TCLAS: State Approved Vendor List

Evaluation and Scoring for District Implementation Support, HQIM-aligned Professional Learning

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==Note==: this document is for planning purposes only. Vendors who are interested in being featured in TEA's state-approved vendor list for TCLAS must complete the online [application](#). Applications are due by 11:59 p.m. CT on July 21, 2021.

TCLAS: State Approved Vendor List

General Scoring Guidance

Vendors who pass TEA's evaluation for [District Instructional Design and Implementation Supports](#) *and/or* [Product-specific PL for Teachers, Coaches and Administrators](#) will have their responses to the [non-evaluated profile questions](#) featured on the TCLAS state approved vendor list. Vendors can choose to apply for one or both types of services. Vendors who apply for and pass both types of services will be featured on the list for both types of services. Vendors who only apply for or only pass one service will only be featured on the list for that one service.

Service Type	Subcategories	Minimum Passing Subcategory Score	Minimum Passing Total Score
District Instructional Design and Implementation Supports	1. Instructional Planning and Implementation	6 out of 8 points	Section 1 and section 2 are required for this service and are reviewed first. Minimum passing score of 12 points to be included in SAVL for this section.

Remaining sections optional and reviewed independently. |
	2. Progress Monitoring	6 out of 8 points	
	3. Adoption Supports for HQIM	2 out of 2 points	
	4. Operational Planning	6 out of 8 points	
	5. Stakeholder Engagement	3 out of 4 points	
Product-specific PL for Teachers, Coaches and Administrators	1. General Approach	5 out of 6 points	Section 2 reviewed first.

1 content area: 19
2 content areas: 28
3 content areas: 37
4 content areas: 46 |
| | 2. Design & Methodology of PL Services | 9 out of 12 points *per content area* | |
| | 3. Expertise in TEKS and THL | 5 out of 6 points | |

Non-Evaluated Profile Questions

Applicants who pass the evaluated questions for [District Instructional Design and Implementation Supports](#) and/or [Product-specific PL for Teachers, Coaches and Administrators](#) will have their responses to the non-evaluated profile questions below displayed in TEA's state approved vendor list for TCLAS. Note that qualifying applicants' responses to these non-evaluated profile questions will be displayed in the guide exactly how they are submitted to TEA. Therefore, applicants should take special care to craft and copyedit their responses for an external (district) audience.

- Organization name
- Organization website
- Contact name
- Contact email
- Contact phone
- Briefly describe your organization. (600 characters, including spaces)
- Provide the names of up to three (3) reference clients with whom the vendor has worked previously or with whom the vendor is currently working. These reference clients must be Texas public school districts.
  - LEA name
  - Contract start and end dates
- Are you applying as an approved vendor for 1) District Instructional Design and Implementation Supports, 2) Product-specific PL for Teachers, Coaches and Administrators, or 3) Both?
  - District Instructional Design and Implementation Supports
  - Product-specific PL for Teachers
  - Both
- Provide a brief overview of your organization's services related to District Instructional Design and Implementation. (600 characters, including spaces)
- Provide a brief overview of your organization's services related to Product-specific PL for Teachers, Coaches and Administrators. (600 characters, including spaces)

District Instructional Design and Implementation Supports

Evaluated Questions

1. Instructional Planning and Implementation[1]			
Criteria	**Question**	**Question Type**	**Look-fors**[2]
Support provided equips school and/or district leaders to **define content-specific research-based instructional vision** that meet their local needs.	Briefly describe how your organization supports districts in setting an instructional vision aligned to research-based practices.	Long text, 1200 characters including spaces, required	Evidence that PL supports leaders to develop, define, and share a content-specific research-based instructional vision; activities could include: • Forming and planning for a vision development committee composed of district/school and community stakeholders • Compiling and norming on research on content-specific, evidence-based practices for equitable, strong instruction • Developing guidance, tools, templates, exemplars, etc. and aligned trainings on the vision development process • Hosting vision development and feedback sessions • Aligning vision to local context • Assessing the current state of classroom instruction against the shared vision
	Attach a sample instructional vision you worked with a district to develop in RLA and in Math (you may cleanse the district name)	Attachment, required	

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[1] Required if applying for District Instructional Design and Implementation Supports

[2] Note: not all look-fors need to be present for applicants to score full points. See the scoring guidance for this section for additional information about scoring.

1. Instructional Planning and Implementation[1]			
Criteria	**Question**	**Question Type**	**Look-fors[2]**
Professional Learning prepares school and/or district leaders to support the **effective use of HQIM.**	Briefly describe how the professional learning equips school and/or district leaders to support the implementation of HQIM.	Long text, 800 characters including spaces, required	• Evidence that activities will increase leaders' knowledge of key content and content pedagogy rooted in research. • Evidence that PL includes differentiation for leaders to learn the most essential features and implementation requirements for the specific product in order to set goals and lead the work • Instances where PL addresses systems-level structures, policies, and processes necessary to successfully implement HQIM (e.g. teacher observation/feedback, grading, staffing, scheduling, assessment, professional learning calendars). • Instances in which applicants support leaders in monitoring and providing specific, relevant feedback on the quality of implementation (Is feedback closely aligned to the quality of implementation of the HQIM? Is feedback closely aligned to the content-specific vision for excellent instruction? Is feedback designed to support rather than evaluate?). • References to the TEKS, LPS, and/or Texas PK Guidelines. • Evidence that PL supports leaders in establishing clear ownership, roles, and responsibilities for effective implementation
	Attach a sample year- long professional learning scope and sequence for district leaders and school leaders demonstrating training topics and goals during the first year of implementation.	Attachment, required	

Support provided equips school and/or district leaders to plan for and execute an **assessment and data** system that provides information about student learning and supports the	Briefly describe how your organization equips school and/or district leaders to plan for and execute an assessment and data system that provides information about student learning and supports the implementation of clients'	Long text, 1200 characters including spaces, required	• Evidence that PL supports leaders to determine the plan for assessment and grading, including:
			  ○ Studying HQIM-embedded assessments and using them to measure effectiveness and improve instruction
			  ○ Conducting an inventory of currently used assessments, their purpose, and their frequency
			  ○ Eliminating assessments that are redundant, don't provide educators with meaningful information about student learning, or contradict the approach of the HQIM

1. Instructional Planning and Implementation[1]

Criteria	Question	Question Type	Look-fors[2]
implementation of clients' specific HQIM.	specific HQIM.		○ Establishing grading guidance for new materials ● Evidence that PL supports leaders in collecting and analyzing student-, teacher-, school-, and district-level data to identify progress and gaps in student achievement related to the HQIM. ● Evidence that PL supports leaders in using data on student achievement to identify where resources could be deployed to better support prioritized areas.

Support provided equips school and/or district leaders to set up **systems and structures** to facilitate effective implementation of HQIM, including **curriculum-embedded professional learning and coaching.**	Briefly describe how your organization equips school and/or district leaders to build systems and structures for HQIM implementation.	Long text, 1200 characters including spaces, required	● Evidence that PL supports leaders to establish district- or school-wide systems that support effective implementation of HQIM, including:
			  ○ Identifying systems/structures that inhibit effective implementation of HQIM and supporting revision or removal of these systems
			  ○ Developing a yearlong plan for curriculum-embedded professional learning and coaching for teachers and instructional coaches

	Attach a sample year- long professional learning scope and sequence for teachers and instructional coaches	Attachment, required	

2. Progress Monitoring[3]			
Criteria	**Question**	**Question Type**	**Look-fors[4]**
Support provided equips school and/or district leaders to **set expectations, goals, and benchmarks for implementation of HQIM with integrity.**	Briefly describe how your organization supports districts in setting HQIM implementation expectations, goals, and benchmarks.	Long text, 1200 characters including spaces, required	• Evidence of supporting districts to establish goals and benchmarks for implementation milestones, progress, and achievement aligned with long term goals of high-fidelity implementation of HQIM products • Evidence metrics align with high quality implementation best practices that support use of products at appropriate grade-level rigor
	Attach a sample set of formative and summative implementation metrics you worked with a district to develop during the first two years of HQIM implementation.	Attachment, required	
Support provided equips school and/or district leaders to develop **systems and structure** that support **progress monitoring** of implementation goals	Briefly describe how your organization equips school and/or district leaders to monitor progress throughout the first year of HQIM implementation.	Long text, 1200 characters including spaces, required	• Evidence of supporting districts to establish monitoring systems for observation, professional learning, and assessment

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[3] Required if applying for District Instructional Design and Implementation Supports

[4] Note: not all look-fors need to be present for applicants to score full points. See the scoring guidance for this section for additional information about scoring.

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2. Progress Monitoring[3]			
Criteria	**Question**	**Question Type**	**Look-fors[4]**
Support provided equips school and/or district to **continuously reflect and improve performance** based on progress monitoring systems and routines.	Briefly describe how your organization equips school and/or district leaders to reflect and improve performance throughout the first year of HQIM implementation.	Long text, 1200 characters including spaces, required	• Evidence that PL supports leaders in establishing timelines and processes for reflection and adjustment throughout the year. • Evidence of supporting district structures that promote ongoing collective learning, exploration of problems of practice, and the ability to refine systems and structures
Support provided equips school and/or district to **build advocates within the district** to help support stronger system-wide implementation.	Briefly describe how your organization equips school and/or district leaders to build advocates within the district to support HQIM implementation.	Long text, 1200 characters including spaces, required	• Evidence that progress monitoring systems enable the district to effectively identify advocates of the HQIM products • Evidence of a strategy to identify internal advocates and strategically leverage their support during implementation. • Ability to help districts identify success stories and find effective communication channels to share them with a broader set of teachers and leaders.

3. Adoption Supports			
Criteria	**Question**	**Question Type**	**Look-fors [5]**
PL equips school and/or district leaders to **select and adopt HQIM** that meet their local needs.	Briefly describe how your organization equips school and/or district leaders to select and adopt HQIM that meet their local needs.	Long text, 1200 characters including spaces, required	Applicant describes how they equip leaders to plan for and execute the steps entailed in selecting and adopting HQIM; activities could include: ● developing a shared, content-specific vision of excellence; ● creating a project plan and process timeline; ● convening and training a selection committee; ● developing content-specific rubrics; ● leveraging Texas Resource Review; ● reviewing materials; ● identifying pilot schools; ● procuring and distributing materials; ● drafting communication and stakeholder engagement plans; ● aligning current district strategies and structures with the adoption and implementation of an HQIM

[5] Note: not all look-fors need to be present for applicants to score full points. See the scoring guidance for this section for additional information about scoring.

4. Operational Planning			
Criteria	**Question**	**Question Type**	**Look-fors**[6]
PL equips school and/or district leaders to adjust **master schedules** to support implementation of clients' specific HQIM.	Briefly describe how the PL equips school and/or district leaders to reflect, discuss, and adjust instructional time to ensure that scheduling meets the requirements of the HQIM.	Long text, 1200 characters including spaces, required	- Evidence that PL supports leaders in identifying what decisions will need to be made regarding instructional time prior to the use of the HQIM (e.g, addressing common implementation pitfalls associated with scheduling). - Evidence that activities will increase participants' knowledge of requirements of the HQIM regarding instructional time such as digging into lessons to understand time requirements and lesson breakdown. - Evidence that PL supports leaders in modifying existing master schedules to support strong implementation. - Evidence that activities will support leaders in designing daily schedules that support teacher collaboration, planning requirements as defined by the HQIM, and reduce teacher workload while accounting for hybrid, in-person, and remote learning, as necessary. - Evidence that activities will support leaders in designing daily schedules that allow for targeted support for all students, including students with disabilities, English Learners, students identified as gifted and talented, and students with diverse and/or individualized learning needs.
PL equips school and/or district leaders to identify and employ **budgeting and financial planning** best practices to support the implementation of clients' specific HQIM.	Briefly describe how the PL equips school and/or district leaders to identify and implement budgeting and financial planning best practices.	Long text, 1200 characters including spaces, required	- Evidence that PL supports leaders in identifying a possible need for a reallocation of resources based on priorities. - Evidence that PL supports leaders in maximizing the use of available funding. - Evidence that PL builds leaders' understanding of what additional resources (e.g., consumables, expanded classroom libraries) aligned to the HQIM are available and the potential need for additional funding.

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[6] Note: not all look-fors need to be present for applicants to score full points. See the scoring guidance for this section for additional information about scoring.

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4. Operational Planning			
Criteria	**Question**	**Question Type**	**Look-fors**[6]
			• Evidence that PL addresses budgeting considerations across multiple years (e.g., ongoing PL for teachers, replenishing materials, and/or need for additional staff), going beyond the initial implementation year.
PL equips school and/or district leaders to employ **staffing models** and provide **professional learning** to staff to support the implementation of clients' specific HQIM.	Briefly describe how the PL equips school and/or district leaders to employ staffing models and provide coaching and training to staff to support the implementation of clients' specific HQIM.	Long text, 1200 characters including spaces, required	• Evidence that PL addresses school budgets regarding staff allocations as required by the adoption and implementation of the HQIM. • Evidence that PL supports identifying vacancies and the development of a plan to recruit, hire, and train staff as required by the adoption and implementation of the HQIM. • Evidence that PL supports identifying key roles and supports leaders in assigning school-based staff to roles. • Evidence that PL addresses the need for ongoing support for both teachers and leaders; specifically regarding coaching, observations, feedback, and professional learning focused on strong implementation of HQIM and how this affects staffing decisions. • Evidence that PL supports leaders in planning for teacher absences. • Evidence that PL addresses designing and running an improvement cycle focused on providing support to staff.
PL equips school and/or district leaders to identify and employ **technology infrastructure and logistics** best practices to support the implementation of clients' specific HQIM.	Briefly describe how the PL equips school and/or district leaders to identify technology infrastructure and logistics best practices.	Long text, 1200 characters including spaces, required	• Evidence that PL addresses logistical considerations such as inventory, maintenance, and distribution of HQIM materials for both student and teacher materials. • Evidence that PL addresses digital needs and access aligned to the HQIM for staff, students, families, and community partners.

	5. Stakeholder Engagement		
Criteria	**Question**	**Question Type**	**Look-fors**[7]
PL equips school and/or district leaders to **communicate** key decisions to support implementation of clients' specific HQIM.	Briefly describe how the PL equips school and/or district leaders to create a communication plan that includes all relevant stakeholders, to build district wide buy in for HQIM implementation.	Long text, 1200 characters including spaces, required	- Evidence that PL supports leaders in identifying who the key stakeholders are within their district structures. - Evidence that activities will support leaders in creating a communication plan, by stakeholder, including what decisions will be communicated, by who, how, and when. - Evidence that PL supports leaders in developing clear, consistent messages. - Evidence that PL supports leaders in identifying effective communication modes to best reach stakeholders in multiple ways.
PL equips school and/or district leaders to create structures for 2-way communication with stakeholders to provide authentic **feedback** that supports implementation of clients' specific HQIM.	Briefly describe how the PL equips school and/or district leaders to create structures for 2-way communication with stakeholders to provide authentic feedback.	Long text, 1200 characters including spaces, required	- Evidence that PL supports leaders in identifying and planning for communication methods that allow dialogue and opportunities for feedback. - Evidence that PL supports leaders in collecting, documenting, and communicating responses to feedback.

[7] Note: not all look-fors need to be present for applicants to score full points. See the scoring guidance for this section for additional information about scoring.

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Scoring Guidance

Applicants must pass both Section 1—Instructional Planning and Implementation and Section 4—Progress Monitoring to be featured in the TCLAS State Approved Vendor for District-Level Instructional Design and Implementation supports. Note that TEA will evaluate these two sections first. TEA will not review or score the other sections of applications that do not pass both of these sections.

Section	Minimum Passing Score	Number of Criteria	Scoring	
1. Instructional Planning and Implementation	6 out of 8 points	4	2 points	Supports equip school and/or district leaders to effectively plan and implement HQIM products across a school system.
			1 point	Supports minimally equip school and/or district leaders to effectively plan and implement HQIM products across a school system.
			0 points	Supports do not equip school and/or district leaders to effectively plan and implement HQIM products across a school system.
2. Progress Monitoring	6 out of 8 points	4	2 points	Equips school and/or district leaders to develop implementation goals and metrics, develop progress monitoring systems to reflect on results and support continuous improvement over time.
			1 point	Minimally equips school and/or district leaders to develop implementation goals and metrics, develop progress monitoring systems to reflect on results and support continuous improvement over time.
			0 points	Does not equip school and/or district leaders to develop implementation goals and metrics, develop progress monitoring systems to reflect on results and support continuous improvement over time.
3. Adoption Supports	2 out of 2 points	1	2 points	PL equips school and/or district leaders to select and adopt HQIM that meet their local needs.

Section	Minimum Passing Score	Number of Criteria	Scoring	
			1 point	PL minimally equips school and/or district leaders to select and adopt HQIM that meet their local needs.
			0 points	PL does not equip school and/or district leaders to select and adopt HQIM that meet their local needs.
4. Operational Planning	6 out of 8 points	4	2 points	PL equips school and/or district leaders to identify and plan for operational adjustments required to support the implementation of clients' specific HQIM.
			1 point	PL minimally equips school and/or district leaders to identify and plan for operational adjustments required to support the implementation of clients' specific HQIM.
			0 points	PL does not equip school and/or district leaders to identify and plan for operational adjustments required to support the implementation of clients' specific HQIM.
5. Stakeholder Engagement	3 out of 4 points	2	2 points	Equips school and/or district leaders to effectively engage stakeholders during the implementation process to build buy-in and obtain authentic feedback.
			1 point	Minimally equips school and/or district leaders to effectively engage stakeholders during the implementation process to build buy-in and obtain authentic feedback.
			0 points	Does not Equip school and/or district leaders to effectively engage stakeholders during the implementation process to build buy-in and obtain authentic feedback.

Product-specific PL for Teachers, Coaches and Administrators

Evaluated Questions

<table>
<tr><th colspan="4" style="text-align:center">1. General Approach</th></tr>
<tr><th>Criteria</th><th>Question</th><th>Question Type</th><th>Look-fors[8]</th></tr>
<tr>
<td>Applicant demonstrates alignment to TEA's beliefs and approach regarding the role high-quality instructional materials (HQIM) combined with high-quality professional learning (HQPL) plays in teacher support and student learning.</td>
<td>Provide a brief description of your organization's approach and theory of action for helping clients implement high-quality instructional materials.</td>
<td>Long text, 1000 characters including spaces, required</td>
<td>

- Applicant cites specific examples of how their approach aligns to TEA's beliefs on the impact HQIM paired with HQPL has on students and teachers.
- Evidence that PL applicant's theory of action aligns to TEA's beliefs on building knowledge and skills of educators to help them successfully implement HQIM.
</td>
</tr>
<tr>
<td>Applicant has prior experience leading PL aligned to HQIM with similar parameters.</td>
<td>Name up to three clients for whom your organization has provided HQIM-aligned professional learning and briefly describe the scope of work for each client.</td>
<td>Long text, 1200 characters including spaces, required</td>
<td>

- Applicant cites specific examples with similar parameters.
</td>
</tr>
</table>

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[8] Note: not all look-fors need to be present for applicants to score full points. See the scoring guidance for this section for additional information about scoring.

1. General Approach			
Criteria	**Question**	**Question Type**	**Look-fors**[8]
Applicant gathers information about the effectiveness of its services and uses those data to improve.	Describe protocols for gathering data about the impact of your PL services and how your organization uses those data to improve.	Long text, 1000 characters including spaces, required	• Applicant cites specific examples. • Evidence of an evaluation method (e.g., participant surveys, feedback sessions). • Evidence that applicant uses data to drive improvements such as modifying existing PL, altering scope and sequence, additional training for the facilitator(s), and/or adjusting content to meet client's needs.

2. Design & Methodology of PL Services			
evaluated by content area (PK, math, science, RLA)			
Criteria	**Question**	**Question Type**	**Look-fors** [9]

See below.	For which of the following products do you offer product-specific PL for teachers, coaches and administrators?	Multi-select	Applicant selects one or more of the following options:
			• RLA: English and Spanish
			  ○ K–5 Amplify Texas Elementary Literacy Program
			  ○ K–5: Amplify Texas Lectoescritura En Español
			  ○ 6–8 Amplify ELAR Texas
			  ○ 9–12 Odell Texas HS Literacy Program
			• Math
			  ○ K–5 Eureka Math TEKS Edition
			  ○ 6–8 Carnegie Learning Texas Middle School Math Solution
			  ○ 9–12 Carnegie Learning Texas High School Math Solution
			• Pre-K
			  ○ Teaching Strategies (Pre-K Learning Solution for Texas)
			• Science
			  ○ K–5 PhD Science TEKS Edition

See below.	For *each content area* that you indicated your organization can provide support for a THL product, upload *one* sample scope and sequence or syllabus that provides insight into the objectives and learning progression of PL services	Attachment, at least one required	Scope and sequence should provide additional insight into the applicant's services and ability to meet the criteria below *for each content area*. (See below)

[9] Note: not all look-fors need to be present for applicants to score full points. See the scoring guidance for this section for additional information about scoring.

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2. Design & Methodology of PL Services			
evaluated by content area (PK, math, science, RLA)			
Criteria	**Question**	**Question Type**	**Look-fors**[9]
	focused on helping educators implement a specific high-quality instructional material for that content area. Respond to the related questions below for *each content area*.[10]		
Applicant designs PL services rooted in essential content and content pedagogy with learning objectives and goals that are clear and aligned to high-quality instructional materials.	Briefly describe the goals of this professional learning, the essential content and content pedagogy on which PL builds understanding, the high-quality instructional materials on which it is focused, and the primary intended audience.	Long text, 1000 characters including spaces, required	• PL follows a well-defined and logical scope and sequence. • Applicant makes it clear how the knowledge and skills developed through their learning experiences impact participants' work every day and thus lead to increased student learning (e.g., increasing participant's knowledge, preparing participants to use HQIM, and/or developing a belief that using HQIM matters). • Applicant names essential content and content pedagogy rooted in research. • Applicant references the TEKS, ELPS, and/or Texas PK Guidelines.

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[10] For example, if your organization indicated it can provide product-specific support for the 9–12 Odell Texas HS Literacy Program, you must upload a sample scope and sequence or syllabus and respond to the subsequent related questions for RLA. If your organization indicated it can provide product-specific support for K–5 PhD Science TEKS Edition, you must upload a sample scope and sequence or syllabus and respond to the subsequent related questions for science.

2. Design & Methodology of PL Services evaluated by content area (PK, math, science, RLA)			
Criteria	**Question**	**Question Type**	**Look-fors**[9]
PL builds key beliefs and mindsets such as all students can achieve, all students deserve access to grade-appropriate content, and HQIM can support educators in achieving these goals.	Briefly describe the most important beliefs and mindsets that this professional learning develops in participants.	Long text, 800 characters including spaces, required	• Evidence of an underlying belief that all students deserve high-quality instruction and access to meaningful, grade-level work. • Evidence that PL connects how strong implementation of the HQIM will support achieving a content-specific vision for excellent instruction. • Applicant references essential content and content pedagogy rooted in research. • Applicant references the TEKS, LPS, and/or Texas PK Guidelines.
PL helps educators understand what strong implementation of their HQIM looks like and how that connects to a content-specific vision for excellent instruction.	Briefly describe how this professional learning develops participants' understanding of what strong implementation of their HQIM looks like.	Long text, 800 characters including spaces, required	• PL includes activities that will increase participants' knowledge of what strong implementation of HQIM looks like (e.g. deepening understanding of essential content and content pedagogy rooted in research, modeling lessons, analyzing videos, practicing using observation tools, and guidance on arcs of units and lessons across a year.) • Evidence that PL connects how strong implementation of the HQIM will support achieving a content-specific vision for excellent instruction. • Applicant references the TEKS, LPS, and/or Texas PK Guidelines.
PL equips educators to internalize and prepare to teach units and lessons from their HQIM.	Briefly describe how the activities throughout this professional learning support educators to internalize and prepare to	Long text, 800 characters including spaces, required	• PL addresses essential content and content pedagogy rooted in research. • Evidence that activities lead to consistent routines and protocols for unit and lesson preparation (e.g., reflecting on units and lessons within and across grade bands,

2. Design & Methodology of PL Services			
evaluated by content area (PK, math, science, RLA)			
Criteria	**Question**	**Question Type**	**Look-fors** [9]
	teach units and lessons from their HQIM.		creating a "road map" for units, annotating texts from the HQIM, anticipating student responses, making notes in the lesson plan about pacing and scaffolding, role-playing potentially challenging parts of lessons with colleagues, preparing any materials necessary for a lesson). ● Applicant references to the TEKS, LPS, and/or Texas PK Guidelines.
PL equips educators to use HQIM to support the needs of diverse learners.	Briefly describe how professional learning equips educators to use their HQIM to address the needs of all students, including students with disabilities, English Learners, students identified as gifted and talented, and students with diverse and/or individualized learning needs.	Long text, 800 characters including spaces, required	● Evidence that the PL equips educators to ensure all students have access to meaningful, grade-level work (e.g. identifying and leveraging HQIM-embedded supports within lessons and units, using student data to identify students who need more support, planning for additional scaffolding, reflecting on the effectiveness of supports provided, planning for intervention time). ● Instances where PL addresses common misconceptions about students with diverse and/or individualized learning needs (e.g., students who are academically behind cannot access grade-level content).
PL prepares school and/or district leaders to support the effective use of HQIM.	Briefly describe how the professional learning equips school and/or district leaders to support the implementation of HQIM.	Long text, 800 characters including spaces, required	● Evidence that activities will increase leaders' knowledge of key content and content pedagogy rooted in research. ● Instances where PL addresses systems-level structures, policies, and processes necessary to successfully implement HQIM (e.g. teacher observation/feedback, grading, staffing, scheduling, assessment, professional learning calendars). ● Instances in which applicants support leaders in monitoring and providing specific, relevant feedback on

2. Design & Methodology of PL Services evaluated by content area (PK, math, science, RLA)			
Criteria	**Question**	**Question Type**	**Look-fors**[9]
			the quality of implementation (Is feedback closely aligned to the quality of implementation of the HQIM? Is feedback closely aligned to the content-specific vision for excellent instruction? Is feedback designed to support rather than evaluate?). ● References to the TEKS, LPS, and/or Texas PK Guidelines.

3. Expertise in TEKS and THL			
Criteria	**Question**	**Question Type**	**Look-fors[11]**
Applicant has expertise in the TEKS, ELPS, Texas PK guidelines and content and content pedagogy rooted in research or can demonstrate the ability to quickly gain expertise in those areas.	Describe the extent to which your organization's PL staff— designers, facilitators, coaches, etc.— have expertise in the TEKS, ELPS, and/or Texas PK guidelines and a deep understanding of essential content and content pedagogy rooted in research and how you plan to grow their expertise over time so that they can effectively support Texas educators.	Long text, 1200 characters including spaces, required	• Evidence that the applicant already has expertise in the TEKS, ELPS, Texas PK guidelines, essential content and content pedagogy rooted in research, and THL products. • Evidence that the applicant is committed to learning the TEKS, LPS, Texas PK Guidelines, essential content and content pedagogy rooted in research, and THL products. • Applicant demonstrates previous experience building staff members' expertise in specific HQIM. • Applicant articulates a thorough and logical plan for building staff members' expertise in the TEKS, LPS, Texas PK Guidelines, essential content and content pedagogy rooted in research, and THL products. • Specifics regarding the applicant's Spanish-speaking staff capacity and expertise in supporting bilingual programming.
Applicant has experience developing staff expertise in specific HQIM.	Describe the process in which your organization's PL staff— designers, facilitators, coaches, etc.— engaged to become deeply familiar with the approach, components, content, and content pedagogy of a specific HQIM that your organization currently supports.	Long text, 1200 characters including spaces, required	
Applicant has expertise in THL products or can demonstrate the ability to quickly gain expertise.	Describe the extent to which your organization's PL staff— designers, facilitators, coaches, etc.— have expertise in one or more THL products and how you plan to grow their expertise over time so that they can support Texas to effectively implement those products.	Long text, 1200 characters including spaces, required	

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[11] Note: not all look-fors need to be present for applicants to score full points. See the scoring guidance for this section for additional information about scoring.

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Scoring Guidance

Applicants must pass all three sections below to be featured in the TCLAS State Approved Vendor List for Product-specific PL for Teachers, Coaches and Administrators. Note that TEA will evaluate section 2 (Design & Methodology of PL Services) first. TEA will not review or score sections 1 or 3 of applications that do not pass section 2 for at least one content area.

Section	Minimum Passing Score	Number of Criteria	Scoring per Criteria	
1. General Approach	5 out of 6 points	3	2 points	Applicant demonstrates sufficient ability to design, lead, and evaluate PL services that align with TEA's beliefs about the role of HQIM and effective PL.
			1 point	Applicant demonstrates minimal ability to design, lead, and evaluate PL services that align with TEA's beliefs about the role of HQIM and effective PL.
			0 points	Applicant does not demonstrate an ability to design, lead, and evaluate PL services that align with TEA's beliefs about the role of HQIM and effective PL.
2. Design & Methodology of PL Services	9 out of 12 points *per content area*	6 *per content area*	2 points	Applicant demonstrates sufficient ability to deliver PL services that prepare teachers and leaders to effectively implement HQIM.
			1 point	Applicant demonstrates minimal ability to deliver PL services that prepare teachers and leaders to effectively implement HQIM.
			0 points	Applicant does not demonstrate an ability to deliver PL services that prepare teachers and leaders to effectively implement HQIM.
3. Expertise in TEKS and THL	4 out of 6 points	3	2 points	Applicant demonstrates sufficient expertise in the TEKS, ELPS, Texas PK Guidelines, content and content pedagogy, and THL products or sufficiently demonstrates the ability to quickly gain expertise in those areas.
			1 point	Applicant demonstrates minimal expertise in the TEKS, ELPS, Texas PK

TCLAS: State Approved Vendor List

Section	Minimum Passing Score	Number of Criteria	Scoring per Criteria	
				Guidelines, content and content pedagogy, and THL products or minimally demonstrates the ability to gain expertise in those areas.
			0 points	Applicant does not have expertise in the TEKS, ELPS, Texas PK Guidelines, content and content pedagogy, and THL products and does not demonstrate the ability to quickly gain expertise in those areas.