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
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.
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
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
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Vocabulary
<table>
<thead>
<tr>
<th>Acronym/Initialism</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIM</td>
<td>Accessible Instructional Materials</td>
</tr>
<tr>
<td>EOY</td>
<td>End-Of-Year</td>
</tr>
<tr>
<td>ESC</td>
<td>Education Service Center</td>
</tr>
<tr>
<td>EMAT</td>
<td>TEA’s Online Ordering System</td>
</tr>
<tr>
<td>IM</td>
<td>Instructional Materials</td>
</tr>
<tr>
<td>NIMAC</td>
<td>National Instructional Materials Access Center</td>
</tr>
<tr>
<td>NIMAS</td>
<td>National Instructional Materials Accessibility Standard</td>
</tr>
</tbody>
</table>
## Acronyms and Initialisms You Should Learn

<table>
<thead>
<tr>
<th>Acronym/Initialism</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBOE</td>
<td>State Board of Education</td>
</tr>
<tr>
<td>SOITB</td>
<td>Statement of Intent to Bid</td>
</tr>
<tr>
<td>SRP</td>
<td>State Review Panel</td>
</tr>
<tr>
<td>TAC</td>
<td>Texas Administrative Code</td>
</tr>
<tr>
<td>TEC</td>
<td>Texas Education Code</td>
</tr>
<tr>
<td>TPG</td>
<td>Texas Prekindergarten Guidelines</td>
</tr>
<tr>
<td>TRR</td>
<td>Texas Resource Review</td>
</tr>
<tr>
<td>WCAG</td>
<td>Web Content Accessibility Guidelines</td>
</tr>
</tbody>
</table>
Funding
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
<table>
<thead>
<tr>
<th>Specifically Allowed</th>
<th>Specifically Prohibited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional materials (of any sort, both adopted and non-adopted)</td>
<td>Services for installation</td>
</tr>
<tr>
<td>Technological equipment that contributes to student learning</td>
<td>The physical conduit that transfers data (cabling, etc.)</td>
</tr>
<tr>
<td>Training staff in the use of either of the above</td>
<td>Office and school supplies</td>
</tr>
<tr>
<td>Providing access to technological equipment for student instruction</td>
<td>Travel</td>
</tr>
<tr>
<td>Salary and other expenses of an employee who provides technical support for the use of equipment directly involved in student learning</td>
<td>Items that are not directly related to student instruction such as furniture, athletic equipment, extension cords, temporary contractors, or video surveillance equipment</td>
</tr>
<tr>
<td>Activities related to local review and adoption</td>
<td>Software for analyzing the use and effectiveness of instructional materials</td>
</tr>
<tr>
<td>Inventory software</td>
<td>Software for analyzing the use and effectiveness of instructional materials</td>
</tr>
</tbody>
</table>
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 Unique Attributes

- TPG instead of TEKS
- Ten Domains
- 50% in each
- Physical Samples
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.
Next Up: Texas Prekindergarten Guidelines with Jacquie Porter
Texas Prekindergarten Guidelines

Jacquie 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

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

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/ercs/pages/training_resources.aspx#CSSTopics (updated April 2012)]

Teachers who are effective in including children with special needs in their classrooms acknowledge and embrace 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.
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
Introduction: Linking the Texas Prekindergarten Guidelines to School Readiness
Monitoring Children’s Learning and Development

- Informal Assessments
- Formal Assessments
Linking the Prekindergarten Guidelines to School Readiness

Developmental Approach to Promoting School Readiness

- Child Development
- Individualize Instruction
- Integration of Domains and Curriculum Content
Effective Practices for Promoting School Readiness

- Responsive Interactions
- Planning Effectively
- Balance of Teaching Strategies
- Incorporating Flexible Groupings
Professional Development: The Key to High Quality Prekindergarten Programs

• Effective Professional Development
• Recommendations
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”.

<table>
<thead>
<tr>
<th>By around 48 months of age</th>
<th>End of Prekindergarten Year Outcomes</th>
<th>Examples of Child Behaviors</th>
<th>Examples of Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child is building competence in controlling own body movements (such as balancing, sitting still, starting and stopping in response to requests).</td>
<td>I.A.1. Child is aware of where own body is in space and respects personal boundaries.</td>
<td>The child: • 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.</td>
<td>The teacher: • 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 pick for a turn.”</td>
</tr>
</tbody>
</table>
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
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.

### 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.

<table>
<thead>
<tr>
<th>By around 48 months of age</th>
<th>End of Prekindergarten Year Outcomes</th>
<th>Examples of Child Behaviors</th>
<th>Examples of Instructional Strategies</th>
</tr>
</thead>
</table>
| Child is building competence in controlling own | I.A.1. | The child:  
- is able to stay in designated personal space | The teacher:  
- arranges classroom furniture in a manner that allows children to |
Using the Prekindergarten Guidelines with ELs

<table>
<thead>
<tr>
<th>By around 48 Months of Age</th>
<th>End of Prekindergarten Year Outcomes</th>
<th>Examples of Child Behaviors</th>
<th>Examples of Instructional Strategies</th>
</tr>
</thead>
</table>
| Child demonstrates understanding of following classroom routines. | II.A.3. Child shows understanding of the language being spoken by teachers and peers. | The child:  
- 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:  
- 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
II. Language and Communication: 26
III. Emergent Literacy Reading: 22
IV. Emergent Literacy Writing: 10
V. Mathematics: 23
VI. Science: 11
VII. Social Studies: 11
VIII. Fine Arts: 6
IX. Physical Development: 7
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

<table>
<thead>
<tr>
<th>Domain</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
<th>VII</th>
<th>VIII</th>
<th>IX</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Outcomes</td>
<td>20</td>
<td>26</td>
<td>22</td>
<td>10</td>
<td>23</td>
<td>11</td>
<td>11</td>
<td>6</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Minimum Outcomes Required</td>
<td>10</td>
<td>13</td>
<td>11</td>
<td>5</td>
<td>12</td>
<td>6</td>
<td>6</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Percentage</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>52.17%</td>
<td>54.55%</td>
<td>54.55%</td>
<td>50%</td>
<td>57.14%</td>
<td>60%</td>
</tr>
</tbody>
</table>
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.
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

<table>
<thead>
<tr>
<th>Domain</th>
<th>Skills</th>
<th>Outcome</th>
<th>Breakout</th>
</tr>
</thead>
<tbody>
<tr>
<td>(I) Language and Communication</td>
<td>(A) Self-Concept Skills</td>
<td>(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)</td>
<td>(a) Child shows self-awareness</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(b) Child can express pride in age appropriate abilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(c) Child can express pride in age appropriate skills</td>
</tr>
</tbody>
</table>
## Breakout Example—including

<table>
<thead>
<tr>
<th>Domain</th>
<th>Skills</th>
<th>Outcome</th>
<th>Breakout</th>
</tr>
</thead>
<tbody>
<tr>
<td>(VIII) Fine Arts</td>
<td>(B) Music Skills</td>
<td>(1) Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms</td>
<td>(a) Child participates in classroom music activities including <strong>singing</strong>&lt;br&gt; (b) Child participates in classroom music activities including <strong>playing musical instruments</strong>&lt;br&gt; (c) Child participates in classroom music activities including <strong>moving to rhythms</strong></td>
</tr>
</tbody>
</table>

*must include each item in the list in instructional materials*
## Breakout Example—or

<table>
<thead>
<tr>
<th>Domain</th>
<th>Skills</th>
<th>Outcome</th>
<th>Breakout</th>
</tr>
</thead>
<tbody>
<tr>
<td>(VIII) Fine Arts</td>
<td>(C) Dramatic Expression Skills</td>
<td>(1) Child creates or recreates stories, moods, or experiences through dramatic representations</td>
<td>(a) Child creates or recreates stories, moods, or experiences through dramatic representations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(must include at least one item in the list in instructional materials)</td>
<td></td>
</tr>
</tbody>
</table>
Breakout Example—such as

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

1. TEKS and ELPS
2. Quality and Variety
3. Interaction
4. Literacy Skills
5. Diverse Learners
6. Ease of Use
7. Technology, Cost, and Professional Learning

How the Process Works

Reviewers collect evidence to determine how well standards are met.

Percent TEKS Coverage

Percent which standards are met are determined.

SBOE TEKS Coverage Process

Quality Review Process

Published on Portal

User-Friendly Results

Clear, Transparent, and Professional Learning

Illustrative Example Only

Instructional Materials Submitted for Quality Review

[Illustrative Example Only]
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

**Draft 2**
- Public comment period for 30 days (starting in late Oct. for Pre-K rubric)
- TEA revises rubric based on feedback

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

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

- **Public comment on rubric** (October 2019)
- **Final rubric released** (Winter 2019)
- **Publisher application opens** (January 2020)
- **Publisher application closes** (March 2020)
- **Quality reviews begin** (June 2020)
- **Quality reviews published** (November 2020)

**Timeline Table**

<table>
<thead>
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<th>2019-20</th>
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<td>2 3 4 5</td>
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</table>

- **Develop rubrics**
- **Post final rubrics for publishers**
- **Conduct quality reviews**
- **Release quality reviews**
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
Company Information Form and Statement of Intent to Bid are due by 5:00 p.m. CST.
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.
Company Information Form

2. Click the magnifying glass and search for your name.
3. Select your name or select Cancel.
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."
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 Company Information Form.
Proclamation Year: 2021

Company Information Form

Enter your Publisher Name: SPECIAL TEXTBOOK REDISTRIBUTION CENTER

*Federal EIN: [Blank]
Contract Vendor ID: 8379

Home Office Address

*Address Line 1: [Blank]
*City: [Blank]
*State: [Blank]
*Zip Code: [Blank]
*Phone Number: [Blank]
Ext: [Blank]
Fax Number: [Blank]

Type of Organization:
(corporation/partnership/individual, etc)

If a corporation, please indicate state in which incorporated:

*Certified HUB: [Blank]
If Yes, Hub ID: [Blank]

*Website URL: [Blank]

TEA Main Contact Information (for review purposes)

Title: [Blank]
First Name: [Blank]
Last Name: [Blank]
Email: [Blank]
Phone Number: [Blank]

Bids and Contracts Contact Information

Title: [Blank]
First Name: [Blank]
Last Name: [Blank]
Email: [Blank]

Address Type: [Blank]
Address Line 1: [Blank]
City: [Blank]
State: [Blank]
ZIP Code: [Blank]
Phone Number: [Blank]
Phone Ext: [Blank]
Fax Number: [Blank]

Accessible Material Contact Information (for NIMAS files)

Title: [Blank]
First Name: [Blank]
Last Name: [Blank]
Email: [Blank]
Phone Number: [Blank]
### Production Manager Contact Information

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### Sales Contact Information (New Orders)

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### Customer Service Contact Information (Existing Orders)

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</table>

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

- **Company Official**
  - Name
  - Title
  - Email

[Withdraw]
<table>
<thead>
<tr>
<th>Name</th>
<th>Last Name</th>
<th>Phone Number</th>
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<tbody>
<tr>
<td>Lea Ann</td>
<td>Lee</td>
<td>512/463-9601</td>
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<tr>
<td>Janika</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cassandra</td>
<td>Aker</td>
<td>512/463-9601</td>
</tr>
<tr>
<td>Cheryl</td>
<td>Aker</td>
<td>512/463-9601</td>
</tr>
</tbody>
</table>

My company to complete the Statement of Intent to Bid. Withdraw

Company Official: amie.williams@lea.texas.gov
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.
DO YOU SEE MY HAT?
NO?

THAT'S BECAUSE I THREW IT IN THE RING
If you do not have EMAT access, you will access EMAT Publisher Bidding at https://tea4avfaulk.tea.texas.gov/pubbid/PublisherBids.jsp.
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.*
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

<table>
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<tr>
<th>Statement of Intent Bid ID</th>
<th>Title</th>
<th>Complete Description</th>
<th>Subject Area ID</th>
<th>Datetime modified</th>
<th>SOITB Status</th>
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<td>Complete Description</td>
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Go Back to Start Page
Statement of Intent

Bid ID

Publisher: Texas Education Agency

* Subject Area ID: PRK_K_SYS

* Title: Enter the name of your product here.

Class Type: Teacher System, Student

* Estimated TEKS Coverage: 100%

Media Format:
- Print
- Print with digital components
- Electronic
- Electronic with print component
- Online
- Online with print component

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

Last User to Modify: [Name]

SOITB Status: Initial

Submit

Reject

Go back to Program Item List
February 3, 2020

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

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</tbody>
</table>
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.

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</table>
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.
The following are due by 5:00 p.m. CST:

- **Affidavit of Authorship or Contribution**
- **Certification of Editorial Review**
- Final correlations
- Pre-adoptions samples
- **Report on Interoperability and Ease of Use**
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.
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.
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
Thank you!

We appreciate your attendance.