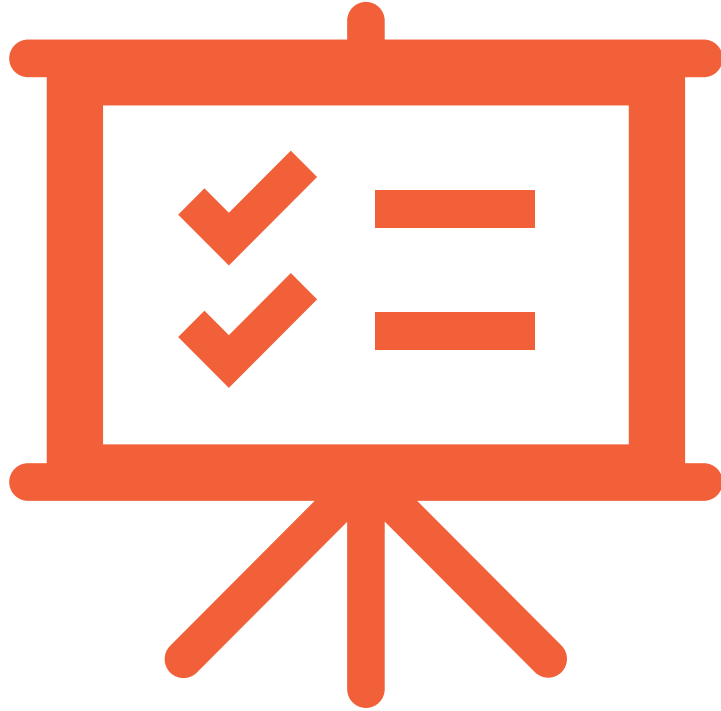


Use the Q&A feature



We will be here for the first half of our day and switch to Zoom meetings for the Vendor Fair.

Day 2 Session Objectives



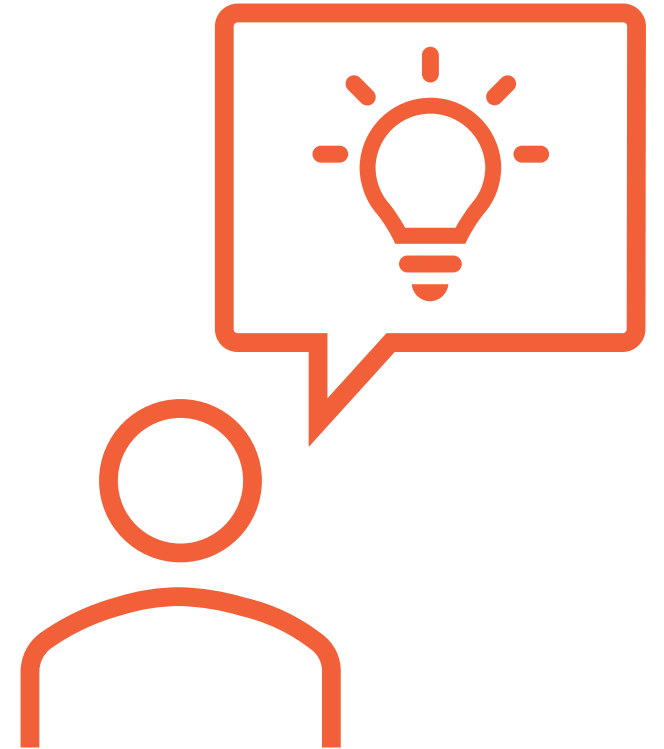
Participants will:

- Use the Texas Resource Review to compare instructional materials
- Consider how to incorporate a pilot into the local adoption process
- Determine next steps to make a final decision
- Prepare questions for publishers

Day 1	Day 2
<ul style="list-style-type: none">• Welcome• The Adoption Journey• Setting a Vision <p>10:25-10:40: Break</p> <ul style="list-style-type: none">• Resources to Define Quality <p>12-1: Lunch</p> <ul style="list-style-type: none">• Overview of Quality PreK Part 1• Overview of Quality PreK Part 2 <p>2:30-2:45: Break</p> <ul style="list-style-type: none">• District Panel	<ul style="list-style-type: none">• Welcome• Compare Instructional Materials <p>10:45-11:00: Break</p> <ul style="list-style-type: none">• Pilot and Decide• Next Steps <p>12:15-1:15: Lunch</p> <ul style="list-style-type: none">• Preparing for the Publisher Fair <p>1:45-2:00: Break</p> <ul style="list-style-type: none">• Virtual Publisher Fair

Comparing Products

You know what is important to your district, now how do you compare products to look for those factors?



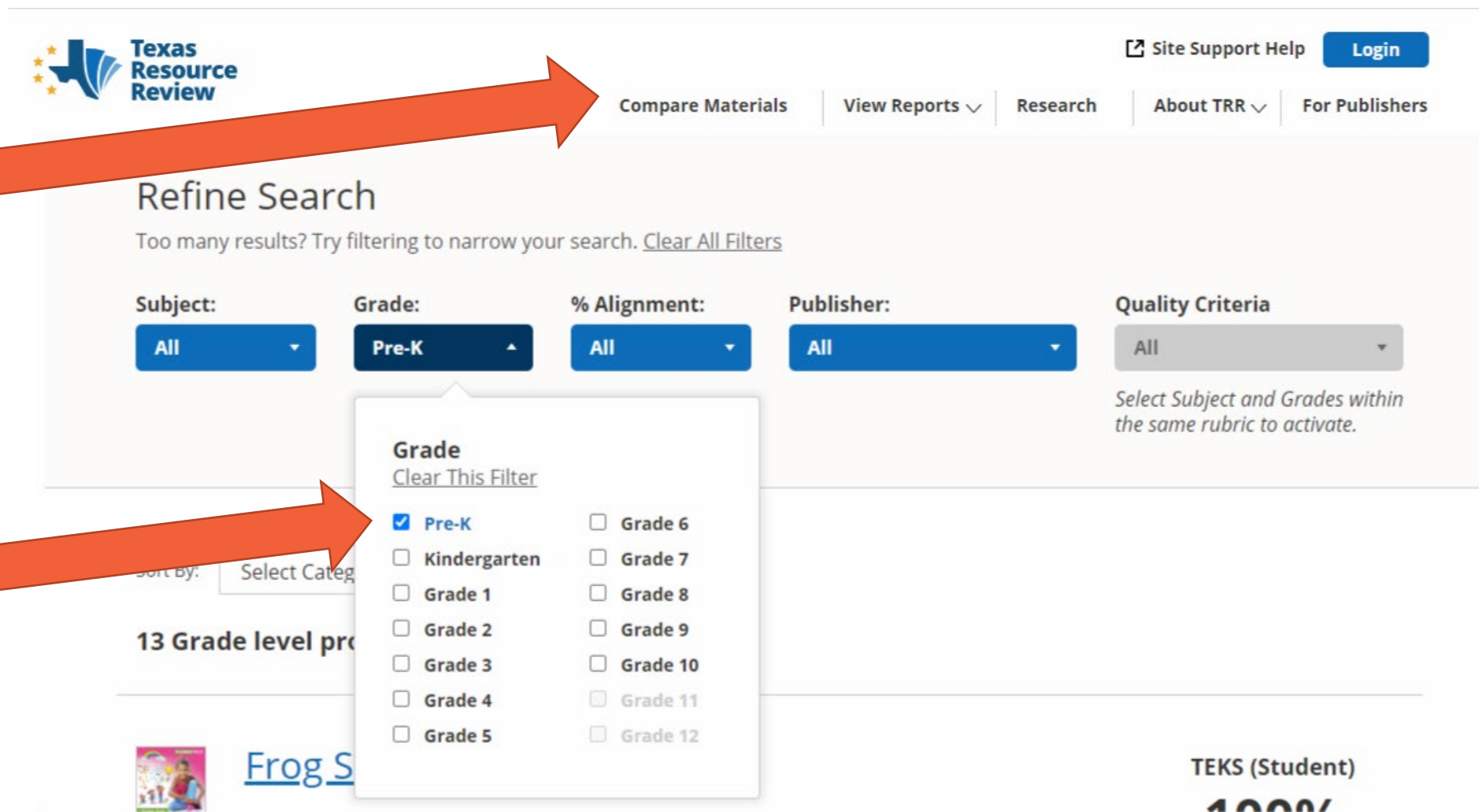
Instructional Materials Reviewed by TRR


- Ready to advance early learning AppleTree Institute- *Every Child Ready*
- Benchmark Education- *Ready to Advance Texas*
- Children's Learning Institute at UTHealth- *Circle Pre-K Curriculum*
- Children's Literacy Initiative- *Blueprint for Learning*
- EDUSPARK- *EDUSPARK Pre-K System*
- Frog Street- *Frog Street Pre-K*
- HighScope- *The HighScope Pre-K Curriculum*
- Kaplan Early Learning- *Connect4Learning*

- Learning Without Tears- *Get Set for School**
- QuaverEd-*Quaver Pre-K Curriculum*
- Robert-Leslie Publishing- *InvestiGator Club*
- Savvas Learning- *Three Cheers for Pre-K*
- Scholastic Education- *PreK On My Way**
- Teaching Strategies- *The Creative Curriculum for Texas*
- TPS Publishing Inc.- *STEAM Themes**
- TPS Publishing Inc.- *Prekindergarten Live & Learn**

*Indicates reviews that will be published later this month

Using the Texas Resource Review to Compare Products



 [Site Support Help](#) [Login](#)

[Compare Materials](#) | [View Reports](#) | [Research](#) | [About TRR](#) | [For Publishers](#)

Refine Search

Too many results? Try filtering to narrow your search. [Clear All Filters](#)


Subject: [All](#) **Grade:** [Pre-K](#) **% Alignment:** [All](#) **Publisher:** [All](#) **Quality Criteria** [All](#)

Select Subject and Grades within the same rubric to activate.

Grade
[Clear This Filter](#)

- ☒ Pre-K
- ☐ Kindergarten
- ☐ Grade 1
- ☐ Grade 2
- ☐ Grade 3
- ☐ Grade 4
- ☐ Grade 5
- ☐ Grade 6
- ☐ Grade 7
- ☐ Grade 8
- ☐ Grade 9
- ☐ Grade 10
- ☐ Grade 11
- ☐ Grade 12

13 Grade level products

 [Frog School](#)

TEKS (Student)

100%

Comparing Work Time



You have 90 minutes to compare products and review indicators that are aligned with your district priorities. We will return to the next session at 11:15 am.



We will monitor the chat here for any questions.



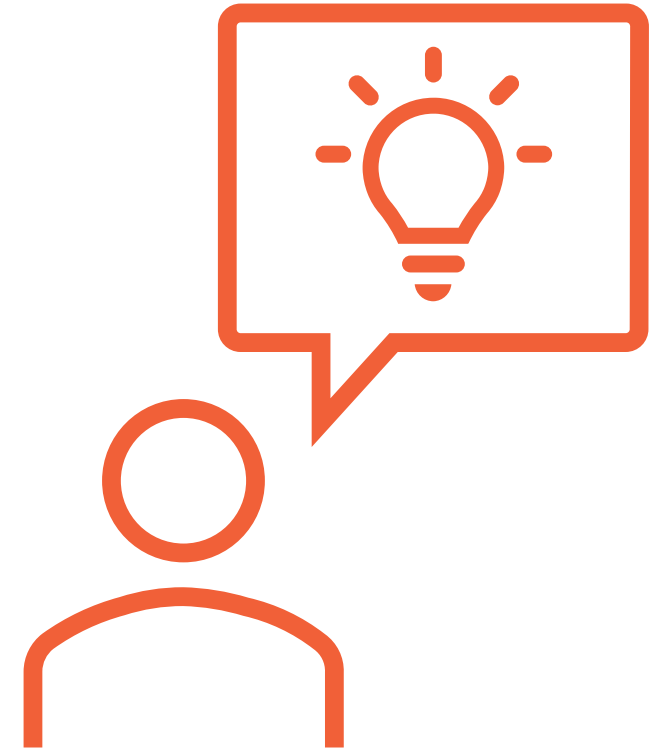
You are encouraged to collaborate with other members of your team or district during this time.

Break

Please be back at 11:15 to begin our next section.

Why pilot products?

How will you make your
final decision?



Poll: What Does Pilot Mean to You?

- When you hear the word "pilot" what do you think of?



Why Consider a Pilot?



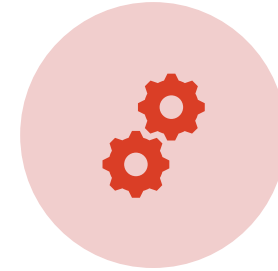
Opportunity to
test out a
product before
making a long-
term investment



Chance for
teachers to
provide
feedback



Increase in
teacher buy-in

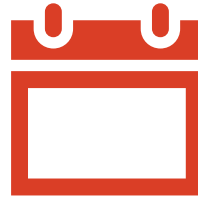


Ability to
uncover systems
that may need
adjustments
before a full
year adoption

PreK Implications with a Pilot



Unlike K-5 where we adopt by subject area, in PreK you will adopt for a full curriculum in one product.



This means when you pilot, you will be changing an entire day if you pilot the full product.



How will that impact students? How can you make a pilot cause the minimum disruptions?

Possible Pilot Structures

The Goal: Teachers have an opportunity to test-drive a product for a few lessons or a unit and provide feedback on their experience and student learning outcomes.

Pilots Should:	Pilots Should Not:
<ul style="list-style-type: none">• Have a plan for family communication and school leadership involvement• Have a clear feedback plan and structure• Include teachers from various campuses• Include a mix of new and veteran teachers	<ul style="list-style-type: none">• Be disruptive to student learning• Include teachers who are significantly struggling

Planning Your Pilot

How many products will you pilot? Will you do a full program or a specific component?

How will you select teachers?

How will you prepare teachers to use the new material?

What role will school leadership have? What information do they need about the impacts on school systems like teacher observations?

How will you inform families?

How will teachers submit feedback?

What data will you collect?



Pilot Feedback and Next Steps

Teachers piloted products and you have their feedback; now what?



How will you use that information?



How will the pilot feedback factor into your final decision?



Do you need any additional follow-up with publishers?



How will you communicate the pilot feedback to participating teachers?

Finalizing Your Decision

You will need to present your final decision or recommendation to the school board for approval. When you do, the board may have questions for you. Here are some important questions to consider:



What do you need to have before you take your final decision to the school board? Do your local guidelines require you provide specific documents like budgets?



Are there any cost considerations or additional purchases (ex: tech, training, hard copies of texts) that need to be made?



Do you have a clear plan in place for how you will build buy-in from all stakeholders?

A photograph of a group of students walking on a wide, modern staircase with metal railings. The students are dressed in casual attire, including hoodies, t-shirts, and jeans, and many are carrying backpacks. The staircase is situated within a building that has large glass windows on the right side, providing a view of green trees outside. The overall atmosphere is bright and airy.

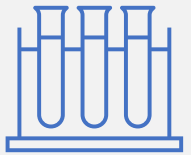
Questions?



Announcing the COVID Recovery Instructional Materials Support Initiative

Announcing the COVID Recovery Instructional Materials Support Initiative (CRIMSI)

3 Initiative Objectives



Support teachers in piloting high-quality instructional materials developed for **in-person and remote learning**



Create more opportunities for **students experiencing high learning loss** due to COVID



Obtain **professional learning support to test freely available resources** so teachers have additional support

What is CRIMSI?

CRIMSI provides districts and schools with access to free planning, implementation and stipend supports to pilot high quality instructional materials currently freely available via THL.



A group of teachers in a school
**pilot Texas Home Learning
Products** in
Spring '21



Educators Receive



**free access to
professional
learning supports**



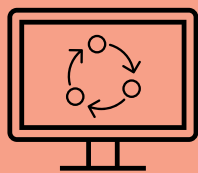
extra materials like
**printed pilot units
and trade books**



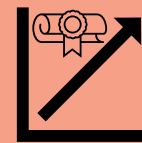
and **stipends** for
teachers and
school admin

CRIMSI Benefits to Participating Districts

In addition to the ability to trial a THL product, LEAs and schools participating in CRIMSI in spring '21 will have a number of other benefits to support them over the course of the initiative.



**1. Remote Learning
Supports for Teachers**



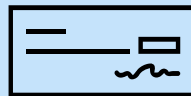
**2. Resources to Reduce
Student Learning Loss**



**3. Printed Spring '21 Unit
Materials, Texts and
Manipulatives**



**4. Communities of
Practice & Publisher
Feedback Opportunities**



**5. Teacher and School
Leader Stipends**



**6. Teacher and Admin
Onboarding PD &
Ongoing Coaching**











**7. District Access to
Academic Diagnostic and
THL Planning Assistance**



Interested in CRIMSI? Let us know at
bit.ly/CRIMSI-Interest-Form

THL Products In-Scope for CRIMSI

All Core THL products listed below are included as a part of this application.

Subject	Publisher
Integrated Pre-K	 Teaching Strategies
Math	 Great Minds (K-5) [○]
	 Carnegie Learning (6-12)
English Language Arts and Reading	 Amplify (K-5 + K-2 Skills) [○]
	 Amplify (6-8)
	 Odell Education (9-12) [○]
Spanish Language Arts and Reading	 Amplify (K-5) [○]
	<i>K-2 Skills Coming Fall 2020/Spring 2021 – Pilot Not Available</i>
Science	 Great Minds (K-5) [○]

Only THL core products – not supplements - are included in this initiative.

These products are designed to cover 100% of the standards.

Exception: Districts interested in only piloting foundational literacy, which includes explicit phonics, may still participate in the pilot. Amplify's materials include foundational literacy options for grades K-2, indicated as the 'Skills' components of the units and daily lessons. Participants interested in piloting Amplify in K-2 are encouraged to pilot both the foundational literacy and knowledge-based lessons, however applicants have the flexibility to pilot only the Skills component if desired and should note that in their application.



Interested in CRIMSI? Let us know at
bit.ly/CRIMSI-Interest-Form

Requirements of Participating Districts

Pilots can be conducted at a small scale within a district or school and should be designed to meet local needs

CRIMSI Requirements

- Participants can **design a spring pilot that meets local needs** and includes a minimum of one grade level at one school with one THL unit
 - District- or school-wide rollout not required
- Meet the **minimum number of instructional minutes** required to implement lesson successfully
 - See Recommend Unit Overview on texashomelearning.org/CRIMSI for details
- Participate in **pilot professional development**
- Appoint a district or school lead to serve as a **main point of contact** and attend trainings
- Ensure **participation** of district leaders, school leaders, coaches, and teachers

CRIMSI Anticipated Timeline

Planning for LEAs will begin in early 2020 before pilot unit implementation in late spring; Depending on the success of the pilot unit, LEAs can choose whether to adopt THL going forward.

Activity	'20	'21												'22				
	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Application released																		
Applications accepted on rolling basis																		
Participating districts finalized																		
Spring '21 Initiative																		
Post-pilot debrief, evaluation and decision to continue next SY																		
SY 2021-22 Pilot Program*																		
Post-Pilot debrief / evaluation *																		

- Application Period
- Spring '21 Pilot
- School Year 2021-22 Pilot



Interested in CRIMSI? Let us know at bit.ly/CRIMSI-Interest-Form

*2021-2022 Pilot Program participation will be decided by districts after the conclusion of the spring pilot

How to Apply for CRIMSI



TexasHomeLearning

Completing the CRIMSI application should take no more than 2 hours

The background of the slide is a faded photograph of a prom homecoming court. A group of seven students, four boys and three girls, are standing in a line on a stage. They are all wearing crowns or tiaras and holding bouquets of flowers. The boys are wearing red shirts and dark pants, while the girls are wearing light-colored dresses. Some of the students have sashes that read "HOME-COMING DUKE" and "HOME-COMING PRINCESS".

Questions?

Visit website for more info:
texashomelearning.org/crimsi

Send questions and applications to:
texashomelearning@tea.texas.gov

Wrap-Up for Day 2



THANK YOU!



VENDOR FAIR LOGISTICS WILL
BE COVERED AFTER LUNCH

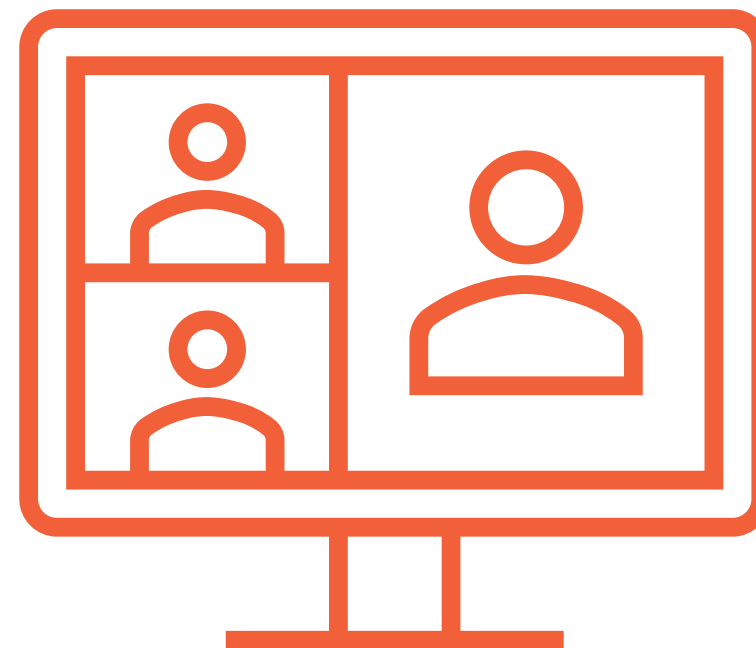


SURVEY

Lunch

If you are attending the vendor fair, please be back at 1:15 to begin our next section.

- Five 20-minute time slots
- Each publisher has their own Zoom room, links are on the conference site page
- Please do not go in and out of sessions during the 20 minutes
- 5-minute breaks to transition



Vendor Fair Preparation

5

Who are your top 5 publishers to talk to?



What questions do you have that cannot be answered by TRR Reports?



Will you pilot products?
What do you need to know from publishers?



What additional questions do you have?

Break and Work Time

Please take a break or continue to prepare for the vendor fair and be in your first vendor fair room at 2:00PM