

## Frequently Asked Questions

### General Questions and Resources

**Question:** What resources have been created that EPPs can leverage to being this work?

**Answer:** The Texas Education Agency (TEA) is actively developing resources for Educator Preparation Programs (EPPs). These resources will be available on the [Program Provider Resource](#) page. Please stay tuned for updates.

**Question:** How can we develop meaningful training experiences interacting with RBIS, HQIM, and OER?

**Answer:** The Texas Education Agency (TEA) is working to create comprehensive training and support resources for Educator Preparation Programs (EPPs) in the areas of RBIS, HQIM, and OER. As these supports are developed and rolled out, we will provide updates through our newsletter and Program Provider Resource webpage to ensure that all stakeholders are informed and equipped to implement these materials effectively.

### High-Quality Instructional Materials (HQIM) & Open Education Resources (OER)

**Question:** Could you clarify the difference between the Bluebonnet OER and the other HQIM on the SBOE approved HQIM list?

**Answer:** SBOE-approved instructional materials are any materials that go through the IMRA process and receive approval by the SBOE. In Texas, SBOE-approved instructional materials are considered HQIM and qualify for the SBOE-Approved Instructional Materials Entitlement as outlined in Section 48.307.

State-developed OER are any instructional materials created by TEA. State-developed instructional materials are considered open education resources (OER). If approved by the SBOE, state-developed OER materials qualify for the SBOE-Approved Instructional Materials Entitlement (Section 48.307) and the State-Developed OER Instructional Materials Entitlement (Section 48.308).

TEA develops Bluebonnet Learning instructional materials, which are considered state-developed OER. This includes materials approved by the SBOE through the IMRA process and pilot materials that will eventually be submitted for review. As state-developed OER, IMRA-approved Bluebonnet Learning instructional materials are eligible for the SBOE-Approved Instructional Materials Entitlement (Section 48.307) and the State-Developed OER Instructional Materials Entitlement (Section 48.308).

**Question:** Are OER materials available in languages other than English?

**Answer:** The pilot Bluebonnet Learning SLAR and Math Spanish Instructional Materials are awaiting review in the SBOE IMRA process. TEA plans to release Spanish instructional materials that align with the English versions of Bluebonnet Learning K–5 Math and Bluebonnet Learning K–5 RLA in spring 2025, with the goal of submission to the IMRA 2025 review process. TO see the available SBOE approved OER please visit TEA's Bluebonnet Learning Website.

**Question:** How do HQIM support students with learning differences? Emergent Bilinguals and multilingual learners?

**Answer:** High-Quality Instructional Materials (HQIM) are designed to support all students, including those with learning differences, by providing several key benefits:

- Ensure full coverage of Texas Essential Knowledge and Skills (TEKS).
- Align to the English Language Proficiency Standards (ELPS) and prekindergarten guidelines.
- Provide evidence-based best practices in the relevant content areas of reading language arts (RLA), math, science, and social studies.
- Support all learners, including students with disabilities, Emergent Bilinguals (EB), and students identified as gifted and talented.
- Meet grade-level suitability requirements.
- Be free from factual error.
- Enable frequent progress monitoring through embedded and aligned assessments.
- Provide teacher and student-facing lesson materials with implementation supports.
- Follow Manufacturing Standards and Specifications for Textbooks (MSST) for physical and electronic materials.
- Receive approval from the SBOE through the Instructional Materials Review and Approval (IMRA) process.
- HQIM provides teachers with resources that ensure all students access rigorous, grade-level content. Review all the criteria HQIM must meet in each grade level and content area in the IMRA Quality and Suitability Rubrics.

## Frequently Asked Questions

### HQIM & OER Continued...

**Question:** How can EPPs support other content areas such as social studies when there are no materials listed for that content?

**Answer:** House Bill 1605 mandates that Educator Preparation Programs (EPPs) prepare candidates to utilize Texas Open Educational Resources (OER) in the subject areas where these materials are available. As Texas OER continues to expand and release instructional materials in additional subject areas, the Texas Education Agency (TEA) will develop and provide corresponding support for EPPs in those areas. Please stay tuned for updates on the availability of resources for other content areas.

**Question:** What resources and HQIM are available to support our teacher candidates that are completing certifications in other subject areas outside of Math and RLA?

**Answer:** The Texas Education Agency (TEA) is actively developing Open Educational Resources (OER) products to support educators in various subject areas. These resources will be submitted for review through the Instructional Material Review and Approval (IMRA) process with the State Board of Education (SBOE).

Instructional Material Review and Approval (IMRA) Cycle 2025 will focus on K–12 full-subject and supplemental tier-one mathematics, K–6 full-subject, tier-one English Language Arts and Reading (ELAR) and Spanish Language Arts and Reading (SLAR), and K–3 partial-subject, tier-one English and Spanish phonics.

**Question:** Will there be any course available on TeaLearn for HQIM?

**Answer:** The Texas Education Agency (TEA) is actively developing resources for Educator Preparation Programs (EPPs). These resources will be available on the Program Provider Resource page. Please stay tuned for updates.

**Question:** How can EPPs support teacher candidates if their partner districts do not use the state-approved OER? Given that districts have the option to use the state-approved HQIM, EPPs are required to prepare candidates to internalize these lesson materials. This poses a challenge for field-based programs if partner districts and mentor teachers are not adopting or are still learning to implement these materials.

**Answer:** The skills that teacher candidates develop in utilizing the state-developed Open Educational Resources (OER) instructional materials, such as Bluebonnet, are transferable and can be applied to other high-quality instructional materials. This ensures that candidates are well-prepared to adapt to various instructional contexts, regardless of the specific materials used by their partner districts.

**Question:** How do I access the Bluebonnet materials?

**Answer:** The Texas Education Agency (TEA) is actively developing resources for Educator Preparation Programs (EPPs). Stay tuned for information on how to access these materials. In the meantime, you can learn more about the Bluebonnet materials here: <https://tea.texas.gov/academics/instructional-materials/bluebonnet-learning>.

## Frequently Asked Questions

### Research-Based instructional Strategies (RBIS)

**Question:** How can EPP staff get trained and/or receive support in the RBIS?

**Answer:** The Texas Education Agency (TEA) is working to create comprehensive training and support resources for Educator Preparation Programs (EPPs) in the areas of RBIS, HQIM, and OER. As these supports are developed and rolled out, we will provide updates through our newsletter and Program Provider Resource webpage to ensure that all stakeholders are informed and equipped to implement these materials effectively.

**Question:** Does TEA have RBIS for bilingual (Spanish-English) learners?

**Answer:** The Texas Education Agency (TEA) does not have RBIS explicitly focused on bilingual learners. The most recent updates to the Math and Literacy content RBIS has emergent bilingual supports and information built into the training and materials.

**Question:** What are the most important RBIS concepts for our novice teachers to know?

**Answer:** Novice teachers should have a deep understanding of all research-based instructional strategies within the content area they are getting certified to teach. This comprehensive knowledge is crucial for effectively supporting student learning and achievement. By mastering these strategies, novice teachers can deliver high-quality instruction that meets the diverse needs of their students and fosters a supportive and effective learning environment.

**Question:** What resources and RBIS are available to support our teacher candidates that are completing certifications in other subject areas outside of Math and RLA?

**Answer:** The Texas Education Agency (TEA) is currently in the process of developing research-based instructional strategies (RBIS) for additional subject areas. Please stay tuned for forthcoming updates on RBIS in science and social studies.

In the meantime, the RBIS developed for Math and RLA can also be beneficial in supporting teacher candidates in other subject areas. For example, the foundational skills and strategies for engaging with complex texts in RLA can enhance students' ability to comprehend and analyze scientific and historical texts. The focus on knowledge coherence and text-based responses in RLA can help build a strong understanding of interconnected concepts across subjects. Similarly, the Math RBIS, which emphasize a balance of conceptual and procedural understanding, depth and coherence of key concepts, and productive struggle, can support the development of critical thinking and problem-solving skills that are essential in science and social studies education.