**Request for Applications for COVID Recovery Instructional Materials Support Initiative**

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# Texas Home Learning Background

Teachers and students deserve the highest quality instructional materials that not only align to the Texas Essential Knowledge and Skills (TEKS) but also reflect research-based instructional practices that provide teachers with the support they need to challenge their students and inspire them to learn and grow. The unprecedented challenges that Texas students and educators face as a result of the COVID-19 pandemic mean that now more than ever, teachers need access to high-quality instructional materials and supports that will ensure students are closing the learning loss gap from COVID-19 and prevent further loss. Unfortunately, many of these resources are expensive, difficult to customize for a teacher’s local context, and often do not address the full needs of our Texas students and teachers.

In response to Covid-19 school closures, the Texas Education Agency (TEA) procured learning resources in the core contents of Reading Language Arts, Math, Science, Social Studies, and Integrated Prekindergarten, along with a corresponding digital platform, as a contingency option for school districts in the 2020-2021 academic year through the Texas Home Learning (THL) program. The learning resources include both core and supplemental instructional materials. Core instructional materials are defined as full sets of materials intended to cover 100% of the TEKS in a grade and/or grade band in core content areas**.** Core instructional materials include a year-long scope and sequence, teacher materials(e.g., lesson plans, teacher guides and projectable lesson components) and student materials (e.g., activity books, student readers, formative assessments, etc.). Supplemental instructional materials enhance and align with core instructional materials by targeting a specific set of content, skills, and/or goals. The THL Initiative is designed specifically to support the use of core instructional materials. An overview of all THL instructional materials can be found on the [THL Product Fact Sheet](https://texashomelearning.org/product-fact-sheet).

These TEKS-aligned, customizable instructional materials are designed to support teachers in focusing their time and energy on what matters most – bringing lessons to life for all students. These resources are optional instructional materials to assist in delivering strong instruction during this public health crisis, delivered seamlessly between a student’s home environment and in a traditional classroom setting. Instructional materials and additional information is available on [TexasHomeLearning.org](https://texashomelearning.org/). The TEA seeks to support local education agencies (LEAs) in the adoption and implementation of Texas Home Learning 3.0 products by providing a series of adoption and implementation trainings.

# COVID Recovery Instructional Materials Support Initiative (CRIMSI) Scope

The COVID Recovery Instructional Materials Support Initiative is for districts, individual schools, or open-enrollment charter schools interested in piloting Texas Home Learning (THL) Instructional Materials with a subset of schools, grades, or teachers in the spring of 2021. THL Instructional Materials are designed specifically to meet the needs of an in-person, remote, and/or hybrid learning environment to prevent learning loss for students and to catch up those who have lost ground. This pilot provides remote learning training and support for teachers, extra materials like text sets for RLA, and stipends for participating educators.

TEA is seeking applications from local education agencies districts, schools, or open-enrollment charter schools who would like to join the COVID Recovery Instructional Materials Support Initiative (CRIMSI).The goal of the initiative is to provide robust remote learning supports for teachers and to help close existing learning loss gaps due to COVID-19 and prevent further loss. In addition to these remote learning supports, participating LEAs will be able to test THL product(s) in the spring of 2021 in a low-stakes environment to determine if the materials meet the needs of teachers and students. The spring initiative, where districts will implement one unit in select subjects/grades, can help inform districts’ decision whether to fully implement the product in the next school year 2021-22. Initiative participants will receive a variety of benefits and supports as a part of the program outlined in this application. **In total, this application should take approximately 6 hours to complete.**

To participate in the initiative, districts must meet the following set of minimum requirements:

#### CRIMSI Minimum Requirements:

* Test **at least 1 THL core product** listed below(e.g., only Math K-5).
  + TEA will work to support initiative districts in testing as many products in which they are interested in exploring. If a district is interested in utilizing more than one THL product, they will be asked to prioritize the products as a part of the application process. TEA will work to support districts using as many products as possible based on available TEA initiative capacity. The initiative is focused on supporting districts in testing core THL products that cover 100% of the TEKS, included below:
    - Teaching Strategies (Integrated Prekindergarten System)
    - Eureka Math TEKS Edition (K-5 Mathematics)
    - Carnegie Learning Texas Math Solution (6-8 Math and 9-12 Math)
    - Amplify Texas Elementary Literacy Program (K-5 English and Spanish Language Arts and Reading)
    - Amplify ELAR Texas (6-8 Reading Language Arts)
    - Odell Education (9-12 English Language Arts)
    - Eureka PhD Science TEKS Edition (K-5 Science)
* Identify **at least one school and one grade** within a district to join initiative​​
  + Note: Schools do not have to participate in the initiative in all grades and can select pilot grades within the school (e.g., if selecting an elementary school for the initiative, they may choose to only implement in grades K-2)
* Pilot **at least one THL recommended unit** in the Spring (See [Appendix A](#_Appendix_A_–))
  + Note: TEA will include a list of recommended pilot units for each subject and grade level for all THL products and will provide professional development and materials for the recommended pilot unit. Districts have the option to pilot alternative units but may not have access to the same training and materials benefits. Pilot units vary between 2.5 – 6 weeks depending on content, product, and grade. See Appendix A for a list of all recommended THL pilot units.
* Participating school schedule allows for the **minimum number of daily recommended instructional minutes** to successfully pilot THL products (See [Appendix A](#_Appendix_A_–))
  + EachTHL product includes a recommended daily number of daily instructional minutes to allow for effective implementation and testing of a THL unit. Participating schools should demonstrate an ability in their school schedules to support this recommended time allotment.
* Participate in set of **free professional development** **supports** that will be included as a part of initiative participation.
  + As a part of this requirement, participation is required from a district leader (e.g., Superintendent, CAO, Director of ELAR), the school leader, instructional coaches as applicable and the teachers piloting the product. This will help ensure teachers have the leadership support needed to be successful in the initiative while also supporting leaders with the information they need to make longer term THL adoption decisions based on the initiative experience. If a school is applying on its own, the district leader can be replaced by a school leader (e.g., Principal, Assistant Principal)
* Provide **change management support to participating teachers** to help them successfully pilot THL unit
  + Learning to implement a new set of instructional materials will require leadership change management support during the initiative. District leadership may support change by establishing a small team or working group with the school leader, coaches and/or lead teachers who can help support the implementation of the initiative unit
  + Instructional coaches acting as the primary coach for a teacher, whether that is the Principal and/or coaches in the school, should participate in the initiative given their critical role to successful implementation. These pilot team members should also plan to observe lessons and provide coaching supports to teachers
* (Optional but recommended) - Test product with a **cohort of teachers** in that school
  + Note: If piloting at a large school, it is recommended to identify two teachers teaching the same subject per grade. If piloting at a small school, it is recommended to identify at least two teachers teaching the same subject across multiple grades. This will ensure participating pilot teachers have a thought partner as they test new materials. Applications that do not meet this requirement (e.g., only propose one teacher in a subject) may still be accepted, and TEA will work with the district to make sure the single teacher has adequate support.
* (Optional but recommended) – **Involve families and community members** as a part of pilot process
  + It is recommended that LEAs involve families and community members as a part of the initiative process. This includes strong communication channels as well as the opportunity for focus groups to provide opportunities to collect feedback for continuous improvement.

TEA seeks to provide maximum flexibility to participants while still ensuring teachers can successfully implement the THL pilot unit. To that end, districts have flexibility in the following areas:

* **Flexibility in THL Products** – Districts may choose one THL product or a combination of multiple THL products to test in their initiative application.
* **Flexibility in School Model** – The TEA understands that the 2020-2021 academic year may be nontraditional, with districts experiencing rolling school closures and the need for a flexible and seamless learning environment between a student’s home and school. TEA will work with participating THL materials providers and participating districts to help maximize the flexibility of materials so that they can be used seamlessly between a student’s home environment and in a traditional classroom setting. Districts can participate in the initiative with all types of school models including fully in-person, fully remote or a hybrid of both.
* **Flexibility in Participating Grades** – Districts/campuses may propose which individual grade levels within a school band (e.g., lower schools, middle school, high school) will be selected to participate in the initiative.
* **Flexibility in Teacher Selection** – TEA seeks to pilot materials with educators interested and excited about testing the materials. To support this, districts/campuses may work with teachers to recommend the specific group selected to participate in each grade and at each campus. TEA strongly recommends that districts select at least two teachers per subject participate in the initiative because this ensures that those teachers will have a partner with whom they can collaborate. However, this is not a requirement, especially if districts can demonstrate how a single teacher will be provide with support.
* **Flexibility in Teacher Experience** – Ideally a subset of participating teachers have two or more years of classroom teaching experience. However, this is not a requirement, especially if districts can demonstrate that new teachers have access to a strong coach and/or an experienced co-teacher to support piloting the materials.
* **Flexibility in Pilot Units** – TEA will provide a set of recommended pilot units in each grade for each THL product. TEA will also ensure participants get access to this full unit without printing costs or costs to access texts as well as professional development on launching the recommended unit. However, districts CAN choose to pilot other THL units that better meet the needs of a district’s local context, they just may not have access to the full set of pilot benefits.

We have included examples of eligible proposals to demonstrate how district and participating campuses may have flexibility:

* **Scenario 1:** An urban district may choose a single campus with a high performing Principal to pilot Amplify Texas Elementary Literacy Program (K-5 English and Spanish Language Arts and Reading). This Principal may choose to focus on piloting the recommended unit in grades K, 1, 2 and 5, with two teachers participating in each grade. The Principal may decide not to pilot in grades 3 and 4 based on a lack of teacher buy-in.
* **Scenario 2:** A rural campus may apply to implement both the Math and Science THL product in their elementary school across all grades. They only have one teacher in each grade supporting students and would like for all 5 teachers to participate, including two of the first year teachers as well as three veteran teachers. The Principal also plans to provide instructional coaching to support participating teachers.
* **Scenario 3:** A campus with high population of English learner (EL) students may propose to pilot only the SLAR materials in grades 1 and 2 with two teachers in each grade.

#### School Year 2021-22 Pilot Overview:

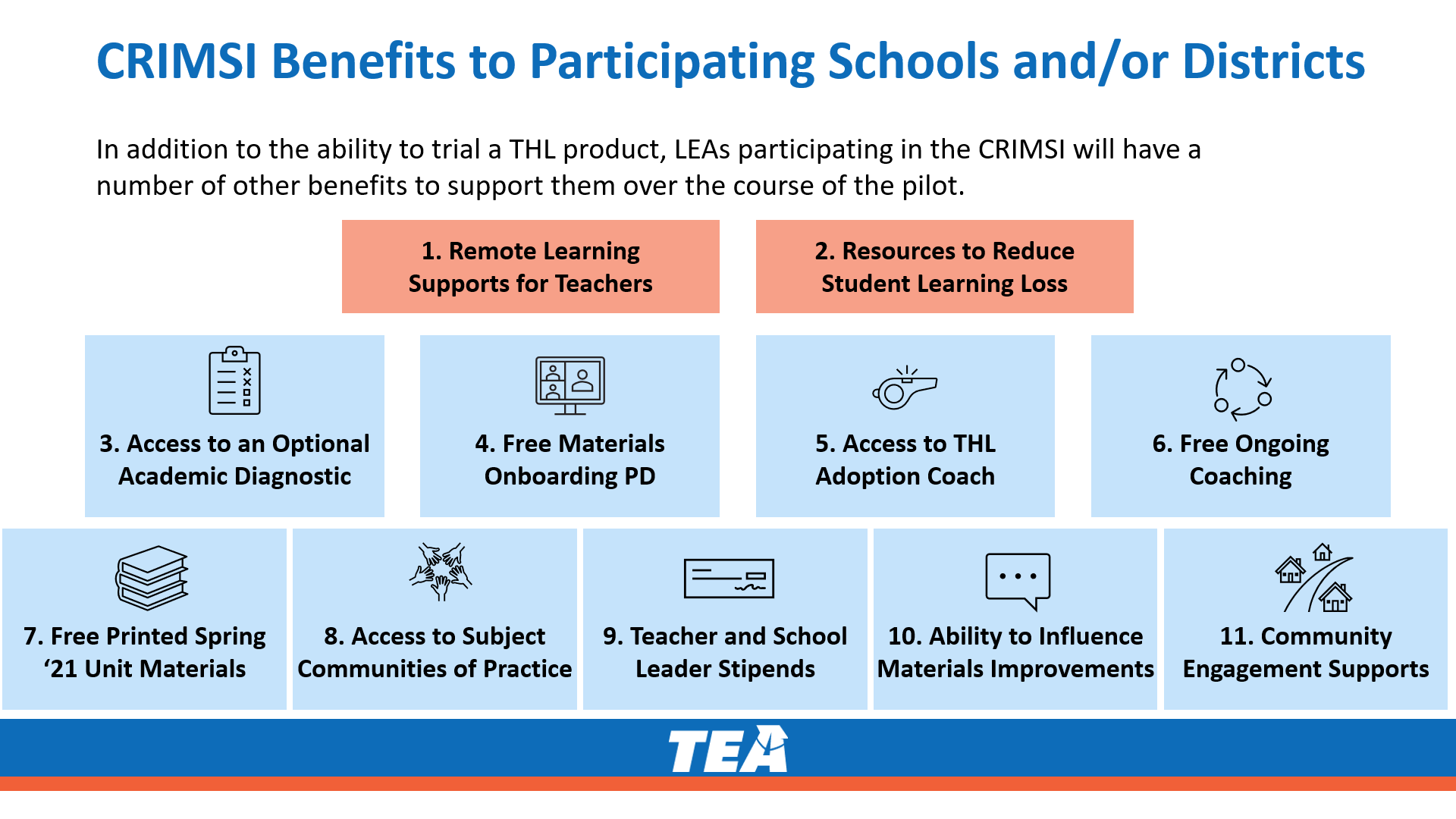
Upon completion of the spring ’21 initiative, districts will have the opportunity to reflect on the experience and determine if the THL products support the district’s goals. At this time, districts can determine if they seek to continue in a support initiative into next school year. If districts continue, they will be choosing to adopt the full scope and sequence of the THL product(s). If a district chooses to continue, TEA will work with districts to support free professional development and training courses over the summer and into next school year for all spring ‘21 school leader and teacher participants.

Additionally, as a part of this decision, districts may choose to expand the scope of the initiative in the following ways:

* adopt the full scope and sequence for any THL product, beyond the areas of focus for the Spring pilot
* expand the use of materials to additional schools, grades and/or teachers as applicable

Once a decision is made by the district, TEA will work with districts to support free professional development and training courses over the summer and into next school year for as many teachers and school leaders as TEA has capacity to serve. TEA will work directly with each district to determine the level at which TEA can support an increased scope. Lastly, additional information will be provided to participating THL Initiative districts.

# CRIMSI Benefits



TEA will provide participating districts with a number of supports and benefits through CRIMSI.

These benefits are further detailed below:

* **Access to Planning and Preparation Support** – Districts will receive consultative services provided by a third-party vendor supporting the initiative to help support with THL planning and decision-making for the duration of the initiative. Some examples of supports from coaches include:
  + **Long Term THL planning / exploration** – Help identify district pain points, set instructional goals, support districts through adoption planning process, including how spring initiative is path to exploring full year adoption
  + **Initiative participants**- Help LEAs finalize participants (what school, what teachers, what coaches, etc.)
  + **Initiative launch plan** - Support staff in plan to implement materials (e.g., unit selection, launch date, professional learning plan)
  + **Initiative materials access** - Support participating staff in obtaining support from TEA and publishers to set up digital access via LMS (if applicable), getting print materials, purchasing unit readers, etc.
  + **Aligned district systems** – Help remove barriers to implementing materials (e.g., updating assessment strategy, building alignment on instructional vision around literacy and math, etc.)
* **Free Materials Onboarding Professional Development** - coaching and professional learning support from publishers to prepare all teachers, school leaders and district leaders to begin unit.
  + **Onboarding Training** – training provides an overview of the initiative products and all available resources provided for teachers and students
  + **Unit Overview –** training specific for teachers in each subject area and grade on the unit objectives and goals of the recommended pilot unit, including how it could be customized for local student populations.
* **Free Ongoing Coaching** - coaching and professional learning support on how best to implement and customize the resources for local student populations.
  + **Direct coaching for teachers and coaches** – participants will have access to coaching opportunities during initiative
  + **Office hours** – participants will have the ability to attend office hours if they have questions about the products as they are implementing the pilot unit
* **Feedback Opportunity** – Participants will have the opportunity to provide direct feedback to the THL publisher so materials can be continuously improved over time. Teachers will provide this information as a part of the initiative and can influence enhancements to instructional materials offered statewide.
* **Free Spring ’21 Pilot Unit Materials** – Free access to all materials needed to implement the pilot unit if choosing the TEA recommended unit in a subject and grade.
  + Please note, as a part of THL, the digital version of THL teacher and student materials are freely accessible. However, some districts may want to access printed versions of the initiative units which is not provided for free with THL. Additionally, some products have additional costs associated with use (e.g., the underlying texts the student and teacher materials are based on). Participants piloting the recommended spring unit will have free access to printed versions of the initiative unit and all associated materials.
* **Teacher and School Leader Stipends** – TEA will provide teacher, lead teacher, instructional coach, and school leader stipends to participants that complete a set of activities associated with reviewing and providing feedback on the THL materials and implementation. See the [Time Commitment for Participants Receiving Stipends](#_Time_Commitment_for) section of this document for additional information.
* **Access to an Academic Diagnostic** – Districts may obtain support to conduct an academic diagnostic in their district. Vendors will support this process and work closely with district leaders to define the diagnostic scope and purpose. The results of this diagnostic may be used as a tool for district leaders to share with educators as they choose whether to pilot products in the spring and/or expand the initiative next school year.
* **Continuing Professional Education Credit** – Participating teachers, coaches, and school leaders will receive THL orientation and implementation trainings. They will receive the opportunity to orient themselves with the instructional materials, ongoing professional coaching and development, and a professional learning focus/support group throughout the initiative period. Participants who complete all required initiative trainings will receive a discretionary amount of CPE credit hours. See [Appendix C](#_Appendix_C_–) for additional information.
* **Access to Subject and Grade Communities of Practice** –TEAwill launch a network of teachers in the same subject and grade to provide participants with additional support from other participating districts across Texas. For example, all 4th grade science teachers will have access to a community of practice where they can ask questions and receive up to date information about the THL product associated with their specific grade.
* **Community Engagement Supports** –TEA seeks to support districts and campuses to ensure they involve the community as a part of the initiative. To this end, TEA will provide the following resources:
* **Local School Board** – TEAseeks to support districts in both keeping the local Board updated on initiative activities while also helping districts stay compliant with local board and district policies. To this end, TEA will provide optional Board resources and sample communications districts may choose to use to update their local Boards. Most districts only need Board approval to officially adopt and purchase materials, so no action may be required.
* **Community and Family Supports** – TEA will provide resources and sample communications to notify the families of impacted students should the school be required to secure permissions, want to share some of the THL materials and/or obtain feedback on the materials from this stakeholder group.

# Time Commitment: Spring ’21 Initiative

TEA recognizes districts, schools, and teachers are overwhelmed given the current situation with the COVID crisis. Given this, the goal of the initiative is to help districts test materials in a flexible initiative structure while providing teachers with supports to be successful. To this end, districts and participants should plan for the following time commitment.

|  |  |  |  |
| --- | --- | --- | --- |
| Spring ’21 Activity | District (or Campus Project Lead) | Teacher | School Leader / Coach |
| Academic Diagnostic | Districts will work with vendors to define scope of diagnostic | Teachers and coaches may be required to submit assignments and complete a survey as a part of diagnostic | |
| Adoption Coach | Weekly calls during initiative planning periods.  Optional webinars for additional resources. | Optional – Districts may develop a working group of school leaders and teachers to weigh in on broader adoption decisions. | |
| Onboarding Training | Estimated 2 days  Note: training will be customized to support district and school leaders | | Estimated 3 days  This can be done all at once or spread out during the planning months |
| Ongoing Training | District staff to join subset of sessions with participating schools | Virtual support embedded in day-to day implementation (e.g., coaches join classrooms for observations, join scheduled planning time, etc.)  Estimated 1-2 days of additional, virtual training time spread out over the course of the of initiative implementation timeline. Sessions are used for training, problem-solving and reflection.  Optional supports:   * Available weekly office hours * Ability to participate in discussion board for each product/grade level * Possible classroom observations of sample classrooms | |
| Pilot unit implementation | NA | Pilot unit identified for initiative (typically between 2.5 – 6 weeks based on subject/grade) | Conduct at least 2-3 classroom observations with participating teachers and debrief using THL product coaching tools |

Note, the chart above does not include the time commitment required for participants receiving stipends. Additional information on the stipend program is included in the next section.

Districts should plan to designate a District Initiative Lead who will serve as the main point of contact for CRIMSI. It is recommended that this individual be the person leading the THL adoption process and decision for the district. If a school is applying on its own, the school should designate a similar School Initiative Lead role. This person will also be responsible for helping participants complete the required activities and supporting stakeholder engagement and buy-in for the initiative THL materials. The District Initiative Lead will need to devote sufficient time to complete these activities.

# Stipend Overview: Spring ’21 Initiative

Participating pilot teachers, coaches, and school leaders (acting as the main instructional coach for teachers) will all have the opportunity to help shape the design and usability of the THL instructional materials by providing the TEA with artifacts and feedback throughout the duration of the initiative. To this end, two levels of stipends will be provided to select participants for intiative work done outside of the standard school day. TEA will use the artifacts and feedback provided by LEAs to improve the quality and usability of THL.

Please note, to be eligible for the compensation, school leaders, coaches and teachers must attend the CRIMSI onboarding and ongoing trainings included as a part of the initiative.

All participants receiving a stipend will complete a compensation verification form at the beginning of the initiative outlining the stipend prerequisite trainings and the stipend activity requirements. Stipends will be disbursed in Summer 2021 after TEA confirms full completion of the initiative and stipend activities as outlined in the verification form. Compensation will be delayed for educators missing required components of stipend deliverables.

#### Baseline Support Stipend

Participants who complete all activities outlined below will receive a **$500 stipend** for work done outside of the standard school day.

|  |  |  |  |
| --- | --- | --- | --- |
| **Baseline Stipend Support** | | | |
| **Review Activity** | **Cadence** | **Estimated Time** | **Total Estimated Time in Spring 2021** |
| Stipend Kickoff Meeting | 1x per initiative | 1 hour | 1 hour |
| Professional Learning Feedback Surveys | 3x during initiative | 1 hour per survey | 3 hours |
| THL Materials Feedback Survey | 1x per week during pilot unit implementation | 45 min per survey | 2 – 4 hours (depending on length of unit) |
| Virtual Focus Group | 1x per initiative | 1 hour | 1 hour |
| Post-implementation Feedback and Reflection Session | 1x per initiative | 2 hours | 2 hours |
| Initiative End of Unit Assessment Results | 1x per initiative | 1 hour to submit | 1 hour |
| **TOTAL** | -- | -- | 10 – 12 hours total |

#### Advanced Support Stipend

Participants who complete all Baseline Supports outlined in the chart AND the Advanced Supports outlined below will receive a **$1,000 stipend** for work done outside of the standard school day.

|  |  |  |  |
| --- | --- | --- | --- |
| **Advanced Supports Stipend** | | | |
| **Review Activity** | **Cadence** | **Estimated Time** | **Total Estimated Time in Spring 2021** |
| **For Principals (acting as primary instructional coach), Coaches and/or Lead Teachers** | | | |
| Preparation materials for and videos of coaching sessions (e.g., session with teacher, PLC, etc.) | 2x per initiative | 1 hour preparation +  1 hour session | 2 hours |
| Completed classroom observation forms | 3x per initiative (with different teachers if applicable) | 1 hour per classroom observation | 3 hours |
| Support tracking of teacher and student waiver forms for videos | 1x per initiative | 1-3 hours (depending on # of teachers) | 1-3 hours |
| **For Teachers** | | | |
| Annotated lesson plans | 2x per initiative | 1 hour per lesson plan | 2 hours |
| Video of Lesson | 2x per initiative | 1 hour per video | 2 hours |
| Sample Student Work | Collect sample work from the same 3-5 students, 3x per pilot | 1 hour per collection | 3 hours |
| Distribute and collect student waiver forms for videos | 1x per initiative | 1 hour | 1 hour |
| **TOTAL** | -- | -- | 10 – 12 hours for baseline activities  +  6 – 8 hours for advanced activities  =  **16 – 20 hours total** |

# CRIMSI Application Timeline and Due Date

Interested LEAs and schools should read this application overview carefully and work closely with impacted stakeholders to apply. For the initiative to be successful, TEA is seeking commitment and buy-in from district leadership, school leadership, instructional coaches as applicable and teachers on the selected pilot campuses.

TEA will accept applications on a rolling basis until all positions are filled, however, **interested districts and schools should prioritize application submission by January 29, 2021.** All participants who submit a complete application before this date will be notified of acceptance within **2 - 5 business days**. TEA will review and accept applications on a first come, first serve basis.

Applicants should submit questions about the initiative to: [TexasHomeLearning@tea.texas.gov](mailto:TexasHomeLearning@tea.texas.gov). To learn more about the opportunity to pilot THL materials and the specifics of the application, potential participants may join one of the following webinars and/or product office hours for product-specific questions. Webinars will be recorded and posted for those who cannot attend.

|  |  |  |
| --- | --- | --- |
| **Date** | **Time** | **Web Location (Zoom)** |
| CRIMSI Webinar (Option 1) Wednesday, December 16, 2020 | 11:00am – 12:00pm CT | [Register Here](https://us02web.zoom.us/webinar/register/WN_dfWLwpOvT-O1tV-JvVriHg) |
| Product Office Hours (Option 1)  Thursday, December 17, 2020 | 10:00am – 12:00pm CT | [Register Here](https://us02web.zoom.us/meeting/register/tZMsde6tqzkqH90VfIPBAUTR5jcS_2zZ_kFR) |
| CRIMSI Webinar (Option 2) Wednesday, January 6, 2021 | 12:00pm – 1:00pm CT | [Register Here](https://us02web.zoom.us/webinar/register/WN_QvTl92hpQYOchzq_jSkiFw) |
| Product Office Hours (Option 2)  Friday, January 8, 2021 | 10:00am – 12:00pm CT | [Register Here](https://us02web.zoom.us/meeting/register/tZMoc-2hqD4jEtQBbT70BZQpTfknNrWkWORq) |

The initiative will be executed on the following timeline:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Month** | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 |
| Application released |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Applications accepted on rolling basis |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Participating districts finalized |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Spring ’21 Initiative |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Initiative planning and prep. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Academic diagnostic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Initiative onboarding training |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Pilot Unit Implementation and ongoing training |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Post-initiative debrief, eval., and decision to continue next SY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SY 2021-22 Initiative |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Full-year planning / preparation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Initiative onboarding training |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| THL implementation and ongoing training courses |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Post-initiative debrief / eval. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

# CRIMSI Application Overview

Interested LEAs and schools should read this pilot application carefully and work closely with potential stakeholders to apply. The CRIMSI application has three required components and one optional component outlined in the chart below. **In total, this application should take approximately 6 hours to complete.**

**PRE-REQUISITE TO APPLICATION:** Districts and schools should complete the following activities PRIOR to completing the CRIMSI application:

* Identify school leaders and teachers interested in participating in the initiative. Conduct a process to obtain buy-in prior to completing application and be prepared to show evidence of school leader, coach, and teacher interest.
* Once participants are identified, gather participant information needed to complete application. Information that will be requested in the application is included below.
* Draft response to short answer questions in a Word document so responses can be easily copied into online application. Short answer questions are listed below.
* Sign and save Pilot Assurances and optional letters of support in order to upload in online application.

|  |  |  |
| --- | --- | --- |
| **Component** | **Estimated Time to Complete** | **Submission Format and Method** |
| **Part 1 of 4:**  District and Participant Information Form | ~3 hours to input participant information (once identified) | Complete the online form by visiting the following web address:  <<https://tea.co1.qualtrics.com/jfe/form/SV_bkJeJjfd9Ns6jit>> |
| **Part 2 of 4:**  Short Answer Questions | ~1-2 hours to preview and complete written application questions | Complete online form at same link above |
| **Part 3 of 4:**  CRIMSI Assurances | ~1 hour to review and complete CRIMSI Assurances (Appendix B) | Upload signed assurances via online form at the same web address for Component 1 |
| **Part 4 of 4:**  (OPTIONAL) Letters of Support | ~2 hours to obtain letters of support from district/campus leaders supporting CRIMSI participation | Upload letters of support via online form at same web address for Component 1 |

1. **(Part 1 of 4) District and Campus Information Form**

TEA has provided an [online form](https://tea.co1.qualtrics.com/jfe/form/SV_cGalGXpEjfipkGN) that applicants must complete to provide information about the district, the proposed pilot campuses, teachers, etc. This information will help ensure all participants receive up-to-date information during the initiative. Providing accurate and up-to-date contact information in this form is critical given TEA will use the information in this document to reach out to participants immediately upon a district’s acceptance to coordinate initiative supports and training logistics and to start the process to set up teacher stipends.

**Please visit the online form at** <<https://tea.co1.qualtrics.com/jfe/form/SV_bkJeJjfd9Ns6jit>>. Prior to filling out this form, districts will need to have the following information prepared:

District Level Information:

* District or Charter School Name
* District or Charter School Network ID Number
* Superintendent's Name
* Contact information for Curriculum and Instruction District Leadership for proposed pilot subjects (or associated School Leadership if applying as a school)
* Contact information for the CRIMSI District Project Point of Contact, or School Point of Contact if applying as a single school
* District Classification (rural, urban, suburban)
* Education Service Center Region
* List all other TEA programs in which the District is currently involved (e.g., Lone Star Governance, Lesson Study, System of Great Schools, Math Innovation Zones, etc.)
* Total Students in District

CRIMSI Implementation Information:

* List of prioritized THL products district/campus seeks to pilot

District Technology Information:

* Current Learning Management System (LMS) in use throughout the District
* Current Student Information System (SIS) in use throughout the District
* Current Class Rostering Software vendor in use throughout the District
* Current Single Sign-On (SSO) vendor in use throughout the District
* Would your district benefit from technical assistance support for THL?

Campus Level Information of Participating Schools:

* Campus Name
* Campus ID Number
* Campus Address
* THL Products campus seeks to pilot and list of proposed pilot grades
* Rationale for selecting proposed campus for CRIMSI
* Rationale for the proposed grades
* Rationale for proposed instructional coaches and teachers
* List of adopted instructional materials in the subjects selected for the initiative
* Total Student enrollment by grade
* Percent of Students Eligible for Free or Reduced Lunch
* Overall Performance Rating - Numeric Grade Only
* Lowest and Highest Grade Level at campus
* Formative or interim assessment currently used, if applicable (NWEA MAP, Renaissance Star, STAAR Interims, etc...)
* Principal Contact Information or CRIMSI Point of Contact information (if different from Principal)
* Number of participating school leader/instructional coaches by stipend type (no stipend, baseline stipend, or advanced support stipend)
* Number of nominated pilot teachers by grade level who will participate.

*Note that TEA will also collect the information below for all accepted participants in early February 2021:*

* + Teacher name and contact information
  + Total Years at Current Campus
  + Total Years of Classroom Experience
  + THL pilot subject participation
  + Assigned Instructional Coach
* Number of nominated teachers by stipend type (no stipend, baseline stipend, or advanced support stipend)
* Name and contact information of Instructional Coaches who will support participating teachers

1. **(Part 2 of 4) Written Application**

TEA has included a set of short answer questions related to the role of instructional materials within the district/campus. This will help TEA assess the applicant’s interest and commitment to piloting the THL products.

**To submit question responses, please continue your online application at** <<https://tea.co1.qualtrics.com/jfe/form/SV_bkJeJjfd9Ns6jit>>. Prior to filling out this form, districts will need to have the following information prepared:

* Please describe your interest in using THL materials and explain why your district/campus is interested in joining CRIMSI. (200-word limit)
* In your opinion, what role do instructional materials play in influencing teacher practice and driving student outcomes? (200-word limit)
* In your experience, what makes instructional materials in the subjects you are interested in using ‘high quality’? What are your top criteria for considering instructional materials in these subjects? (200-word limit)
* Please describe your process for selecting participating schools (or your own school if applying as a school site) and obtaining teacher and coach buy-in at these schools. Please note, districts may also provide artifacts to demonstrate teacher buy-in, including survey results. (no word limit)

1. **(Part 3 of 4) CRIMSI Assurances (See Appendix B)**

CRIMSI applicants should review [Appendix B](#_Appendix_B_–) to verify commitment to all program requirements. Upon verification, an authorized district representative should complete and sign the assurances. This completed document should be uploaded as the last question of the online application, found at <<https://tea.co1.qualtrics.com/jfe/form/SV_bkJeJjfd9Ns6jit>>, with the naming structure "*DistrictName\_THL\_Assurances".*

1. **(Part 4 of 4) OPTIONAL: Letters of Support** Applicants may obtain and submit written letters that demonstrate district and school leader support of the initiative that do not exceed one page. Letters are recommended from the following leaders:
   * Superintendent
   * District leader who oversees curriculum and instruction (e.g., CAO, Director of Curriculum and Instruction, Director of ELAR, etc.)
   * School principals from participating schools

Districts submitting letters of support can upload the letters **in one PDF document** in the online application, found at <<https://tea.co1.qualtrics.com/jfe/form/SV_bkJeJjfd9Ns6jit>> with the naming structure “*DistrictName\_THL\_LetterOfSupport”*.

**TEA will accept applications on a first come, first serve basis, with the final deadline as January 29th to join CRIMSI in spring ‘21.** Applicants who apply before this date will be notified of acceptance within two - five business days.

# Application Evaluation Criteria

TEA will review the CRIMSI Applications submitted by LEAs and evaluate responses against the rubric outlined below.

To ensure that a diverse pool of Texas regions, as well as student and teacher populations, are represented in the initiative, the TEA will prioritize districts and campuses that allow the agency to maximize diversity and representation across the state.

The evaluation rubric to select pilot LEAs is included below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Strong** | **Medium** | **Weak** | **Points** |
| **Part 1 of 4: District and Campus Information Form** | | | | |
| **Applicant’s ability to identify district leader, school leader and teachers for at least one THL product** | **10 points** – Applicant provides a clear recommendation outlining which THL products they seek to pilot at what schools and with what teachers | **5 points -** Applicant provides partial recommendation on initiative participation | **0 points** – Applicant does not provide clear recommendation on initiative participation | \_\_\_\_/10 |
| **Applicant provides strong rationale for pilot school and grade selection** | **10 points** – Strong rationale for pilot campuses and grades selected | **5 points –** Partial or insufficient rationale for participating campuses and grades selected | **0 points** – Limited to no rationale for participating campuses and grades selected | \_\_\_\_/10 |
| **Applicant provides strong rationale for instructional coach / teacher selection** | **10 points** – Strong rationale for teachers and coaches selected; additional rationale provided on how to support teachers if LEA is proposing less than two teachers with less than 2 years of experience for participation | **10 points** – Partial rationale for teachers and coaches selected; additional rationale provided on how to support teachers if LEA is proposing less than two teachers with less than 2 years of experience for participation | **0 points** – Limited to no rationale for coaches and teachers selected | \_\_\_\_/10 |
| **Applicant has provided information and contact information for initiative** | **5 points** - All information for the LEA and campus(es) is complete | **3 points** - Partial information is submitted for the LEA | **0 points** - Information for the LEA and campus(es) is not complete | \_\_\_\_/5 |
| **Part 2 of 4: Written Application and Assurances** | | | | |
| **Clear interest in piloting THL materials**  **(Short Answer #1)** | **10 points** - Application articulates a clear rationale for why they want to be part of CRIMSI | **5 points** - Application includes a weak rationale for why they want to be part of CRIMSI | **0 points** - Application does not include a rationale for why they want to be part of CRIMSI | \_\_\_\_/10 |
| **Belief that instructional materials play a strong role in influencing teacher practice and driving student outcome (Short Answer #2)** | **10 points** - Application articulates a clear belief that quality instructional materials play a strong role in influencing teacher practice and student outcomes | **5 points** - Application articulates some belief that quality instructional materials play a strong role in influencing teacher practice and student outcomes | **0 points** - Application does NOT believe that quality instructional materials play a strong role in influencing teacher practice and student outcomes | \_\_\_\_/10 |
| **Applicant’s definition and criteria of high-quality instructional materials (Short Answer #3)** | **5 points** - Application articulates a strong, clear definition and criteria for high-quality instructional materials | **3 points** - Application articulates a solid definition and criteria for high-quality instructional materials | **0 points** - Application articulates a weak definition and criteria for high-quality instructional materials | \_\_\_\_/5 |
| **Process for obtaining buy-in from school leaders and teachers**  **(Short Answer #4)** | **10 points** - Application completed a strong process to obtain participant buy-in demonstrated with submitted evidence (e.g., survey results) | **5 points** - Application completed a weak process to obtain participant buy-in demonstrated with submitted evidence (e.g., survey results) | **0 points** - Application did not articulate clear process to gain buy-in and did not provide evidence | \_\_\_\_/10 |
| **Part 3 of 4: District Assurances** | | | | |
| **District Assurances: Initiative Eligibility Requirements, Responsibilities and Considerations** | **10 points** - Application meets 100% of the initiative eligibility criteria and has signed off on all pilot responsibilities and considerations | **5 points** - Application meets most of the initiative eligibility criteria, responsibilities and/or considerations | **0 points** - Application fails to meet most of the initiative eligibility criteria, responsibilities and/or considerations | \_\_\_\_/10 |
| **Part 4 of 4: District Interest and Commitment** | | | | |
| **District Interest**  Note: Letters of Support are optional. Interest may be evident in all parts of application. | **20 points** - Application clearly demonstrates interest and commitment to piloting high quality materials as demonstrated through application questions and any optional letters of support submitted | **10 points** - Application demonstrates some interest and commitment to piloting high quality materials as demonstrated through application questions and any optional letters of support submitted | **0 points** - Application does not demonstrate interest and commitment to piloting high quality materials as demonstrated through application questions and any optional letters of support submitted | \_\_\_\_/20 |
| **Total** | | | | \_\_\_\_/100 |

Once a decision has been made, the district or school’s point of contact (per the District and Campus Information Form) will be notified of selection or non-selection in the initiative. After notification of participation, selected districts will receive additional information on next steps.

*Appendix materials start on following page.*

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# Appendix A – Overview of THL Pilot Units

Thefollowing section provides an overview of the recommended pilot units by content area and grade band. It includes a unit summary of the available sample pilot unit for each THL product. LEAs interested in participating in the initiative and who wish to preview the THL instructional materials can visit the website<https://texashomelearning.org/content-by-subject>**.**

## Prekindergarten

**Integrated Prekindergarten System: Teaching Strategies**

*Below is a brief overview of the instructional approach of the initiative resources:*

* Foundational, knowledge-building volumes provide teachers insight into the most current research on early childhood education
* Robust daily practice resources provide a wealth of ideas and detailed plans for filling every day with meaningful and engaging experiences
* High quality instructional materials support teachers to individualize instruction, ensure that all essential skills for children’s success are equally prioritized, and support every type of learner
* A comprehensive approach to ensure the cultural relevance of all aspects of the instructional materials by trans-adapting Spanish materials instead of simply translating them.
* The *Texas Prekindergarten Guidelines* at the heart of every component of the instructional materials define the path teachers take with the children in their classroom or through remote learning.

*Units available to pilot by grade are outlined below:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade | Unit Title | Unit Length | Avg. Lesson Length | Unit Summary |
| PK | Water | 4 weeks | Lessons Support Full School Day of Teaching | Young children are naturally drawn to water. In this study, children will explore a variety of questions and concepts through experiences that support all areas of development and learning. They will discover the importance of water and its many uses at school and at home, investigate how water changes, and learn about how water helps people and the environment. This study of water offers children meaningful ways to use literacy, mathematics, the arts, and technology to investigate and represent their understanding of important concepts related to science and social studies. |

Associated resources:

* [Teaching Strategies Product Website](https://teachingstrategies.com/state/texas/)
* [Teaching Strategies – Materials Overview and Release Webinar: Part 1](https://youtu.be/n5Pr7wJm9GM)

## Math K-5

**Eureka Math TEKS Edition (Math K-5)**

*Below is a brief overview of the instructional approach of the initiative resources:*

Eureka Math® TEKS Edition is being built specifically for Texas. Crafted by teachers and math scholars, the instructional materials carefully sequence mathematical progressions to maximize coherence across grade levels—the most effective approach to helping students master mathematical concepts. It will help teachers deliver unparalleled math instruction and set students up for joyful and inspiring aha moments, lesson after lesson, year after year.

In response to the pandemic, Great Minds® is creating Eureka Math in Sync™ TEKS Edition, an innovative continuous learning program designed to help teachers continue rich math education from anywhere, at any time, so students don’t fall behind on mastering crucial mathematical concepts.

Eureka Math in Sync TEKS Edition is being created specifically to meet the needs of today’s hybrid and virtual learning environments, allowing students and teachers to access the Eureka Math TEKS Edition materials wherever, whenever. Eureka Math in Sync TEKS Edition includes short, digestible videos for each lesson along with downloadable and fillable PDFs so students can show their work and communicate with teachers via annotations and comments. From hands-on learning in the classroom one day to at-home lessons the next, instruction is seamless, no matter how the educational landscape changes.

*Units available to pilot by grade are outlined below:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade | Unit Title | Unit Length | Avg. Lesson Length | Unit Summary |
| K | 3: Comparison of Length, Weight, Capacity, and Numbers to 10 | 27 lessons | 50 min | Students will compare and analyze length, weight, capacity, and finally, numbers in Module 3. Students use language such as longer than, shorter than, as long as; heavier than, lighter than, as heavy as; and more than, less than, the same as to compare objects, sets of objects, and numbers to 10. |
| 1 | 4: Place Value Addition, and Subtraction to 40 | 29 lessons | 60 min | Students will use their foundations in place value to add and subtract numbers to 40. Students will begin by representing numbers to 40 as tens and ones, and identifying 1 more, 1 less, 10 more, and 10 less; before moving to comparing numbers using inequality symbols. Finally, students will use various strategies add and subtract within 40 and apply this skill to solve story problems. |
| 2 | 5: Addition and Subtraction within 1,000 with word problems | 20 lessons | 60 min | Students build upon their mastery of renaming place value units and extend their work with conceptual understanding of the addition and subtraction algorithms to numbers within 1,000, always with the option of modeling with materials or drawings. Throughout the module, students continue to focus on strengthening and deepening conceptual understanding and fluency. |
| 3 | 5: Fractions as Numbers on a Number Line | 31 lessons | 60 min | Students extend and deepen Grade 2 practice with equal shares to understanding  fractions as equal partitions of a whole. Their knowledge becomes more formal as they work with area models and the number line. Throughout the module, students have multiple experiences working with fractional units of halves, thirds, fourths, sixths, and eighths. |
| 4 | 5: Fraction Equivalence, Ordering, and Operations | 31 lessons | 60 min | Students will explore fraction equivalence and extend this understanding to mixed numbers. This leads to the comparison of fractions and mixed numbers and the representation of both in a variety of models. Students then have the opportunity to apply what they know to be true for whole number operations to the new concepts of fraction and mixed number operations. |
| 5 | 3: Addition and Subtraction of Fractions | 14 lessons | 60 min | In module 3, students’ understanding of addition and subtraction of fractions extends from earlier work with fraction equivalence and decimals. This module marks a significant shift away from the elementary grades’ centrality of base ten units to the study and use of the full set of fractional units from Grade 5 forward, especially as applied to algebra. |

*Associated resources:*

* [Eureka Math TEKS Edition Product Website](https://gm.greatminds.org/math-for-texas)
* [Eureka Math TEKS Edition – Materials Overview and Release Webinar: Part 1](https://www.youtube.com/watch?v=sCAnfnO_4bs&feature=youtu.be)
* [Eureka Math TEKS Edition – Materials Overview and Release Webinar: Part 2](https://www.youtube.com/watch?v=ZuphjLV0qcU&feature=youtu.be)

## Math 6-8

Carnegie Learning Texas Math Solution (Math **6-8)**

*Below is a brief overview of the instructional approach of the initiative resources:*

* High Quality Content Aligned to Texas Standards: Teachers get digital access to clearly articulated, coherent TEKS-aligned units with daily lesson plans that they can use regardless of whether learning happens on campus or at home. Each lesson includes a "Talk the Talk" exit ticket for formative assessment, as well as summative assessments.
* MATHia’s Intelligent Learning Engine: Carnegie Learning’s adaptive 1:1 math learning platform extends the teacher’s reach by mirroring a personal math coach with more complexity and precision than any other math software. Teachers get real-time insight so they know exactly where each student is and where they’re heading at all times. Using sophisticated technology to adapt at every level, MATHia personalizes the learning and keeps students engaged with just-in-time feedback and contextual hints.
* Real-Time Data and Actionable Insights: MATHia assesses students as they learn, so teachers get real-time data and actionable insights on what to do next, even when students are learning remotely. At a glance, teachers can see what students are working on in the software—including their activity and productivity levels—and which skills they’ve mastered or are struggling with. This insight helps teachers focus on who needs help the most, right in the moment.
* Robust, Ongoing Support for Teachers, Students, and Families: Teachers are provided onboarding and training through on-demand and live online workshops as well as access to a robust library of instructional strategy and implementation videos. Students and families get real-time homework help through the LiveHint app, access to Coach on Call services, and instructional videos for every lesson.

*Units available to pilot by grade are outlined below:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade | Unit Title | Unit Length | Avg. Lesson Length | Unit Summary |
| 6 | Module 2: Relating Quantities  Topic 1 (Ratios) | 20 days | 45 min | In this topic, students will:  ● Write and interpret ratios and use ratio reasoning to solve problems  ● Compare ratios to solve problems  ● Determine equivalent ratios  ● Use tables to represent equivalent ratios  ● Construct graphs of ratios  ● Use and compare ratio representations |
| 7 | Module 3: Reasoning Algebraically  Topic 3 (Two-Step Equations and Inequalities) and Topic 4 (Multiple Representations) | 26 days | 45 min | In this topic, students will  ● Model equations as equal representations  ● Solve equations on a double number line  ● Use inverse operations to solve equations and inequalities  ● Represent equations with tables and graphs  ● Analyze the structure of linear equations  ● Build inequalities and equations to solve problems  ● Use multiple representations to solve problems |
| 8 | Module 2: Developing Function Foundations  Topic 1 (from Proportions to Linear Relationships) and Topic 2 (Linear Relationships) | 27 days | 45 min | In this topic, students will  ● Represent proportional relationships to solve problems  ● Use similar triangles to describe steepness of a line  ● Explore slopes using similar triangles  ● Transform linear proportional graphs to linear non-proportional graphs  ● Create and use tables, graphs, and equations for linear relationships  ● Write and represent equations of lines in slope-intercept form |

Associated resources:

* [Carnegie Learning Texas Math Solution Product Website](https://discover.carnegielearning.com/THL3.html)
* [Carnegie Learning Texas Math Solution – Materials Overview and Release Webinar: Part 1](https://www.youtube.com/watch?feature=youtu.be&v=gZaCLi8E8r4)
* [Carnegie Learning Texas Math Solution – Materials Overview and Release Webinar: Part 2](https://www.youtube.com/watch?v=ZuphjLV0qcU&feature=youtu.be)

## Math 9-12

Carnegie Learning Texas Math Solution (Math 9-12)

*Below is a brief overview of the instructional approach of the initiative resources:*

* High Quality Content Aligned to Texas Standards: Teachers get digital access to clearly articulated, coherent TEKS-aligned units with daily lesson plans that they can use regardless of whether learning happens on campus or at home. Each lesson includes a "Talk the Talk" exit ticket for formative assessment, as well as summative assessments.
* MATHia’s Intelligent Learning Engine: Carnegie Learning’s adaptive 1:1 math learning platform extends the teacher’s reach by mirroring a personal math coach with more complexity and precision than any other math software. Teachers get real-time insight so they know exactly where each student is and where they’re heading at all times. Using sophisticated technology to adapt at every level, MATHia personalizes the learning and keeps students engaged with just-in-time feedback and contextual hints.
* Real-Time Data and Actionable Insights: MATHia assesses students as they learn, so teachers get real-time data and actionable insights on what to do next, even when students are learning remotely. At a glance, teachers can see what students are working on in the software—including their activity and productivity levels—and which skills they’ve mastered or are struggling with. This insight helps teachers focus on who needs help the most, right in the moment.
* Robust, Ongoing Support for Teachers, Students, and Families: Teachers are provided onboarding and training through on-demand and live online workshops as well as access to a robust library of instructional strategy and implementation videos. Students and families get real-time homework help through the LiveHint app, access to Coach on Call services, and instructional videos for every lesson.

*Units available to pilot by grade are outlined below:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subject | Unit Title | Unit Length | Avg. Lesson Length | Unit Summary |
| Algebra I | Module 2: Exploring Constant Change  Topic 1 (Linear Functions) | 22 days | 45 min | In this topic, students will  ● Make connections between arithmetic sequences and linear functions  ● Write and represent equations of lines in point-slope form  ● Write and represent equations of linear in standard form  ● Make sense of different forms and different representations of a linear  function  ● Transform linear functions  ● Dive deeper into vertical and horizontal transformations of linear functions  ● Determine slopes of perpendicular and parallel lines  ● Compare linear functions in different forms |
| Geometry | Module 2: Establishing Congruence  Topic 1 (Composing and Decomposing Shapes) and Topic 2 (Justifying Line and Angle Relationships) | 33 days | 45 min | In this topic, students will  ● Use circles to make conjectures  ● Make conjectures about quadrilaterals  ● Construct an inscribed regular polygon  ● Make conjectures about triangles  ● Construct and use points of concurrency  ● Complete different forms of proof  ● Prove parallel line theorems  ● Prove theorems about Interior and exterior angles of polygons  ● Prove perpendicular bisector and isosceles triangle theorems  ● Prove theorems about angle relationships inside and outside circles |
| Algebra II | Module 4 (Extending Beyond Polynomials)  Topic 1 (Relational Functions) and Topic 2 (Radical Functions) | 34 days | 45 min | In this topic, students will  ● Write and represent rational functions  ● Transform rational functions  ● Operate with rational expressions  ● Solve problems with rational equations  ● Solve work, mixture, distance, and cost problems  ● Investigate inverses of power functions  ● Write, represent and solve radical function problems  ● Transform radical functions  ● Rewrite radical expressions  ● Solve radical equations |

Associated resources:

* [Carnegie Learning Texas Math Solution Product Website](https://discover.carnegielearning.com/THL3.html)
* [Carnegie Learning Texas Math Solution – Materials Overview and Release Webinar: Part 1](https://www.youtube.com/watch?feature=youtu.be&v=gZaCLi8E8r4)
* [Carnegie Learning Texas Math Solution – Materials Overview and Release Webinar: Part 2](https://www.youtube.com/watch?v=ZuphjLV0qcU&feature=youtu.be)

## Reading Language Arts K-5

**K-5 ELAR/SLAR: Amplify Texas Elementary Literacy Program (English and Spanish Language Arts and Reading)**

*Below is a brief overview of the instructional approach of the initiative resources:*

Your solution for a TEKS-designed language arts and reading resource combines systematic foundational skills with content knowledge. This core program integrates an explicit multisensory approach to phonics, with rich text carefully sequenced to build content knowledge so that students are simultaneously learning to read and reading to learn.

Amplify’s SLAR resources will support teachers in multiple teaching models. Whether in a transitional or one- or two-way dual-language immersion classroom, teachers will be supported with Teacher Guides providing suggestions for a variety of learning scenarios. Just as students are diverse in their background and cultural knowledge and literacy needs, the text they encounter will build diverse content knowledge. Teachers will have the appropriate instructional aids to develop students’ comprehension and appreciation of the text.

Amplify’s materials include foundational literacy options for grades K-2, indicated as the ‘Skills’ components of the lessons below. Participants interested in piloting Amplify in K-2 are encouraged to pilot both the foundational literacy and knowledge-based lessons, however applicants have the flexibility to pilot one or the other if desired and should note that in their application.

*Units available to pilot by grade are outlined below:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade | Unit Title | Unit Length | Avg. Lesson Length | Unit Summary |
| K | Skills 4; Five Senses | 18 lessons | 120 min | Skills 4: This unit introduces students to 8 new sounds. Through oral language games, chaining exercises, and shared reading, students practice blending these sounds into words. Students review previously learned letter-sound correspondences.  Five Senses: Students explore how they learn about the world using their five senses. Students also hear inspirational stories about individuals who overcame significant challenges posed by disabilities related to sight and hearing. |
| 1 | Skills 3; Human Body | 22 lessons | 120 min | Skills 3: This unit introduces students to five vowel sounds and the most common spelling for each sound, five new Tricky Words, and the Tricky Spelling “oo.” Grammar exercises focus on identifying verbs and verb tense (regular present, past, and future). Students begin formal instruction in the writing process with a focus on narrative writing.  Huma Body: Students are introduced to the systems of the human body and the functions of major organs. They learn about care of the body, germs and disease, vaccines, and keys to good health. |
| 2 | *Coming Soon* | *tbd* | 120 min | *Coming Soon* |
| 3 | Unit 2: Human Body | 17 lessons | 120 min | This unit immerses students in the study of the human body, building their scientific understanding of its skeletal, muscular, and nervous systems. Students also take an in-depth look at the senses of sight and hearing and the various body parts that enable these senses to function properly, and they learn about difficulties that may occur when vision and/or hearing are impaired and how people cope with these challenges. Students write paragraphs, focusing on sentence cohesion and sequence, identifying irrelevant sentences, and composing titles. They review the spelling of regular and irregular plural nouns. This unit introduces students to pronouns and asks them to determine subject-verb agreement in sentences. In this unit, students study the common prefixes dis– and mis– and review the prefixes un–, non–, re–, pre–, dis–, and mis–. |
| 4 | Unit 1: American Revolution | 20 lessons | 90 min | This unit centers around the big idea that disagreements about principles of government led colonists in North America to seek independence from Great Britain. The causes, major figures, and consequences of the American Revolution provide a framework for understanding both what caused the thirteen colonies to break away and become an independent nation and what significant ideas and values were at the heart of the American Revolution. Students review the stages of the writing process, enact and record key information from vignettes corresponding to the causes of the American Revolution, and develop a five-paragraph cause and effect essay. Students learn the prefixes im– and in–, the suffixes –ible and –able, and the root word port. They also learn modal auxiliary verbs and continue developing their use of commas and quotation marks and employing correct subject-verb agreement. |
| 5 | Early American Civilizations | 22 lessons | 90 min | This unit orients students to the geography, climate, flora, and fauna of the Americas while presenting an overall history and timeline highlighting the rise and fall of the Maya, Aztec, and Inca civilizations. In addition, the unit describes innovations and discoveries of the Maya, Aztec, and Inca and features myths from these ancient civilizations. Students review the stages of the writing process and use information from the text to compare and contrast the Maya, Aztec, and Inca civilizations and create an informative or explanatory project, the Codex Project, that encompasses all three civilizations. Students plan and draft a paragraph about the Maya and practice paraphrasing and note-taking, plan and draft a paragraph about the Aztec and incorporate images into their work, practice using linking words and phrases to compare the Maya and the Aztec, and plan and draft a paragraph about the Inca. Students edit their writing then integrate their writing and images to complete their Codex Project. They study the root word tract and the prefixes ir–, inter–, and il–. Students also practice properly using subjects and predicates, distinguishing between action verbs and linking verbs, and correcting run-on sentences. They also learn about words and phrases that compare and contrast. |

Associated resources:

* [Amplify Texas Elementary Literacy Product Website](https://amplify.com/texas-home-learning/k-5/)
* [Amplify Texas Elementary Literacy Program – Materials Overview and Release Webinar: Part 1](https://www.youtube.com/watch?v=dZOfyy73p0k&feature=youtu.be)
* [Amplify Texas Elementary Literacy Program – Materials Overview and Release Webinar: Part 2](https://youtu.be/P74inCJvJtE)

## Reading Language Arts 6-8

**6-8 RLA:** Amplify ELAR Texas (Reading Language Arts)

*Below is a brief overview of the instructional approach of the initiative resources:*

Amplify ELAR Texas is a set of high-interest TEKS-aligned blended language arts and reading instructional materials designed specifically for grades 6–8. With Amplify ELAR, students learn to tackle any complex text by making observations, grappling with interesting ideas, and finding relevance for themselves. Students are engaged through dynamic texts, lively classroom discussions, and meaningful digital experiences. Features include:

* Full TEKS coverage: Standards are clearly labeled in each lesson, so teachers can save time planning and get back to what they love: teaching.
* Five levels of differentiation: Based on each student’s needs and the performance measures within Amplify ELAR reports, a teacher can choose the differentiation level that’s right for everyone.
* Embedded assessments: Teachers benefit from uninterrupted instructional time and a continuously updated picture of each student’s progress with key skills and standards.
* Powerful feedback tools: Comprehensive tools help teachers maximize both the quantity and quality of feedback.
* Robust reporting: Our Reporting app offers information on student progress to inform instructional decisions.
* All in one place: Embedded teacher support, differentiation tools, student data, text, and other instructional materials features—all right at your fingertips.

*Units available to pilot by grade are outlined below:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade | Unit Title | Unit Length | Avg. Lesson Length | Unit Summary |
| 6 | Unit A – Dahl & Narrative | 28 Lessons | 45 min | Students begin with narrative writing to quickly boost their writing production, to learn the foundational skill of Focus, and to become comfortable with key classroom habits and routines they will use all year. Then, students apply their new observational focus to some lively readings from Roald Dahl’s memoir, Boy: Tales of Childhood, and learn how to work closely with textual evidence. |
| 7 | Unit A – Red Scarf Girl & Narrative | 31 Lessons | 45 min | Students begin with narrative writing to quickly boost their writing production, to learn the foundational skill of Focus and to become comfortable with the key classroom habits and routines they will use all year. After exploring the details of how they describe their own experiences and emotions, students pay the same kind of close attention to analyzing the details presented in the unit’s core text: Ji-li Jiang’s Red Scarf Girl, her memoir of growing up during China’s Cultural Revolution. |
| 8 | Unit A – Perspectives & Narrative | 27 Lessons | 45 min | This unit aims to teach students to read like writers: to pay attention to the craft of writing, to the moves a good writer makes to shape the way we see a scene or feel about a character—to stir us up, or surprise us, or leave us wondering what will happen next.  In Welcome! students get to know their classmates and the Amplify software while also establishing key classroom principles.  In Get Started, students are introduced to the core literacy skills of focus and showing, which will drive their development as writers and readers. They also begin honing their perseverance and their powers of observation and concentration, essential habits that they will use every day in Amplify ELA. And they begin practicing the fundamental classroom routines of sharing and feedback, which will help draw them into a collaborative community of readers and writers.  The foundation for the rigorous and rewarding work of close reading by learning to read like writers is established in the Narrative Writing sub-unit. In these 10 lessons, students study three examples of narrative writing—passages from Roald Dahl’s Going Solo, Amy Tan’s “Fish Cheeks,” and Kaitlyn Greenidge’s “My Mother’s Garden”—reading each text multiple times in order to discover not just what it says, but how the author uses key narrative writing skills to convey his or her ideas. Students respond to writing prompts that alternate between analytic and narrative writing. By the end of the sub-unit, students will write a small personal narrative about a moment in their childhood.  In Write an Essay, students write an argumentative essay that compares and contrasts images of motherhood in “Fish Cheeks” and “My Mother’s Garden.” |

*Associated resources:*

* [Amplify ELAR Texas Product Website](https://amplify.com/texas-home-learning/6-8/)
* [Amplify ELAR Texas – Materials Overview and Release Webinar: Part 1](https://www.youtube.com/watch?feature=youtu.be&v=dZOfyy73p0k)

## Reading Language Arts 9-12

**9-12 ELA:** Odell Education (English Language Arts)

*Below is a brief overview of the instructional approach of the initiative resources:*

The Odell Education Texas High School Literacy Program inspires creativity, builds knowledge, and enhances the skills students possess through student-centered and student-led analyses of robust texts and topics. Our TEKS-aligned instructional units empower students to pose questions, inquire deeply, reflect, and evolve as independent thinkers and engaged participants in a learning community. We firmly root literacy in texts and ideas: students explore texts worth reading and ideas worth considering. In the Odell Education Texas HSLP, all students do the following:

* Conduct their own analyses, using textual evidence to support their own ideas
* Engage with their peers in rich and meaningful collaborative tasks
* Develop deep knowledge of significant ideas, perspectives, and literature
* Reflect on their learning so they are able to transfer skills and knowledge to new tasks, problems, and scenarios
* Have ongoing opportunities to ask and explore questions with multiple answers
* Engage in research and argumentation authentically and frequently
* Take charge of their own literacy development with other students
* Access and analyze grade-level texts with the help of effective scaffolding and support, regardless of reading ability

*Units available to pilot by grade are outlined below:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade | Unit Title | Unit Length | Avg. Lesson Length | Unit Summary |
| 9 | Romeo and Juliet | 40-45 Lessons | 50 min | Since William Shakespeare first created the characters of Romeo and Juliet over 400 years ago, the play has been reimagined by generations of playwrights, authors, and more recently, filmmakers. Why does this story of two ill-fated lovers continue to ignite our imaginations? We will read the play Romeo and Juliet and view two film adaptations of it to explore the following question: Why do we still read Shakespeare? We will analyze how each director develops the play’s themes. We will write an argumentative essay that makes a claim about how the directors’ choices in their adaptations enhance or detract from the themes in the play. |
| 10 | Things Fall Apart | 35-40 Lessons | 50 min | In the novel Things Fall Apart, Pulitzer Prize-winner Chinua Achebe crafts the story of his central character, Okonkwo, an Igbo tribesman that lives during the European colonization of Africa. Through analyzing Achebe’s text, we will explore the following question: What does it mean for things to fall apart? We will examine the internal and external factors that influence and define who we become and how we make choices in our lives through the lens of the characters in Achebe’s novel. Our work will culminate with an explanatory essay that analyzes these forces in Okonkwo’s life. |
| 11 | The Great Gatsby | 40-45 Lessons | 50 min | How we understand experiences or ideas, and the stories we read, depends on the way we view them. Our perceptions, and the perceptions of the author or narrator who presents a story to us, strongly shape our sense of meaning. To what extent do we trust our own view, or the view of someone telling us a story? Are things we believe to be true merely illusions? In this unit, we will read F. Scott Fitzgerald’s novel The Great Gatsby and a series of related critical essays to explore the Central Question: How do perceptions, illusions, and dreams influence our lives? In considering the unit’s Central Question, we will examine what the novel seems to say thematically about perceptions and dreams—including the American Dream and the desire to recapture the past. We will also examine Fitzgerald’s use of a first-person narrator to tell the story, and whether his perceptions of Gatsby’s world are reliable or unreliable. To demonstrate our understanding of the novel and of Fitzgeralds’s craft, we will write a literary analysis that takes a critical position and defends it, using evidence from the novel and other texts from the unit. |
| 12 | Hamlet | 40-45 Lessons | 50 min | When we read a text, should we interpret it the way the author intended? Or, do our personal experiences, including the period in which we live, affect our interpretations of a text? In this unit, we will read Shakespeare’s famous play Hamlet and explore the following question: How many ways can the same text be read? We will analyze the play through four literary lenses: archetypal, political, psychological, and feminist, each offering a different way of interpreting the play. To demonstrate our understanding of the meaning of the play, we will construct a literary analysis, responding to a piece of literary criticism of Hamlet. |

*Associated resources:*

* [Odell Education Product Website](https://texaselar.odelleducation.com/lcms/users/sign_in)
* [Odell Education – Materials Overview and Release Webinar: Part 1](https://www.youtube.com/watch?v=nIfAVGfpVYw&feature=youtu.be)
* [Odell Education – Materials Overview and Release Webinar: Part 2](https://www.youtube.com/watch?v=L0Wi-2OicCY)

## Science K-5

**K-5 Science: Eureka PhD Science TEKS Edition**

*Below is a brief overview of the instructional approach of the initiative resources:*

Throughout each module, students engage in the 5E/7E (Engage, Elicit, Explore, Explain, Elaborate, Extend, Evaluate) learning instructional model to make sense of and explain authentic phenomena—observable events that can be explained or predicted through scientific understanding. They begin each module by generating questions and developing an initial explanation of the anchor phenomenon. Then students investigate various supporting phenomena to better understand the anchor phenomenon. Students periodically return to the anchor phenomenon to revise their explanation by applying evidence gathered through their investigations and data analysis. At the end of the module, students participate in a Socratic Seminar to reflect on the conceptual understanding they have developed and used to explain multiple phenomena. Students transfer that knowledge to explain a new phenomenon in the End-of-Module Assessment.

*Units available to pilot by grade are outlined below:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade | Unit Title | Unit Length | Avg. Lesson Length | Unit Summary |
| K | M1: Weather | 30 lessons | 45 min | Throughout the module, students study the anchor phenomenon, the cliff dwellings at Mesa Verde, and build an answer to the Essential Question: How did the cliff dwellings at Mesa Verde protect people from the weather? As students learn about each new concept, they develop and refine a model that represents a cliff dwelling and use the model to explore how cliff dwellings protected people from the weather. At the end of the module, students use their knowledge of weather to explain the anchor phenomenon, and they apply their learning to a new context in an End-of-Module Assessment. Through these experiences, students begin to establish an enduring understanding of weather and its effects. Specifically, students develop an understanding of the parts of weather, the effects of weather on people and their surroundings, and the ways people prepare for severe weather. |
| 1 | M1: Weather | 30 lessons | 45 min | Throughout the module, students study the anchor phenomenon, the cliff dwellings at Mesa Verde, and build an answer to the Essential Question: How did the cliff dwellings at Mesa Verde protect people from the weather? As students learn about each new concept, they develop and refine a model that represents a cliff dwelling and use the model to explore how cliff dwellings protected people from the weather. At the end of the module, students use their knowledge of weather to explain the anchor phenomenon, and they apply their learning to a new context in an End-of-Module Assessment. Through these experiences, students begin to establish an enduring understanding of weather and its effects. Specifically, students develop an understanding of the parts of weather, the effects of weather on people and their surroundings, and the ways people prepare for severe weather. |
| 2 | M1: Survival | 29 lessons | 45 min | Throughout the module, students study the anchor phenomenon, life at a pond, and build an answer to the Essential Question: How do pond plants and pond animals survive in their environment? As students learn about each new concept, they revisit and refine a model that represents how plants and animals survive in a pond environment. At the end of the module, students use their knowledge of the ways plants and animals survive to explain the anchor phenomenon, and they apply these concepts to a new context in an End-of-Module Assessment. Through these experiences, students develop an enduring understanding that plants and animals have body parts that function in ways that help the plants and animals survive in their environment. Students also develop the understanding that plants and animals of the same kind are recognizable as similar but can vary in many ways and that many animal parents engage in behaviors that help young offspring survive. |
| 3 | M2: Survival | 29 lessons | 45 min | Throughout the module, students study the anchor phenomenon, life at a pond, and build an answer to the Essential Question: How do pond plants and pond animals survive in their environment? As students learn about each new concept, they revisit and refine a model that represents how plants and animals survive in a pond environment. At the end of the module, students use their knowledge of the ways plants and animals survive to explain the anchor phenomenon, and they apply these concepts to a new context in an End-of-Module Assessment. Through these experiences, students develop an enduring understanding that plants and animals have body parts that function in ways that help the plants and animals survive in their environment. Students also develop the understanding that plants and animals of the same kind are recognizable as similar but can vary in many ways and that many animal parents engage in behaviors that help young offspring survive. |
| 4 | M2: Energy | 26 lessons | 45 min | The module begins and ends with students observing the anchor phenomenon—windmills that harness the wind to generate electricity. Throughout the module, students explore the Essential Question, How do windmills change wind to light?, and apply key conceptual understandings to build and refine an anchor model to explain the anchor phenomenon. At the end of the module, students use their knowledge of energy classification, transfer, and transformation to explain the windmill phenomenon and apply these concepts in new contexts during an engineering challenge and the End-of-Module Assessment. Through these experiences, students begin to develop the enduring understanding that energy cannot be created or destroyed, but it can be transferred and transformed to be more useful. |
| 5 | M1: Earth Features | 27 lessons | 45 min | Throughout the module, students study the formation of the Grand Canyon’s features, the anchor phenomenon, and build an answer to the Essential Question: How did the Grand Canyon’s features form? As they learn about each new concept, students revisit and refine a model to represent the formation of the Grand Canyon’s features. At the end of the module, students use their knowledge of rock layers, weathering and erosion, and patterns of Earth’s features and processes to explain the anchor phenomenon and apply these concepts in new contexts. Through these experiences, students begin to develop the enduring understanding that Earth’s surface features change constantly as a result of natural processes. |

Associated resources:

* [Eureka PhD Science TEKS Edition – Materials Overview and Release Webinar](https://www.youtube.com/watch?v=7h2V85hDD8g&feature=youtu.be)

# Appendix B – CRIMSI District Assurances

Please confirm your district meets each of the following requirements by reviewing each item below, checking those that apply, and signing the assurances.

Part I Eligibility Requirements: Please confirm your district meets each of the following requirements (check all that apply):

The district superintendent has approved participation

The district CAO (or equivalent leader) has approved participation

The proposed school leader(s) have approved participation

The proposed teachers have agreed to participate

Each proposed campus for the initiative has at least two participating teachers with at least two years of experience, or has provided a plan to support participating teachers

Each proposed grade level and subject matter has a daily master schedule that matches the average lesson requirements for each product outlined in Appendix A

The district or campus has appointed an Initiative Implementation Lead or district/campus Pilot Implementation Support team. Each Pilot Implementation Lead must attend all teacher and leadership trainings and will be eligible for compensation.

Part I Initiative Responsibilities: Please confirm your understanding of and ability to complete all initiative responsibilities (check all that apply):

**Component A: Orientation and Training**

Participants understand that participation in the virtual orientation and training sessions is mandatory for district leaders, school leaders, coaches and teachers to ensure a strong understanding of the initiative instructional materials and expectations prior to implementation and reviewer training. Trainings will be provided specific to each role listed above.

Participants understand that teachers and school leaders (if required) that do not attend the initiative orientation and training may not be able to participate in the Spring ‘21 initiative.

**Component B: Ongoing Professional Learning**

Participants understand that participation in ongoing professional learning for the duration of the initiative is a requirement to ensure that teachers and leaders have the support and coaching they need for a successful implementation.

All participants agree to attend, and fully participate in, all ongoing learning sessions.

**Component C: Reviewer Support**

Participants understand that as participants, teachers are also THL reviewers and will provide the TEA with reviewer support and feedback on the THL instructional materials outside of standard business/school hours.

The district approves all teachers, coaches and school leaders to be THL pilot reviewers as a part of the initiative. This includes allowing each individual participant to enter into an agreement with TEA, through the compensation verification form, to be paid for services provided.

Participants understand that participating teachers/coaches are required to collect and submit pilot artifacts to inform THL revisions.

Additional Initiative Considerations: Please confirm your understanding of and ability to complete the following activities to support a successful initiative implementation (check all that apply):

The district agrees to ensure all local Board policies are met. For example, if districts are required to obtain Board approval to test materials in classrooms, this should be completed as a part of the initiative. Note most districts only need Board approval to officially adopt and purchase materials, so no action may be needed.

The district and participating campus(es) agree to develop a plan to support families impacted as a part of the initiative in alignment with local district policy. For example, this may include parent communications, securing permissions, requesting feedback or any other activity deemed important to the district.

The district agrees to provide support as needed to print any pilot materials. Please note, most materials will be provided to districts as a part of the initiative. However, local printing support will be needed for teachers and campuses wishing to modify materials to meet the needs of their specific classrooms.

The district and campus(es) agree to adapt the daily schedule as needed to support the minimum number of instructional minutes necessary to test each THL product. No action may be needed if schedules already allow for the minimum allocated time.

Authorized District Representative Signature of Certification: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Authorized District Representatives Printed Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Certification: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Thank you!**

**Please upload a signed version of the District Assurances when completing your pilot application at** [**https://tea.co1.qualtrics.com/jfe/form/SV\_bkJeJjfd9Ns6jit**](https://tea.co1.qualtrics.com/jfe/form/SV_bkJeJjfd9Ns6jit)**. Applications are accepted on a rolling basis. A member of the THL team will follow up the district point of contact within two - five business days once application is submitted. If you have additional questions, please email** [**TexasHomeLearning@tea.texas.gov**](mailto:TexasHomeLearning@tea.texas.gov)**.**

**Subject line: <CRIMSI – LEA Name>**

# Appendix C – Overview of Continuing Professional Education Credit

Participating teachers, coaches, and school leaders will receive THL orientation and implementation trainings. They will receive the opportunity to orient themselves with the instructional materials, ongoing professional coaching and development, and a professional learning focus/support group throughout the initiative period. These trainings will help ensure that the teachers are prepared to implement the instructional materials with fidelity, including but not limited to following the specified scope and sequence of lessons and the lesson implementation guides. Leaders will receive trainings on the scaling of THL implementation support at the campus and district level as well as orientation trainings on the THL materials.

Please note, to be eligible for CPE credit, educators must attend all the required trainings. Participants who complete all required trainings will receive a discretionary amount of CPE credit hours. A certificate of awarded CPE credit hours will be awarded in Fall 2021 after TEA confirms full attendance of all trainings and professional learning focus group sessions.

# Appendix D – CRIMSI Goals and Activities

#### Research Goals

TEA seeks to work with participants to ensure THL products meet the needs of their teachers and students. To that end, TEA will use the data and input from participating districts during the initiative to answer key questions outlined below that will help improve our overall goal of increasing student outcomes. TEA will share the results of the initiative research with interested districts.

1. How do the THL products support high-quality, equitable, TEKS-aligned instruction for all students?
   1. Are the rigor and pace of lessons appropriate?
   2. Are the lessons appropriately aligned to TEKS?
   3. Are the assessments useful for assessing student mastery of TEKS?
   4. Are the lessons engaging for students?
   5. Do the lessons help teachers meet the needs of all students?
   6. Are materials user-friendly and understandable for teachers?
2. How do the THL products support academic growth for all students?
   1. How do students (overall and sub-populations) perform on the unit assessments embedded in each product, interim assessments and state-wide assessments?
   2. How does student work improve over time with the use of THL products?
   3. How does student learning in participating classrooms compare to student learning in non-participating classrooms?
3. How does fidelity of THL implementation (or the ability to implement materials as they were designed) relate to student growth?
   1. How do participating teachers implement THL materials? What does high-quality instruction / strong implementation look like with THL high-quality materials?
   2. To what extent did teachers implement the initiative THL products as they were designed? What changes did teachers make to the products and did they enhance the goal of student engagement and performance?
   3. Are there differences in student outcomes between teachers who implemented the products as they were designed and those who did not?
4. What professional development and coaching best support teachers, coaches, and leaders to ensure strong implementation and execution of THL instructional materials?
   1. What professional development and coaching was most helpful for teachers?
   2. What additional supports and/or resources do teachers need to implement the materials effectively?
   3. How can artifacts from the initiative be used to improve professional development around THL materials?