

Proclamation 2021
Publisher Orientation

Thank you for joining us.

The webinar will begin soon and will be recorded.



Proclamation 2021 Publisher Orientation

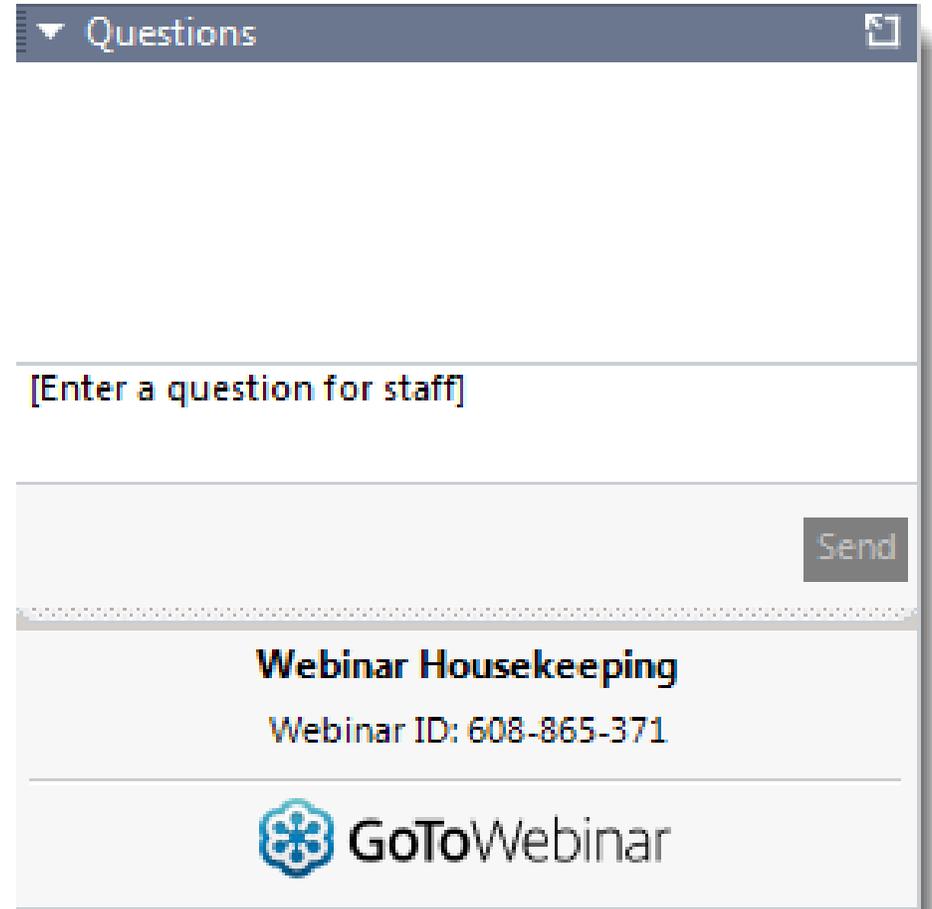
October 10, 2019

Purpose

To present expectations and requirements so publishers can make an informed decision about participating in *Proclamation 2021* and to provide next steps in the review and adoption process

How to get the most out of this webinar:

- Remove all other distractions.
- Take notes.
- Ask questions in the GoToWebinar *Questions* box.



The screenshot shows a 'Questions' window with a dark blue header. Below the header is a large white text input area containing the placeholder text '[Enter a question for staff]'. To the right of the input area is a grey 'Send' button. Below the input area, there is a section with the text 'Webinar Housekeeping' and 'Webinar ID: 608-865-371'. At the bottom of the window is the GoToWebinar logo and the text 'GoToWebinar'.

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

Agenda

- 2:00 Welcome—Sarah
- 2:05 Participating in *Proclamation 2021*—Kelly
- 2:20 Texas Prekindergarten Guidelines—Jacquie
- 2:50 Breakouts—Amie
- 3:00 Accessibility Requirements—Janet
- 3:10 Texas Resource Review—Melissa
- 3:25 Deadlines and Resources—Amie
- 3:35 Closing Remarks—Kelly

Poll Question #2

What is the most recent proclamation you have participated in?

- *Proclamation 2010 or Proclamation 2011*
- *Proclamation 2014 or Proclamation 2015*
- *Proclamation 2017 or Proclamation 2018*
- *Proclamation 2019 or Proclamation 2020*
- None of the above

Next Up:
Participating in
Proclamation
2021 with Kelly
Callaway



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***Proclamation
2021: Things
You Need to
Know***

L E A R N

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Vocabulary



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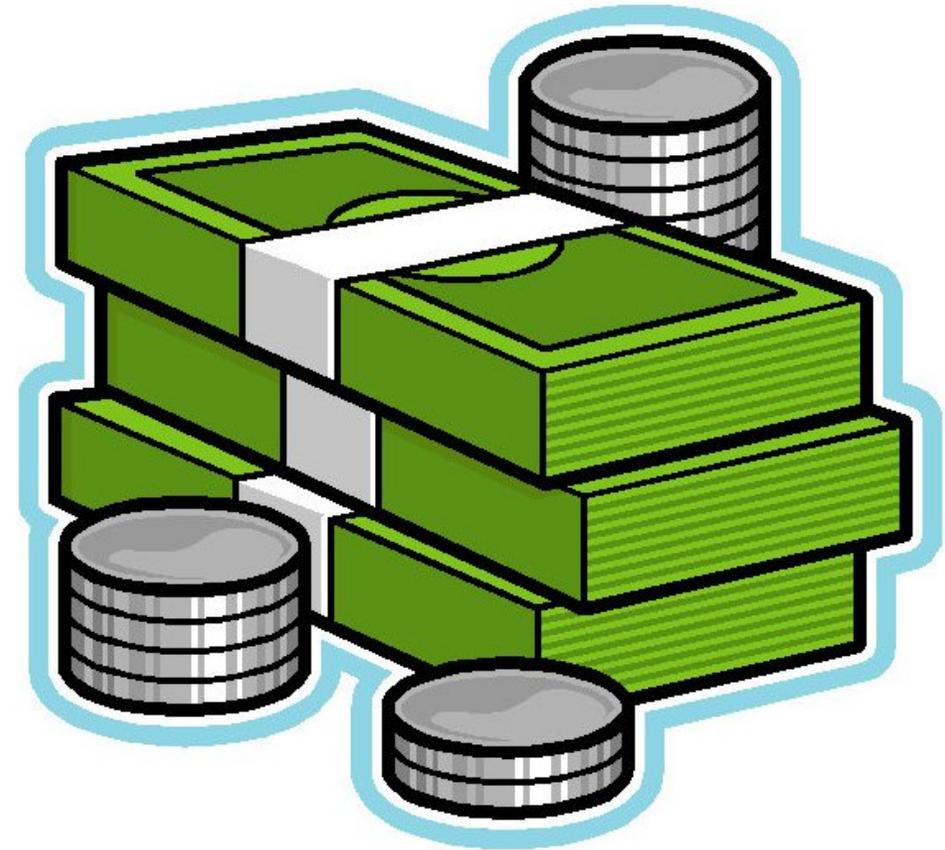
Acronyms and Initialisms You Should Learn

| Acronym/Initialism | Term |
|--------------------|---|
| AIM | Accessible Instructional Materials |
| EOY | End-Of-Year |
| ESC | Education Service Center |
| EMAT | TEA's Online Ordering System |
| IM | Instructional Materials |
| NIMAC | National Instructional Materials Access Center |
| NIMAS | National Instructional Materials Accessibility Standard |

Acronyms and Initialisms You Should Learn

| Acronym/Initialism | Term |
|--------------------|--------------------------------------|
| SBOE | State Board of Education |
| SOITB | Statement of Intent to Bid |
| SRP | State Review Panel |
| TAC | Texas Administrative Code |
| TEC | Texas Education Code |
| TPG | Texas Prekindergarten Guidelines |
| TRR | Texas Resource Review |
| WCAG | Web Content Accessibility Guidelines |

Funding



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Funding: Technology and Instructional Materials Allotment

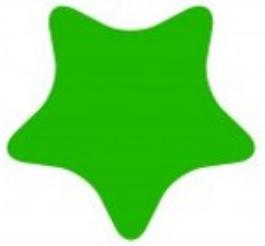
- ❑ \$1,101,430,204.00 in 2019–2020 Biennium
- ❑ Set-asides: \$74,758,690.00
- ❑ \$187.09 per student in 2019–2020 Biennium
- ❑ Plus \$20.16 per bilingual student

Funding: Allowable Spending

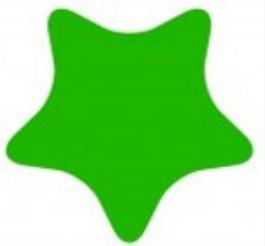
| Specifically Allowed | Specifically Prohibited |
|--|---|
| Instructional materials (of any sort, both adopted and non-adopted) | Services for installation |
| Technological equipment that contributes to student learning | The physical conduit that transfers data (cabling, etc.) |
| Training staff in the use of either of the above | Office and school supplies |
| Providing access to technological equipment for student instruction | Travel |
| 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 | Software for analyzing the use and effectiveness of instructional materials |
| Inventory software | Software for analyzing the use and effectiveness of instructional materials |

Review and Adoption of IM





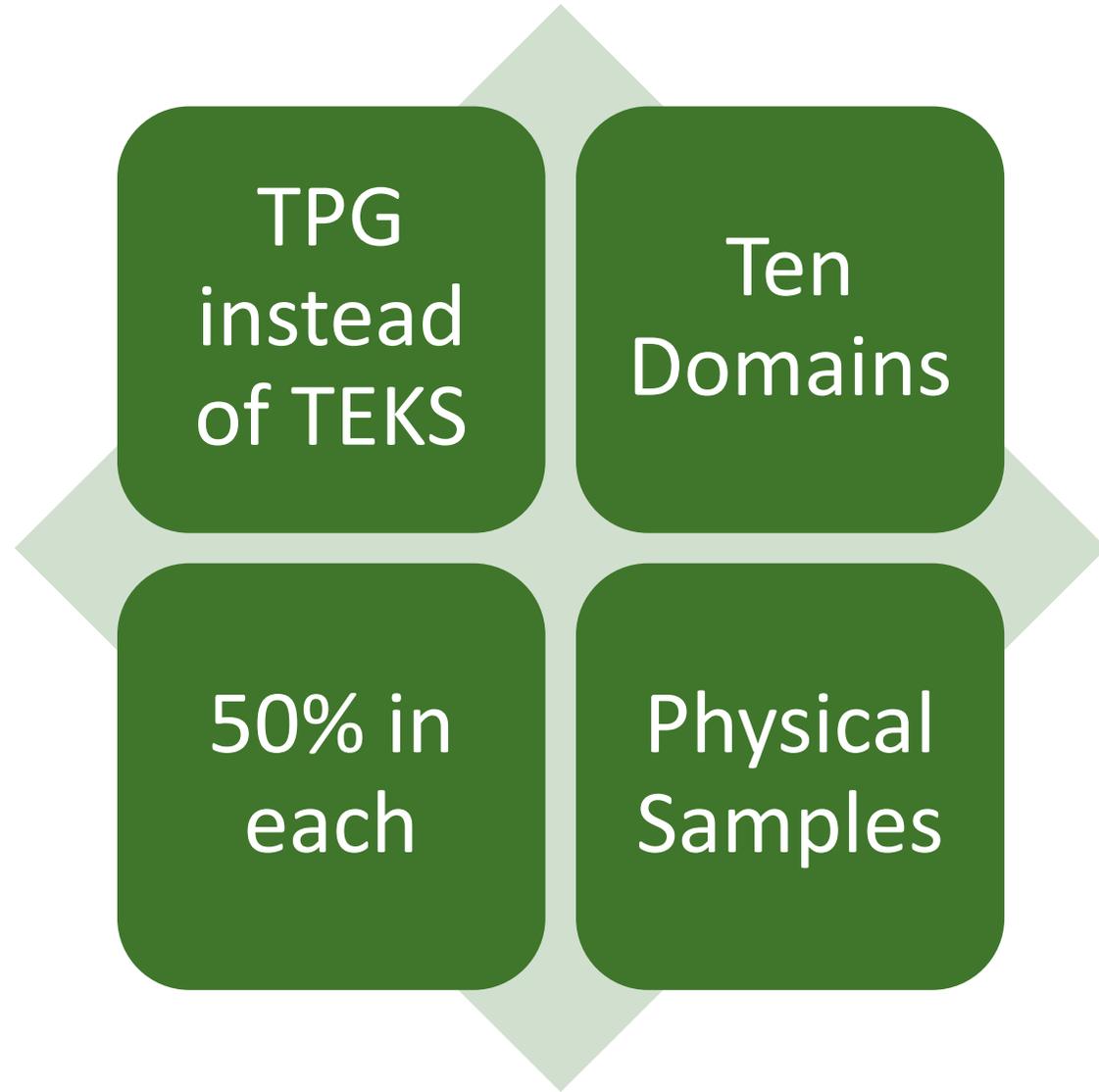
A proclamation is the SBOE's method of calling for instructional materials for a specific subject or set of courses.



Proclamation 2021 calls for materials for prekindergarten systems

Proclamation 2021

*Proclamation
2021 Unique
Attributes*



To be Eligible for Adoption

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

- Cover at least 50% of the TPG
- 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))

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.



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Next Up:
Texas
Prekindergarten
Guidelines with
Jacquie Porter



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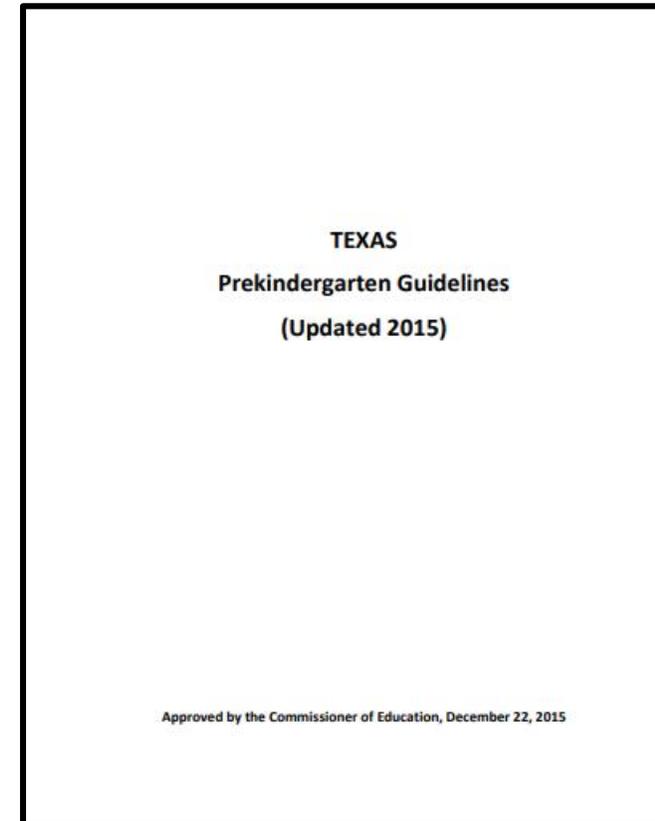


Texas Prekindergarten Guidelines

Jacque Porter
Early Childhood Division

Texas Prekindergarten Guidelines Overview

- Revised in 2015
- Implemented in 2016–17 school year
- Aligned with the Kindergarten Texas Essential Knowledge and Skills (TEKS)
- Sequenced to follow child development
- Provide teaching strategies



Link to Texas Prekindergarten Guidelines
<https://tea.texas.gov/pkg.aspx>

Texas Prekindergarten Guidelines Overview

- Based on current knowledge of theory and scientific research
- Intended to be used by a broad audience
- Describe an average four-year-old child entering prekindergarten
- Designed as a resource to make informed decisions about curriculum



Organization

Organization

- Introduction
 - Using the Texas Prekindergarten Guidelines in the Classroom
 - Linking the Texas Prekindergarten Guidelines to School Readiness
- Skill Domains
- Appendices

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Introduction: Using the Texas Prekindergarten Guidelines in the Classroom

Using the Prekindergarten Guidelines in the Classroom

Support Instruction for English Learners (ELs)

- Instructional recommendations
- Research
- Best practices

Using the *Texas Prekindergarten Guidelines* in the Classroom

ii. How *Texas Prekindergarten Guidelines* Support Instruction for English Language Learners (ELLs)

Language acquisition is occurring in all four-year-old children. Many children who are ELL come to school already bilingual to some degree. A bilingual child has at least some level of proficiency in two different languages (LEER MAS, 2001).

The goal of bilingual education programs is to enable ELLs to become competent in listening, speaking, reading, and writing the English language through the development of literacy and academic skills in the primary language and English. The goal of English as a second language (ESL) programs is to enable ELLs to become competent in listening, speaking, reading, and writing the English language through the integrated use of second language methods. Both bilingual education and ESL programs must emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable ELLs to participate equitably in school (19 TAC, §89.1201).

Each school district that has a district-wide enrollment of 20 or more ELLs in any language classification in the same grade level must offer a bilingual education program by offering dual language instruction in prekindergarten through the elementary grades, using one of the following four bilingual program models:

- Transitional bilingual/early exit
- Transitional bilingual/late exit
- Dual language immersion/two-way
- Dual language immersion/one-way

"Elementary grades" must include at least prekindergarten through grade 5. Sixth grade must be included when it is clustered with elementary grades (19 TAC, §89.1205).

Texas provides different models of instruction for students who speak a language other than English in their homes. English as a second language programs provide English instruction, while bilingual education programs provide instruction in both the child's home language and in English. The outcomes provided in the *Texas Prekindergarten Guidelines* are meant to be implemented and met with all children regardless of home language and instructional context.

Children who enter prekindergarten with a home language other than English are in an environment in which they are developing two languages simultaneously. Acquisition of a second language (English) can happen in tandem with the development of a child's home language. Because cognitive skills transfer from one language to another, children's home languages can and should serve as the foundation for English language acquisition. In order for ELLs to have long-term success, they must acquire both social and academic language proficiency in English: social proficiency in language used for daily interactions and academic proficiency in language needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings. Children literate in their first language will apply literacy skills to the second language. Effective teachers use the home language and literacy skills ELLs have when they enter prekindergarten to help their students develop English language and literacy (LEER MAS, 2001).

In its position statement "Responding to Linguistic and Cultural Diversity—Recommendations for Effective Early Childhood Education," the National Association for the Education of Young Children (NAEYC) stresses how important it is for early childhood educators to

Using the Prekindergarten Guidelines in the Classroom

Support Instruction for Children with Special Needs

- Inclusion
- Research
- Recommendations
- Planning and Preparing

iii. How Texas Prekindergarten Guidelines Support Instruction for Children with Special Needs

Inclusive early education is not just about placement in a program, but also active participation in social interactions and the development of children's abilities and skills. Children at a range of developmental levels, including children identified with special needs, should be welcomed as valued members of the community by supporting active participation in all early childhood settings. (Underwood, Valeo & Wood, 2012)

The Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA) require that all early childhood programs make reasonable accommodations to provide access for children with disabilities or developmental delays (Division for Early Childhood of the Council for Exceptional Children [DEC/CEC] & National Association of Educators of Young Children [NAEYC 1993]). According to the U.S. Department of Health and Human Services and U.S. Department of Education, "being meaningfully included as a member of society is the first step to equal opportunity, one of America's most cherished ideals, and is every person's right." Research indicates that early childhood inclusion is beneficial to children with and without disabilities. Meaningful inclusion can support children with disabilities in reaching their full potential and result in broad societal benefits, including higher productivity in adulthood and fewer resources spent on interventions and public assistance later in life (Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs, U.S. Department of Health and Human Services, U.S. Department of Education, September 14, 2015).

Prekindergarten teachers are increasingly being asked to instruct children who may have disabilities. This can include children with special medical conditions such as seizures or feeding tubes, orthopedic impairments, vision or hearing impairments, speech and language delays, and/or developmental disabilities such as Down Syndrome or an autism spectrum disorder. Teachers should approach the inclusion of children with special needs as a positive opportunity for growth and learning—in themselves as teachers, in the child with a disability, and in their typically developing peers. While teachers may initially feel apprehensive about how best to meet their students' needs, studies have shown that the inclusion of children with special needs can provide benefits to everyone involved, and that the attitude of the classroom teacher sets the tone for success.

Three areas have been identified as critical for ensuring a child can meaningfully participate in school and society. For children with disabilities to be fully integrated into and successful in school and life, they need opportunities to do the following:

- Develop positive social-emotional skills, including enjoying successful relationships with peers and adults, expressing emotions, learning and following rules and expectations, and interacting socially
- Acquire and use knowledge and skills, including early language/communication, thinking and problem-solving, imitation, use of symbols, and early literacy
- Use appropriate behaviors to meet their own needs, including adaptive or self-help skills such as toiletry, feeding oneself, and practicing safety

(Early Childhood Technical Assistance Center; "Understanding the three childhood outcomes" http://ectacenter.org/eco/pages/training_resources.asp#COSFTopics (updated April 2012))

Teachers who are effective in including children with special needs in their classrooms acknowledge and welcome diversity in the classroom in its many forms, including ethnicity, home cultures, languages, and physical appearance. They are able to cultivate a positive attitude, remain open to learning new skills, and engage collaboratively with the family and other members of the team to meet the needs of every child.

Using the Prekindergarten Guidelines in the Classroom

The Learning Environment

- Physical Arrangement of Space
- Using Physical Space to Promote Language and Literacy
- Organization and Routine of Activities
- Classroom Activity Planning
- Suggestions for Outdoor Time
- Suggestions for Meal Time

iv. The Learning Environment: Physical Arrangements, Activities, and Social Relationships

There is strong consensus in the field of early childhood development that it is important to consider the mutuality of influences between children and their environment—the people they interact with and the characteristics of the activities and physical space they share with others.

High quality prekindergarten settings include positive characteristics of adult-child interactions such as sensitivity, stimulation, self regulation, responsiveness to the children's needs and signals, positive affect, and frequent verbal and social interaction. Factors important for a child's school readiness also include the amount of time he is read to, small group and one-to-one teaching interactions, engagement with functional and environmental print, exposure to well-planned lessons, and play experiences that promote literacy, math, and science. In addition, other significant factors described as key for an effective learning environment include the physical setup and richness of a child's classroom and home care environment.

Physical Arrangement of Spaces: Promoting Positive Early Childhood Outcomes

Effective classroom management can set the stage for exciting possibilities for children's learning. This includes attention to the organization of the space and furnishings, predictable daily routines, and responsive interactions between teachers and children. While these factors often are described as distinct, their interconnection is critical for promoting effective teaching and learning.

Successful teachers know that the arrangement and management of the early childhood classroom have direct effects on the kinds of behaviors children exhibit as they live and work together. The difference between chaos and an orderly atmosphere that facilitates learning depends in great part on how the teacher prepares the environment. That preparation involves what happens before school begins, when children arrive and depart, when schedule transitions occur, when children interact freely with equipment and materials, and when conflicts arise.

At the beginning of each school year before the children enter the classroom, the successful teacher must set up the environment properly. A well-planned physical room arrangement rich with environmental print impacts language development and the interactions among the children. Children enjoy small, cozy spaces with easily accessible materials and books. Much more talking and many fewer accidents can occur with this arrangement than with any other.

Components of such an environment include the following:

- Protecting children's health and safety
- Supporting children's physiological needs for activity, sensory stimulation, outdoor experiences, rest, and nourishment
- Providing a balance of rest and active movement throughout the day
- Providing materials that reflect the children's culture and background
- Protecting children's psychological safety (e.g., children feel secure, relaxed, and comfortable rather than disengaged, frightened, worried, or stressed)

Setting Up the Physical Space



Introduction: Linking the Texas Prekindergarten Guidelines to School Readiness

Linking the Prekindergarten Guidelines to School Readiness

Monitoring Children's Learning and Development

- Informal Assessments
- Formal Assessments

v. Monitoring Children's Learning and Development: Ways that Provide Feedback and Evidence of Success

The systematic monitoring of children's progress has an important role to play in revealing a child's prior knowledge, development of concepts, and ways of interacting with and understanding the world.

Progress monitoring is a way of discovering what children are interested in, what they are learning and having difficulty learning, and how they are changing over time. Armed with this knowledge, teachers can choose a pedagogical approach and curricular materials that will support the child's further learning and development. School readiness behaviors are important to assess because they represent authentic and legitimate skills. They are too important for teachers to ignore or only "guesstimate."

Continued progress monitoring provides teachers with the feedback they need to identify which parts of the curriculum need modification. This constant feedback mechanism allows teachers to provide the most meaningful and effective educational experience possible since it allows them to constantly focus on and respond to the children's changing needs. Progress monitoring is a critical component of effective teaching. Prekindergarten teachers must base their instructional choices on what each child brings to the interaction in order to effectively promote learning. Broadly conceived, assessment consists of a set of tools for identifying each child's skill level, learning how children solve everyday problems and conflicts, how they change over time, and what motivates them.

Whenever possible, skill levels of children who speak a language other than English should be assessed in both their home language and English. Measurement of home language skill level is essential when children are enrolled in bilingual instructional programs.

Informal Assessments: Tracking Children over Time

Prekindergarten teachers have a number of informal assessments at their disposal to inform and differentiate instruction and to document progress over time. Informal assessments include the following:

- Ongoing observations—watching children work and play in a variety of settings
- Systematic observations—choosing specific children and observing them for specific purposes and/or during specific timeframes
- Reflections—recording thoughts about observations or children's work samples
- Anecdotal notes—recording and dating notes about children's learning and behaviors in an organized way
- Checklists—observing individual children for specific behaviors/skills based on a developmental continuum, perhaps using symbols to indicate degree of progress
- Portfolios—collecting and dating authentic work samples over time
Portfolios provide a powerful-overview of a child's development and serve to guide instructional decisions, encourage children's reflections on their own learning, and provide opportunities to share information about children's learning with families.

While informal assessments and progress monitoring provide immediate feedback for teachers, this type of assessment has limitations. Informal assessments cannot

- determine baseline level of functioning,
- provide norm-referenced information,
- determine if the child has age-appropriate skills,

Linking the Prekindergarten Guidelines to School Readiness

Developmental Approach to Promoting School Readiness

- Child Development
- Individualize Instruction
- Integration of Domains and Curriculum Content

Linking the *Texas Prekindergarten Guidelines* to School Readiness

vi. A Developmental Approach to Promoting School Readiness

Children build competencies as they progress along their individual developmental pathways.

When implementing the *Texas Prekindergarten Guidelines*, it is important to keep in mind that children master new knowledge and skills through a series of developmental processes that evolve over time. While effective teachers plan lessons and structure their classrooms with an awareness of the ultimate goals they want children to achieve, they also recognize that children at different developmental levels have different capabilities, and expectations need to be adjusted accordingly.

Prekindergarten children mature over time in parallel areas such as length of attention span, expressive vocabulary, behavioral self-control, problem-solving skills, fine-motor coordination, and working memory skills. These diverse aspects of development impact—directly and indirectly—children’s ability to understand particular concepts and carry out specific activities successfully. For example, a three year old may be learning to sort and classify objects by color or size, while a four year old can learn to sort objects based on their beginning sound (such as /pig/, /pot/, /puzzle/). A three year old may be working on motor skills such as jumping, standing on one foot, and throwing a ball, whereas a four year old can learn to follow directions such as “hop two times” or “walk quickly,” and is learning to throw a ball with aim. In the social-emotional domain, younger prekindergarten children are still practicing basic skills such as taking turns and sharing toys without hitting or grabbing. Older prekindergarten children are more able to resolve conflicts verbally (though they often still need teacher support to do so) and engage in cooperative play. Thus, what may be appropriate for four and five year olds may not be appropriate for three year olds. This attention to children’s varying developmental needs and self-regulation skills is critically important. Also, as many early childhood classrooms have children of mixed ages (three- to four-year-olds) flexibility in learning and play activities within a classroom will often be necessary to optimally support each child.

Teachers individualize instruction to facilitate children’s developmental progress.

Teachers are encouraged to take a developmental perspective in implementing the *Texas Prekindergarten Guidelines*. Teachers should meet children where they are and provide information and activities at a level that children can readily understand and engage with. This means building children’s skills over time and working toward the school readiness outcomes step by step as children demonstrate mastery of beginning-level skills. Teachers should have the outcome skills in mind but need to prepare children to meet those goals through scaffolding experiences and activities that are appropriate for each individual child’s current developmental levels and capabilities.

Effective teachers know that each child is unique and can be appreciated as an individual with a unique style, temperament, set of interests, and aptitude for learning. Teachers should have high, positive expectations for all children, but this does not mean that all children should be expected to learn at the same rate or in the same way. There may be some advanced three-year-olds who are ready to meet some of the *Texas Prekindergarten Guidelines* outcomes right now, while there are four-year-olds who seem far from attaining these outcomes. Teachers should make use of available assessments and daily observations to determine where each child is in terms of mastering skills in the various domains. They can then use this information to plan lessons and provide activities that can be individualized to the needs of children who are at varying skill levels.

Integration of developmental domains and curriculum content supports children’s learning.

Linking the Prekindergarten Guidelines to School Readiness

Effective Practices for Promoting School Readiness

- Responsive Interactions
- Planning Effectively
- Balance of Teaching Strategies
- Incorporating Flexible Groupings

Linking the *Texas Prekindergarten Guidelines* to School Readiness

vii. Effective Practices for Promoting School Readiness

Key concepts involved in each domain of prekindergarten learning must go hand in hand with information and skill acquisition.

A key to developing effective practices for promoting school readiness is the integration in the classroom of five key elements, each known to be important to young children's learning and development. While each adds to a teacher's ability to build a strong foundation for children's learning, their influence when combined into an integrated and comprehensive whole is greater than the sum of the parts.

The following five elements are key to effective prekindergarten programs:

- Consistent use of a responsive interaction style to support learning
- Content that builds cognitive and social skills known to predict school readiness
- Planning that takes advantage of recent brain research for memory development
- A balance of teaching strategies
- Flexible groupings of children for learning activities, including one-to-one, small groups, and large groups

Responsive Interaction Style

The socio-cultural theory provides an excellent framework to guide teachers in their efforts to support young children's learning. A hallmark of this theory is the importance it places on the child's ability to learn at higher levels with specialized support, referred to as scaffolding, from more competent others (e.g., families, teachers) than occurs when children attempt to learn on their own. When the responsive interactions occur, young children's social and cognitive skills are placed on more positive trajectories.

A considerable number of studies have examined teacher behavior and teachers' interactions and relationships with children. That literature supports the teachers' anecdotal assertion: the way in which teachers interact with young children affects the children's social and emotional outcomes either negatively or positively depending on the quality of the interactions. In light of this, the National Center for Children in Poverty, along with numerous other institutions, recommends a policy of quality early childhood care and learning experiences in classrooms with warm teachers and a predictable, stimulating atmosphere.

Responsive interpersonal relationships with teachers nurture young children's dispositions to learn and their emerging abilities. Good teachers acknowledge and encourage children's efforts, model and demonstrate behaviors, create challenges and support children in extending their capabilities, and provide specific directions or instructions. Children are eager and excited to learn, and encouraging this excitement helps them learn new vocabulary, letter names and sounds, and number and science concepts. In fact, close teacher-child relationships in prekindergarten are related to greater phonemic awareness and better language, communication, and math skills, as well as more positive attitudes and perceptions, better social and thinking skills, and fewer problem behaviors.

Responsive and appropriate interactions that scaffold children's learning require the following:

- Being sensitive to a child's level of understanding
- Providing responses contingent on a child's signals
- a Maintaining and building on a child's focus

Linking the Prekindergarten Guidelines to School Readiness

Professional Development: The Key to High Quality Prekindergarten Programs

- Effective Professional Development
- Recommendations

Linking the *Texas Prekindergarten Guidelines* to School Readiness

viii. Professional Development: The Key to High Quality Prekindergarten Programs

A key to providing young children effective teachers is to ensure that teachers have effective professional development. Good teachers provide appropriate levels of challenge, help children question their own assumptions, and encourage them to think about and recognize relationships among people, places, and things.

Professional Development: Continuing Improvement and Support for Teachers Improves Quality in Prekindergarten Experiences

Teachers can learn and develop appropriate and effective techniques for positive teacher-child interactions. Through careful and continued development, teachers can build their effectiveness as educators over time. Therefore, professional development comprises an essential element in achieving quality early childhood programs. Teachers trained in early care and education are more responsive to children's needs and better equipped to help children succeed than teachers without that training.

According to the National Partnership for Excellence and Accountability in Teaching, professional development activities—regardless of their content and goals—are more likely to be effective when professional development has the following characteristics:

- Focuses on what children should learn and how to address the different problems children may have in learning the material
- Is based on analyses of the differences between actual student performance and goals and standards for student learning
- Involves teachers in identifying what they need to learn and in developing the learning experiences in which they will participate;
- Takes place primarily in the classroom and is integrated into the day-to-day work of teaching
- Is organized mostly around collaborative problem-solving in small groups of teachers
- Is continuous and ongoing, involving follow-up and support for further learning, including building support networks among multiple schools and garnering support from sources external to the school that can provide new perspectives
- Incorporates evaluation of multiple sources of information on outcomes for children Provides opportunities for teachers to understand the theory underlying the knowledge and skills being learned
- Is connected to a comprehensive change process focused on improving student learning

All early childhood stakeholders (public school, Head Start, child care) should have opportunities to become well versed in the *Texas Prekindergarten Guidelines*. Professional development with a focus on the importance of using these guidelines as a tool for playful, well-planned, and purposeful instruction in prekindergarten classrooms should be available for all administrators and directors.

In addition, teachers planning instructional approaches using the guidelines as a foundation will expose children to experiences with emergent literacy, math, and social/emotional skills. These teachers are more likely to have children who show cognitive gains that carry into kindergarten (Whitehurst & Lonigan, 1998; Zevenbergen, Whitehurst, Payne, Crone Hiscott, Nania, et. al., 1997). A first step in providing teachers with professional



Skill Domains

Domains

There are 10 domains:

I. Social and Emotional Development

II. Language and Communication

III. Emergent Literacy Reading

IV. Emergent Literacy Writing

V. Mathematics

VI. Science

VII. Social Studies

VIII. Fine Arts

IX. Physical Development

X. Technology

Each domain includes skill areas.

Six domains include the following columns:

- By around 48 months of age
- End of prekindergarten year outcomes
- Examples of child behaviors
- Examples of instructional strategies

Four domains do not include the column “By around 48 months of age”.

I. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

While a prekindergarten education should include activities that strengthen cognitive skills, it must provide for the development of the social and emotional competencies required for school readiness. Early experiences influence brain development, establishing the neural connections that provide the foundations for language, reasoning, problem solving, social skills, behavior and emotional health. Some children will develop social and emotional skills with appropriate teacher guidance surrounding social and emotional situations such as, separating from families, sharing space and materials with peers, resolving conflicts, and developing empathy for others. However, all children will benefit from direct social skill instruction, explicit teaching, and repeated opportunities to practice skills. The development of these personal and social skills enables children to build a sense of who they are and what they can do. Children establish positive relationships with teachers and peers which enable them to participate effectively in the classroom community, assert independence in appropriate ways, and accomplish tasks that are meaningful to them without infringing on the rights of others. Children who can follow directions, communicate their wants and needs effectively, and get along with other children are more prepared to enter an academic environment as school-ready.

I. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

A. Self Concept Skills

Central to understanding emotional development is the idea of self concept—an increasing level of conscious awareness of one’s feelings, thoughts, abilities, likes, and dislikes, as well as awareness of one’s body in space. Prekindergarten children’s emerging ability to perceive these aspects of themselves at a conscious level distinguishes them from toddlers, who lack such awareness. Children begin to generate multiple answers to the question “Who am I?” which is an essential aspect of becoming competent in related areas such as self control and social/friendship skills.

| By around 48 months of age | End of Prekindergarten Year Outcomes | Examples of Child Behaviors | Examples of Instructional Strategies |
|---|--|--|--|
| Child is building competence in controlling own body movements (such as balancing, sitting still, starting and stopping in response to requests). | I.A.1. Child is aware of where own body is in space and respects personal boundaries. | The child: <ul style="list-style-type: none"> • is able to stay in designated personal space without intruding upon others’ (stays in own seat at lunch table without kicking feet or leaning against neighboring children). • can move around the classroom without stepping on materials or disrupting others’ activities. | The teacher: <ul style="list-style-type: none"> • arranges classroom furniture in a manner that allows children to engage in class activities. • conducts activities in spaces that are adequate for children’s space needs. • uses positive cues to remind children what to do with their bodies at certain times (“hands in your lap;” “quiet feet;” “use kind words and gentle touches;” “watchful eyes”). • encourages children to use their words to get their needs met such as “Stop, I don’t like it when you (push me); next time (say excuse me.)” or “I don’t like it when you (grab things from me); next time (ask for a turn). |

Structure



Prekindergarten Guidelines Structure

Outcomes are numbered in the following manner:

- Roman numerals = Domains
- Alphabetic indicator = Skills
- Sequential number = Outcomes

Example:

III.A.1 Child engages in pre-reading and reading-related activities.

Outcome

Skill: Motivation to Read Skills

Domain: Early Literacy Reading



Prekindergarten Guidelines Structure

I. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

While a prekindergarten education should include activities that strengthen cognitive skills, it must provide for the development of the social and emotional competencies required for school readiness. Early experiences influence brain development, establishing the neural connections that provide the foundations for language, reasoning, problem solving, social skills, behavior and emotional health. Some children will develop social and emotional skills with appropriate teacher guidance surrounding social and emotional situations such as, separating from families, sharing space and materials with peers, resolving conflicts, and developing empathy for others. However, all children will benefit from direct social skill instruction, explicit teaching, and repeated opportunities to practice skills. The development of these personal and social skills enables children to build a sense of who they are and what they can do. Children establish positive relationships with teachers and peers which enable them to participate effectively in the classroom community, assert independence in appropriate ways, and accomplish tasks that are meaningful to them without infringing on the rights of others. Children who can follow directions, communicate their wants and needs effectively, and get along with other children are more prepared to enter an academic environment as school-ready.

I. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

A. Self Concept Skills

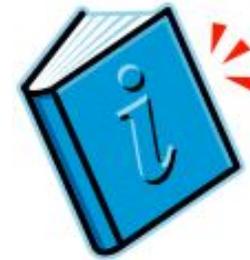
Central to understanding emotional development is the idea of self concept—an increasing level of conscious awareness of one’s feelings, thoughts, abilities, likes, and dislikes, as well as awareness of one’s body in space. Prekindergarten children’s emerging ability to perceive these aspects of themselves at a conscious level distinguishes them from toddlers, who lack such awareness. Children begin to generate multiple answers to the question “Who am I?” which is an essential aspect of becoming competent in related areas such as self control and social/friendship skills.

| By around 48 months of age | End of Prekindergarten Year Outcomes | Examples of Child Behaviors | Examples of Instructional Strategies |
|---|--------------------------------------|---|---|
| Child is building competence in controlling own | I.A.1. Child is aware of | The child: <ul style="list-style-type: none"> is able to stay in designated personal space | The teacher: <ul style="list-style-type: none"> arranges classroom furniture in a manner that allows children to |

Domain introduction

Skill introduction

Using the Prekindergarten Guidelines with ELs



| By around 48 Months of Age | End of Prekindergarten Year Outcomes | Examples of Child Behaviors | Examples of Instructional Strategies |
|---|--|---|--|
| Child demonstrates understanding of following classroom routines. | II.A.3. Child shows understanding of the language being spoken by teachers and peers.  Child shows understanding of the new language being spoken by English-speaking teachers and peers. | The child: <ul style="list-style-type: none"> • follows a set of routines for activities and can make sense of what is happening. • responds to consistent and simplified language when instructed in literacy activities and assignments. • turns to a partner and repeats instructions – Think, Turn and Talk. • responds to questions by using the following to represent answers: popsicle sticks (with green/red ends), white socks vs. colored socks, yes-no cards, thumbs-up thumbs-down, beanbag, beach ball. | The teacher: <ul style="list-style-type: none"> • provides scaffolds in how to use strategies, skills, and concepts. • adjusts own use of English to make concepts comprehensible. • accepts responses in child's native language. • selects and incorporates children's responses, ideas, examples, and experiences into lesson. • always gives children think time before asking for a response. • ensures quality of independent practice. • asks questions to ensure comprehension. |

- Instructional techniques and child behaviors that are specific to ELs

Summary



Prekindergarten Guidelines Summary

- Aligned with TEKS
- Follow child development
- Includes best practice information
- Domains → Skill Areas → Outcomes
- 4 columns of information
- Introductory paragraphs for Domains and Skill Areas
- Instructional techniques specific to Els 

Prekindergarten Guidelines Summary

Domains and Number of Outcomes

| | | | |
|-------------------------------------|----|--------------------------|----|
| I. Social and Emotional Development | 20 | VI. Science | 11 |
| II. Language and Communication | 26 | VII. Social Studies | 11 |
| III. Emergent Literacy Reading | 22 | VIII. Fine Arts | 6 |
| IV. Emergent Literacy Writing | 10 | IX. Physical Development | 7 |
| V. Mathematics | 23 | X. Technology | 5 |

Link to Texas Prekindergarten Guidelines

<https://tea.texas.gov/pkg.aspx>



Questions?

Contact: Jacquie.Porter@TEA.Texas.gov

Next Up:
Breakouts with
Amie Williams



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Breakouts

Amie Williams, Review and Adoption Director

Breakouts

- We use the language in the TPG end-of-year outcomes to create the breakouts.
- Each outcome is dissected into component parts using specific rules.
- In order for an outcome to be considered addressed in instructional materials, each of the associated breakouts must be addressed.

TPG Coverage

- TPG coverage is calculated separately for each domain.
- Instructional materials must cover at least 50% of the end-of-year outcomes in each domain.



TPG Coverage

| Domain | I | II | III | IV | V | VI | VII | VIII | IX | X |
|---------------------------|-----|-----|-----|-----|--------|--------|--------|------|--------|-----|
| Number of Outcomes | 20 | 26 | 22 | 10 | 23 | 11 | 11 | 6 | 7 | 5 |
| Minimum Outcomes Required | 10 | 13 | 11 | 5 | 12 | 6 | 6 | 3 | 4 | 3 |
| Percentage | 50% | 50% | 50% | 50% | 52.17% | 54.55% | 54.55% | 50% | 57.14% | 60% |

TPG Coverage

In current rule, each breakout must be addressed twice in the materials intended for students and twice in the materials intended for teachers.



TPG Coverage

Stay tuned to the November SBOE meeting for possible updates to this rule that take into consideration the unique qualities of prekindergarten instructional materials.



Breakout Rules

The component parts are identified in the outcomes as follows:

- *and*—must be included separately
- *including*—must be included separately
- *or*—must use one or the other (both not necessary)
- *such as*—not required; examples

Breakout Example—and

| Domain | Skills | Outcome | Breakout |
|--------------------------------|-------------------------|---|---|
| (I) Language and Communication | (A) Self-Concept Skills | (2) Child shows self-awareness and can express pride in age appropriate abilities and skills (must include each item in the list in instructional materials) | (a) Child shows self-awareness (b) Child can express pride in age appropriate abilities (c) Child can express pride in age appropriate skills |

Breakout Example—including

| Domain | Skills | Outcome | Breakout |
|------------------|------------------|--|--|
| (VIII) Fine Arts | (B) Music Skills | <p>(1) Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms</p> <p>(must include each item in the list in instructional materials)</p> | <p>(a) Child participates in classroom music activities including singing</p> <p>(b) Child participates in classroom music activities including playing musical instruments</p> <p>(c) Child participates in classroom music activities including moving to rhythms</p> |

Breakout Example—or

| Domain | Skills | Outcome | Breakout |
|------------------|--------------------------------|---|--|
| (VIII) Fine Arts | (C) Dramatic Expression Skills | (1) Child creates or recreates stories, moods, or experiences through dramatic representations (must include at least one item in the list in instructional materials) | (a) Child creates or recreates stories, moods, or experiences through dramatic representations |

Breakout Example—such as

| Domain | Skills | Outcome | Breakout |
|-----------------|---------------------------------------|--|--|
| (V) Mathematics | (B) Geometry and Spatial Sense Skills | <p>(3) Child demonstrates use of location words (such as “over,” “under,” “above,” “on,” “beside,” “next to,” “between,” “in front of,” “near,” “far,” etc.)</p> <p>(may include items in the list in instructional materials but not required)</p> | (a) Child demonstrates use of location words |

Breakout Location

Visit [https://tea.texas.gov/Academics/Instructional Materials/Review and Adoption Process/Breakout Documents](https://tea.texas.gov/Academics/Instructional_Materials/Review_and_Adoption_Process/Breakout_Documents) to view the breakouts for each domain in English and Spanish.

Breakout Documents

Breakouts are the component parts of each student expectation that are used to determine coverage of a student expectation. The (PDF) documents below were provided to publishers and used to correlate instructional materials to the Texas Essential Knowledge and Skills found in Title 19 of the Texas Administrative Code.

[Chapter 74](#) | [Chapter 110](#) | [Chapter 111](#) | [Chapter 112](#) | [Chapter 113](#) | [Chapter 114](#) | [Chapter 117](#) | [Chapter 126](#) | [Chapter 127](#) | [Chapter 128](#) | [Chapter 130](#)

Texas Prekindergarten Guidelines

English

(I) Social and Emotional Domain | (II) Language and Communication Domain | (III) Emergent Literacy-Reading Domain | (IV) Emergent Literacy-Writing Domain | (V) Mathematics Domain | (VI) Science Domain | (VII) Social Studies Domain | (VIII) Fine Arts Domain | (IX) Physical Development | (X) Technology Applications

Spanish

(I) Dominio de Desarrollo Social y Emocional (II) Dominio del Lenguaje y de la Comunicación (III) Alfabetización Emergente: Dominio de la Lectura (IV) Dominio de la Escritura en la Alfabetización Emergente (V) Dominio de Matemáticas (VI) Dominio de Ciencias (VII) Dominio de Estudios Sociales (VIII) Dominio de Bellas Artes (IX)

Now what?

- Review the breakouts to make sure you have content that addresses at least 50% of the end-of-year outcomes in each domain.
- Wait for the correlation instruments to be released.
- Identify the specific location(s) in your materials where the end-of-year outcomes are covered.



Questions?



Next Up:
Accessibility
Requirements
with
Janet Warren





Accessibility Requirements

Janet Warren
Distribution and Accessibility Director

Accessibility

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

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

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.

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 are 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

Accessibility Contacts

Janet Warren, Distribution and Accessibility Director

janet.warren@tea.texas.gov

Lea Ann Lee, Accessibility Specialist

leaann.lee@tea.texas.gov

Phone: (512) 463-9601

[Instructional Materials Help Desk](#)



Questions



Next Up:
Texas Resource
Review with
Melissa
Lautenschlager





Texas Resource Review

Quality Review of Instructional Materials

Vision for Texas Resource Review

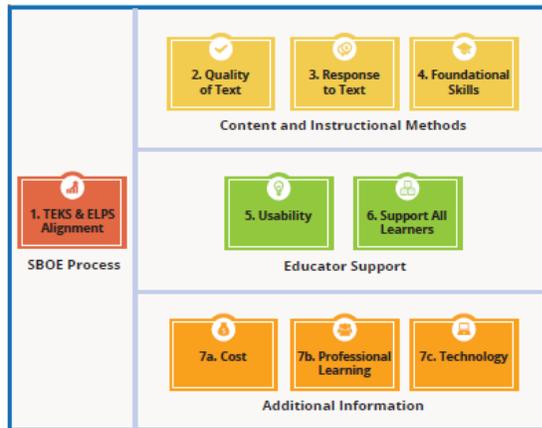


What is the purpose?

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 clear, transparent, 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

Instructional Materials Submitted for Quality Review



SBOE TEKS Coverage Process
Reviewers determine which standards are met



Percent TEKS Coverage

Quality Review Process
Reviewers collect evidence to determine how well standards are met



Clear, Transparent, User-Friendly Results Published on Portal

(Illustrative Example Only)

| | |
|------|--|
| 94% | 1. TEKS and ELPS |
| 82% | 2. Quality and Variety |
| 100% | 3. Interaction |
| 36% | 4. Literacy Skills |
| 72% | 5. Diverse Learners |
| 94% | 6. Ease of Use |
| | 7. Technology, Cost, & Professional Learning |

Overview of the TRR Process

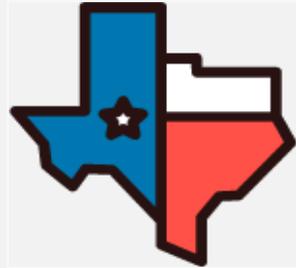
1

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



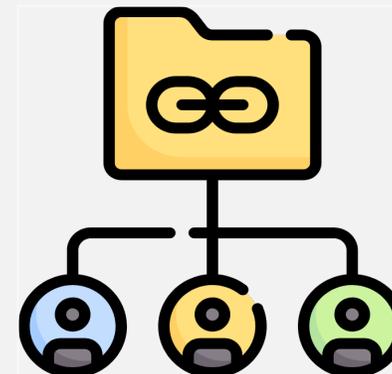
5

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



Materials Submission for Quality Review

1

**Publishers
Voluntarily Submit
Materials**

2

**SBOE Majority
Vote Materials be
Reviewed for
Quality**

3

**10% of Districts
Request Quality
Review of a Set of
Materials**

Publisher Feedback

Rubric Public
Comment

Pilot Quality
Review

Publisher
Webinar

Individual
Publisher Calls

Phases of Rubric Development

Draft 1

- TEA develops rubric
- TEA holds working group sessions to obtain feedback
- TEA revises rubric based on feedback

TEA is currently in this phase for the Pre-K quality rubric



Draft 2

- Public comment period for 30 days (starting in late Oct. for Pre-K rubric)
- TEA revises rubric based on feedback

Publishers may review and share feedback



Final Rubric

- Publish on website and email to publisher listserv
- Keep rubric constant to provide transparency during review process

Voluntary Submission Benefits

Prior to Quality Review:

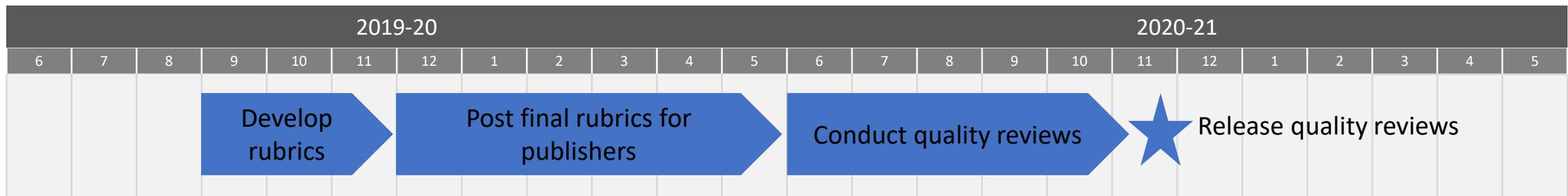
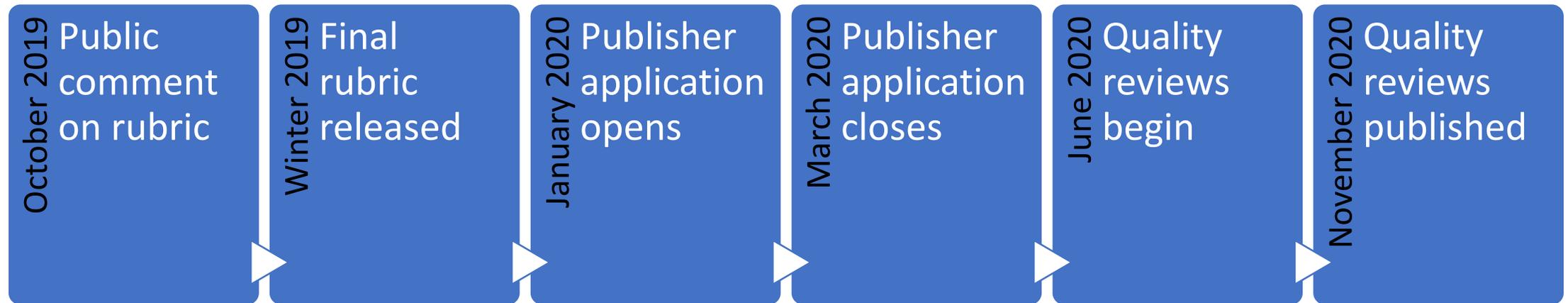
- Provide an introductory orientation for reviewers
- Submit a checklist of minimum expectations for reviewers
- Provide a rubric alignment document

After the Quality Review:

- Appeal process to submit comments, identify errors, or provide response
- Option to revise
 - Short-term within same cycle
 - Long-term resubmit to new cycle

Pre-K Application Expected to Go-live in Winter of 2019

TRR Pre-K Quality Review Timeline





Questions?

You can also contact Instructional Materials Quality
melissa.lautenschlager@tea.texas.gov

Next Up:
Proclamation
2021 Deadlines
and Resources
with
Amie Williams





Proclamation 2021 Deadlines and Resources

Amie Williams, Review and Adoption Director

January 6, 2020

*Company Information Form
and Statement of Intent to Bid*
are due by 5:00 p.m. CST.

| January 2020 | | | | | | |
|--------------|--------|---------|-----------|----------|--------|----------|
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

Company Information Form

This form provides TEA with the contact information for the individuals managing a publisher's participation in the proclamation and for phone calls or emails related to deliverables, bids and contracts, accessible materials, new sales, and customer service.

You must complete the *Company Information Form* before you can complete the *Statement of Intent to Bid*.

Company Information Form

If you do not have EMAT access, you will access EMAT Publisher Bidding at <https://tea4avfaulk.tea.texas.gov/pubbid/PublisherBids.jsp>.

Publisher Bids Start Page

Click the magnifying glass next to the blank box to select your publisher name, choose your publisher name from the list, and click *Continue to SOITB*.

Your browser settings must allow pop-ups.

Select a Proclamation Year 

Publisher Name

I don't see my publisher name listed
Company Information Form

Continue to SOITB



Company Information Form

1. Select proclamation year 2021.
2. Click the magnifying glass and search for your name.

Publisher Bids Start Page

Click the magnifying glass next to the blank box to select your publisher name, choose your publisher name from the list, and click *Continue to SOITB*.

Your browser settings must allow pop-ups.

Select a Proclamation Year 2021 ▼

Publisher Name



[I don't see my publisher name listed
Company Information Form](#)

[Continue to SOITB](#)

Company Information Form

3. Select your name or select *Cancel*.

Look Up Publisher Name

Search by: Description begins with

[Advanced Lookup](#)

Search Results

View 100 First 1-285 of 285 Last

| Description | Contract Vendor ID |
|---------------------------------------|--------------------|
| A+Rise/Pearson | 9004 |
| AIMS Multimedia | 2 |
| AMERICAN PRINTING HOUSE FOR THE BLIND | 86 |
| AQR Press, LLC | 15005 |
| Abbeville Press Inc. | 1 |
| Abrams & Company Publishers Inc. | 8377 |
| Academic Innovations | 8395 |
| Accelerate Learning Inc. | 10002 |
| Achieve3000 | 8387 |
| Adaptive Curriculum | 9023 |
| Adaptive Curriculum | 49 |

Company Information Form

4. If you found your name, select *Company Information Form*.
5. If you did not find your name, select *I don't see my publisher name listed*.

Publisher Bids Start Page

Click the magnifying glass next to the blank box to select your publisher name, choose your publisher name from the list, and click *Continue to SOITB*.

Your browser settings must allow pop-ups.

Select a Proclamation Year

Publisher Name

 [I don't see my publisher name listed](#)
 [Company Information Form](#)

[Continue to SOITB](#)

Company Information Form

If you do have EMAT access, you will access EMAT Publisher Bidding from your vendor start page at <https://tealprod.tea.state.tx.us/>.

| | |
|--|--|
| Supplier ID 888888888 Vendor WENDEL'S DUMMY VENDOR | |
| Activities | |
| View Purchase Order information (e.g., orders, shipments, invoices, and payments) Purchase Order Listing | |
| Other | |
| Reports | |
| View District Contacts | |
| View District Addresses | |
| PB SOITB / Complete Descriptions | |
| Company Information Form | |
| Order Processing Information Form | |
| Official Bidding | |

Company Information Form

Select *Company Information Form*.

| | |
|-------------|-----------------------|
| Supplier ID | 8888888888 |
| Vendor | WENDEL'S DUMMY VENDOR |

Activities

View Purchase Order information (e.g., orders, shipments, invoices, and payments) [Purchase Order Listing](#)

Other

- Reports
- View District Contacts
- View District Addresses
- PB SOITB / Complete Descriptions
-  [Company Information Form](#)
- Order Processing Information Form
- Official Bidding

Proclamation Year 2021

Print Form

Company Information Form

Status

Enter your Publisher Name SPECIAL TEXTBOOK REDISTRIBUTION CENTER

*Federal EIN

Contract Vendor ID 8379

Home Office Address

*Address Line 1 *City *State *Zip Code *Phone Number Ext Fax Number

Type of Organization

(corporation/partnership/individual, etc)

If a corporation, please indicate state

in which incorporated

*Certified HUB

If Yes, Hub ID

*Website URL

TEA Main Contact Information (for review purposes)

Title First Name Last Name

Email Phone Number

Bids and Contracts Contact Information

Title First Name Last Name

Email

| Address Type | Address Line 1 | City | State | ZIP Code | Phone Number | Phone Ext | Fax Number |
|--------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Physical | <input type="text"/> |

Accessible Material Contact Information (for NIMAS files)

Title First Name Last Name

Email Phone Number

Production Manager Contact Information

Title First Name Last Name

Email

| Address Type | Address Line 1 | City | State | ZIP Code | Phone Number | Phone Ext | Fax Number |
|--------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Physical | <input type="text"/> |

Sales Contact Information (New orders)

Title First Name Last Name

Email Phone Number

Customer Service Contact Information (Existing Orders)

Title First Name Last Name

Email Phone Number

The person listed below has been empowered by my company to complete the Statement of Intent to Bid.

*Company Official

Company Official

Name

Email

*Title





Entered by Name

Date/Time Stamp

S files)

Name Last Name

Phone Number

Name Last N

City

Name Last N

Phone Number

orders)

Name Last Name

Phone Number

by my company to complete the Statement of Intent to Bid.

Company Official

×
Help
Enter Name

Entered by Name

⋮

Pro Tip

Consider using a project mailbox as the email address for any position that has frequent turnover.



Statement of Intent to Bid (SOITB)

By submitting an SOITB, you are giving notice that you would like to participate in *Proclamation 2021*.



SOITB

If you do not have EMAT access, you will access EMAT Publisher Bidding at <https://tea4avfaulk.tea.texas.gov/pubbid/PublisherBids.jsp>.

Publisher Bids Start Page

Click the magnifying glass next to the blank box to select your publisher name, choose your publisher name from the list, and click *Continue to SOITB*.

Your browser settings must allow pop-ups.

Select a Proclamation Year

Publisher Name



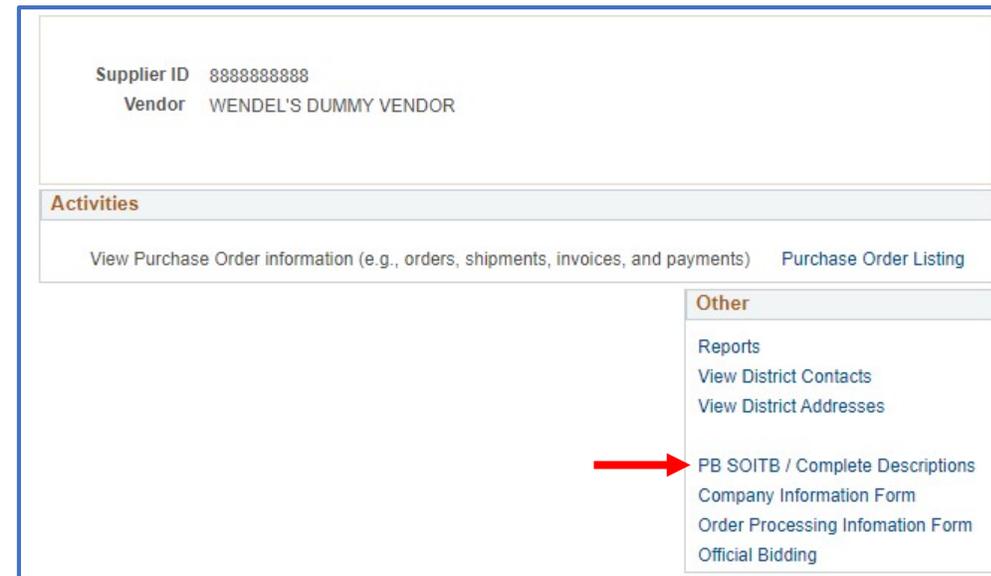
I don't see my publisher name listed 

[Company Information Form](#)

SOITB

If you do have EMAT access, you will access EMAT Publisher Bidding from your vendor start page at <https://tealprod.tea.state.tx.us/>.

Select *PB SOITB/Complete Descriptions*.



Bids Status Page

Create New or Modify

To enter a new *Statement of Intent to Bid (SOITB)*, click *NEXT*.

To edit an *SOITB* you have already submitted, select the correct bid ID.

Texas Education Agency

Proclamation Year 2021

Contract Vendor ID 61

| | Statement of Intent Bid ID | Title | Complete Description | Subject Area ID | Datetime modified | SOITB Status |
|---|----------------------------|-------|----------------------|-----------------|-------------------|--------------|
| 1 | NEXT | | Complete Description | | | |

[Go Back to Start Page](#)

Statement of Intent Bid ID NEXT

Proclamation Year 2021

Print

Publisher Texas Education Agency

*Subject Area ID PRK_K_SYS

*MLC 0001

*Title Enter the name of your product here.

254 characters remaining

Class Type Teacher System

*Estimated TEKS Coverage 100 %

Student
Teacher
Teacher System

Media Format

| | | | |
|-----------------------------|--------------------------|---|---|
| Print | <input type="checkbox"/> | + | - |
| Print with digital componen | <input type="checkbox"/> | + | - |
| Electronic | <input type="checkbox"/> | + | - |
| Electronic with print compo | <input type="checkbox"/> | + | - |
| Online | <input type="checkbox"/> | + | - |
| Online with print componer | <input type="checkbox"/> | + | - |

*System Requirements

List any hardware, operating system, processing speed, etc. needed to use electronic components. Otherwise, type none.

254 characters remaining

Last User to Modify

On

SOITB Status Initial

Submit

Reject

[Go back to Program Item List](#)

February 3, 2020

Complete descriptions
are due by 5:00 p.m. CST.

| February 2020 | | | | | | |
|---------------|--------|---------|-----------|----------|--------|----------|
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |

Complete Description

The *Complete Description* provides basic information for the components you plan to use in your correlations.

Complete Description

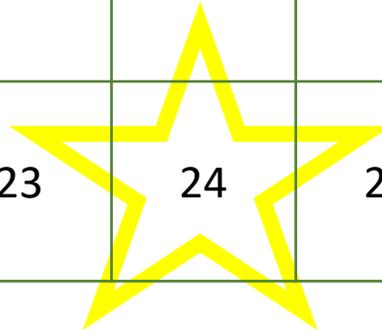
You must provide the following information:

- Updated TPG percentage
- Program and component ISBNs
- Printed page count
- Preliminary prices
- Component author(s)

February 24, 2020

Preliminary correlations
are due by 5:00 p.m. CST.

| February 2020 | | | | | | |
|---------------|--------|---------|-----------|----------|--------|----------|
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |



Preliminary Correlations

Preliminary correlations provide publishers with an opportunity to receive feedback from TEA before the final correlation deadline.

Your liaison will review your correlations for completion, clarity, and accuracy.

We need to see one to two full pages of correlations to provide high-quality feedback.

April 6, 2020

The following are due by 5:00 p.m. CST:

- *Affidavit of Authorship or Contribution*
- *Certification of Editorial Review*
- Final correlations
- Pre-adoption samples
- *Report on Interoperability and Ease of Use*

| April 2020 | | | | | | |
|------------|--------|---------|-----------|----------|--------|----------|
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

Affidavit of Authorship

The *Affidavit of Authorship* identifies each individual listed as an author or contributor in each of the materials submitted for review.

Instructional materials submitted for consideration may not be authored or contributed to by a current TEA employee.

Certification of Editorial Review

The *Certification of Editorial Review* confirms that you conducted a thorough editorial review of your materials before submitting your pre-adoption sample.

Final Correlations

You must demonstrate where in the pre-adoption sample at least 50% of the TPG in each domain are covered.

Your correlations are the single most important deliverable because they are used by the reviewers to determine your product's alignment to the TPG.

Take your time and provide the clearest, most accurate correlations possible.

Pre-Adoption Samples

The pre-adoption sample must be

- sent to TEA and each of the 20 ESCs,
- provided in the final format that will be sold to districts, and
- unchanged until the post-adoption sample is submitted.

Report on Interoperability and Ease of Use

Publishers provide information in this report about digital components regarding specific delivery formats (e.g., EPUB, iOS/Android application, LMS, etc.), user authentication, rostering, and digital content standards compatibility.



Publisher Resources

Digital Resources

- [Proclamation 2021](#)
- [Proclamation 2021 Questions and Answers](#)
- [Introduction to Proclamation 2021 Webinar](#)
- [The Review and Adoption Process](#)
- [The Publisher Portal](#)
- [Review and Adoption Mailing List](#)

Contact Us

- Submit an [Instructional Materials Help Desk](#) ticket.
- Call us at (512) 463-9601.

Publisher Liaison

- Each publisher that submits an SOITB will be assigned a publisher liaison.
- Your publisher liaison will be your main point of contact for everything related to the review and adoption process.

Questions and Answers with Kelly Callaway



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Thank you!

We appreciate your
attendance.



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