

**Allotment and TEKS Certification, 2018-19**

The district superintendent, along with the president and secretary of the local board of trustees, or the officers of the governing body of the charter school, certify the following:

- 1) That this district's technology and instructional materials allotment is used only for expenses allowed by the Texas Education Code (TEC), §31.0211.
- 2) That for the current school year, this district has instructional materials that collectively cover all elements of the Texas Essential Knowledge and Skills of the required curriculum identified in the TEC, §28.002, other than physical education, for each subject and grade level (TEC §31.004).
- 3) That, upon request, this district will provide to the State Board of Education the title and publication information for any instructional materials requisitioned or purchased by the district with the district's IMA (TEC §31.101).

<b>Certified</b>	<b>Grade Level</b>
<input checked="" type="checkbox"/>	Kindergarten
<input checked="" type="checkbox"/>	Grade 1
<input checked="" type="checkbox"/>	Grade 2
<input checked="" type="checkbox"/>	Grade 3
<input checked="" type="checkbox"/>	Grade 4
<input checked="" type="checkbox"/>	Grade 5
<input checked="" type="checkbox"/>	Grade 6
<input checked="" type="checkbox"/>	Grade 7
<input checked="" type="checkbox"/>	Grade 8
<input checked="" type="checkbox"/>	Grade 9
<input checked="" type="checkbox"/>	Grade 10
<input checked="" type="checkbox"/>	Grade 11
<input checked="" type="checkbox"/>	Grade 12

<b>Certified</b>	<b>Subject Area</b>
<input checked="" type="checkbox"/>	CAREER & TECHNICAL EDUCATION (CTE)
<input checked="" type="checkbox"/>	ENGLISH LANGUAGE ARTS AND READING
<input checked="" type="checkbox"/>	ENGLISH LANGUAGE PROFICIENCY STANDARDS
<input checked="" type="checkbox"/>	FINE ARTS
<input checked="" type="checkbox"/>	HEALTH
<input checked="" type="checkbox"/>	LANGUAGES OTHER THAN ENGLISH
<input checked="" type="checkbox"/>	MATHEMATICS
<input checked="" type="checkbox"/>	SCIENCE
<input checked="" type="checkbox"/>	SOCIAL STUDIES
<input checked="" type="checkbox"/>	TECHNOLOGY APPLICATIONS

**Signature of Superintendent**

Signature

**Signatures of Board President and Secretary or Governing Board Officers**

Board President

Board Secretary

Scan the signed certification document and email it to [instructional.materials@tea.texas.gov](mailto:instructional.materials@tea.texas.gov) with the following subject line: [your district] certification (ex: Anywhere ISD certification)

Grade Level	Teacher Rep Name	Campus	Campus Address	Subjects Needed	Sales Rep: Pearson		Sales Rep: HMH		Sales Rep: McGraw Hill	
					Keri Blair	Pearson	Melissa Arnold	Melissa Arnold		
Kindergarten	Roseanna Thomas	Central Elem	780 W Washington St., Stephenville, TX 76401	English LA	Requested	Received/Quantity	Requested	Received/Quantity	Requested	Received/Quantity
Kindergarten	Jamie Ruiz	Central Elem		Spanish LA	Yes	1 SLA	Yes	1 ELA	Yes	1 ELA
1st	Olga Freeman	Chamberlin Elem		Spanish LA	Yes	1 SLA	Yes	1 SLA	Yes	1 SLA
1st	Hannah Clary	Chamberlin Elem		Spanish LA	Yes	1 SLA	Yes	1 SLA	Yes	1 SLA
2nd	Loretta Greeney	Chamberlin Elem		English LA	Yes	1 ELA	Yes	1 ELA	Yes	1 ELA
2nd	Yessenia Caldera	Chamberlin Elem		Spanish LA	Yes	1 SLA	Yes	1 SLA	Yes	1 SLA
3rd	Annette Nelson/Kim Singleton	Hook Elem	1067 W Jones St, Stephenville, Texas 76401	English LA	Yes	2 ELA	Yes	2 ELA	Yes	2 ELA
3rd	Amalia Sanchez	Hook Elem		Spanish LA	Yes	1 SLA	Yes	1 SLA	Yes	1 SLA
4th	Erenda Perez	Hook Elem		Spanish LA	Yes	1 SLA	Yes	1 SLA	Yes	1 SLA
4th		Hook Elem		English LA	Yes	1 ELA	Yes	1 ELA	Yes	1 ELA
5th	Kim Kaiser	Gilbert Intermediate		English LA	Yes	1 ELA	Yes	1 ELA	Yes	1 ELA
6th	Leslie Carrut	Gilbert Intermediate		Spanish LA	Yes	Nd 1 Btl	Yes	1 SLA	Yes	1 SLA
6th	Lauree Pondexter	Gilbert Intermediate	English LA	Yes	1 ELA	Yes	1 ELA	Yes	1 ELA	
7th/8th	Deecee McDougal	Henderson JH	2798 W Frey, Stephenville, Texas 76401	English LA	Yes	Yes/1	Yes/1	Yes/1	Yes/1	
7th	Shae Bleerhoff	Henderson JH		English LA	Yes	Yes/1	Yes	Yes/1	Yes	Yes/1
8th	Holly Hubbard	Henderson JH		English LA	Yes	Yes/1	Yes	Yes/1	Yes	Yes/1
9-12	Joey Goodwin	Stephenville HS	2650 W Overhill, Stephenville, Texas 76401	SS Personal Financial Lit	Requested	Received/Quantity digital book/need print book	Requested Yes	Received/Quantity digital book/need print book	Requested Yes	Received/Quantity not received

**Stephenville Independent School District**  
**Reading/ELA/ELL Textbook Adoption Choices**

**Proclamation 2010**

**2009-10**

<b>Grades</b>	<b>Subject</b>	<b>Adoption Title</b>
K-5(Eng. and Spanish)	Reading/ELA	Houghton-Mifflin
6-12	ELA	Prentice Hall/Pearson
7 <sup>th</sup>	Developmental Reading	Houghton-Mifflin
11 <sup>th</sup>	AP English III	Houghton-Mifflin (Holt)
12 <sup>th</sup>	AP English IV	Glencoe (McGraw Hill)
9-12 Teachers	ELPS	Glencoe
9/10	ESOL I&II	Hampton Brown

Instructional Materials Quality Evaluation (IMQE) ELAR

# Instructional Materials Quality Evaluation Pilot

**The online Instructional Materials Portal (IMP) will provide Texas educators with free, transparent, and user-friendly information about the quality of materials.**

Local education agencies (LEAs) can use this tool—similar to a Consumer Reports for instructional materials—to strengthen and improve the efficiency of their local review processes. By making it easier for LEAs to select high-quality instructional materials, the IMP will help teachers focus their time and energy on what matters most—bringing lessons to life for all students.

The IMP will launch in fall 2019 with a pilot phase to take place from November 2018 through June 2019.

## The Impact of Instructional Materials

**Teachers and students deserve the highest quality instructional materials that not only align to the 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.**

- High-quality instructional materials allow students to engage deeper, and more meaningfully with standards
- High-quality instructional materials lead to additional learning for students
- High-quality instructional materials create a larger, more cost effective, impact on academic outcomes than many other initiatives

## A Tool to Help Texas Educators

In accordance with Texas Education Codes [§ 31.081](#) and [§ 31.082](#), TEA will facilitate the independent analysis of instructional materials to evaluate their quality. This process will

complement and augment the established State Board of Education's TEKS-alignment process.

**LEAs will also have more robust information to help them select the instructional materials that best meet their local needs. LEAs will continue to have complete autonomy to decide if and how they use the reviews as part of their local review and adoption processes.**

The online Instructional Materials Portal will:

- Provide free, transparent, and user-friendly information about the extent to which materials reflect research-based pedagogy and support the learning of all students
- Leverage Texas-specific rubrics designed by local educators and other content experts to fit the Texas context and TEKS
- Display easy-to-use reviews completed by teams of Texas educators with deep knowledge of content and pedagogy
- Make it easy for LEAs to search for materials based on local needs
- Increase the ease, efficiency, and accuracy of LEAs' local review processes thereby reducing the burden on teachers and other review committee members

## How It Works

- Publishers submit instructional materials for review
- Materials go through the SBOE's TEKS alignment process and the quality review process
- Free, transparent, user-friendly results published on portal

Throughout the design and implementation of this project, TEA will collect robust feedback from stakeholders including Texas educators, parents, publishers, and other members of the education community and public.

# Timeline

Phase	Milestone	Date
Pilot: ELAR 3-8  (2018-2019)	TEA recruits and selects IMQE pilot LEAs	September–December 2018
	Development and public release of a Texas-specific pilot ELAR 3–8 rubric	September–November 2018
	Safal recruits, selects, and trains Texas educators to serve as ELAR 3–8 reviewers	October 2018–January 2019
	Review teams complete pilot ELAR 3–8 reviews for submitted materials using a Texas-specific rubric	January–May 2019
	Pilot ELAR 3–8 reviews shared with IMQE pilot LEAs only	May 2019
	Instructional Materials Quality Review Summit	Summer 2019

Full Implementation:  ELAR K-2 and 9-12  (2019-2020)	Development and public release of Texas-specific ELAR K–2 and 9–12 rubrics	Spring 2019
	Safal recruits, selects, and trains Texas educators to serve as ELAR K–2 and 9–12 reviewers	Spring 2019
	Review teams complete ELAR K–2 and 9–12 reviews for submitted materials using Texas-specific rubrics	Summer–Fall 2019
	TEA publishes ELAR K–2 and 9–12 reviews in the portal	November 2019

Sample Materials Shared by Region XI IMA EXTRAVAGANZA or PROVIDED SAMPLE

One Resource Per Form

<b>Teacher Name:</b>	<b>Campus:</b>	<b>Content/Grade/s:</b>	<b>Cell/phone number:</b>
<b>Name of Resource with Company</b>	<b>If 100% of TEKS are covered</b> , did you <b>obtain or request</b> a sample and if so, what exact resource/s did you request?Teacher Guide, Student Book, etc.		
<b>Covers 100% of TEKS</b> and approved by TEA	YES or NO		
Provides <b>Differentiated approaches</b> for students at different levels	YES or NO		
<b>Engages students in Active Learning</b> opportunities (projects, collaboration, real-world, virtual/digital paths,hands-on,etc.)	How?		
<b>Digital Resources</b> that are provided with base package purchase:	Types of Digital Resources available to <b>Teacher:</b>	Types of Digital Resources available to <b>Students:</b>	<b>iPAD compatible?</b>
<b>Other Resources Provided with Base Purchase:</b>			
<b>Other Resources for Add-On Purchase:</b>			



## STEPHENVILLE ISD Instructional Material Scoring Rubric

<b>Name of Reviewer:</b>						
<b>Subject/ Course</b>						
<b>Date</b>						
<b>Grading Criteria each publisher will receive a rating of 1-5 for each line item.</b> <b>1 very poor    2 poor    3 adequate    4 good    5 excellent</b>		Pub- lish- er	Pub- lish- er	Pub- lish- er	Pub- lish- er	Pub- lish- er
<b>I. ORGANIZATIONAL/GENERAL</b>						
100% of the TEKS are addressed, labeled, and easily located in both Teacher and Student Edition.						
1. The Student Edition is organized, engaging, and easy-to-use.						
2. The content is thematically organized.						
3. The program has video that is integrated with the text.						
4. The program is flexible and easily adaptable to fit different teaching styles or district curriculums.						
5. The visual layout of the text appeals to learners and supports a scaffolding approach to learning a concept or skill.						
6. The accompanying digital resources are easily identified in the Teacher's Edition and Student Edition.						
7. The print components are durable.						
8. The general appearance of the text and accompanying ancillaries are attractive and inviting.						
9. The chapters/units are well organized and offer easy progression.						
10. The Teacher's edition is well organized with practical teaching suggestions at the point of need.						
11. The program is easily adaptable to fit different teaching situations or schedule configurations.						
<b>Subtotal</b>						

## II. CONCEPT DEVELOPMENT

1. Sufficient information is provided for students to be able to demonstrate competency in each concept.					
2. Illustrations, graphs, charts, and demonstrations are current, correlated, and accurate and presented in a variety of formats.					
3. Textbook provides objectives as well as review and reinforcement of concepts & vocabulary.					
4. Glossaries, bibliographies, indices, appendices, and tables of content are included, comprehensive, and easy to use.					
5. Essential questions are included in the chapter or lesson to guide students in recognizing "big ideas".					
6. Learning objectives are included in chapters or lessons to guide students in recognizing "what they should be able to demonstrate."					
7. The textbook materials provide guidance to the student regarding practicing, applying and rehearsing the skill using real life scenarios.					
8. The textbook materials provide rigorous exercises that ask students to apply concepts to similar or new situations.					
Subtotal					

## COMMENTS:

Grading Criteria each publisher will receive a rating of 1-5 for each line item. 1 very poor    2 poor    3 adequate    4 good    5 excellent	Pub- lish- er	Pub- lish- er	Pub- lish- er	Pub- lish- er	Pub- lish- er
--	---------------------	---------------------	---------------------	---------------------	---------------------

## III. SKILL DEVELOPMENT

1. The textbook materials provide information to the students about the skills needed to meet each standard.					
2. The textbook materials provide one or more opportunities or activities for students to practice the skills needed to meet the standard					
3. The textbook materials provide opportunities for students to assess their own skill progress, such as personal check lists.					
4. The instructional strategies that actively engage students in learning (cooperative learning group discussions, problem solving, demonstrations and role playing).					
5. Textbooks provides objectives as well as review and reinforcement of skills and vocabulary.					
6. Textbook provides opportunities to interact with complex informational text related to subject.					
Subtotal					

IV. ACCESSIBILITY					
Instructional materials accessible to students address/consider:					
1. Developmentally appropriate information.					
2. Varied learning abilities/disabilities;					
3. Special needs (e.g. auditory, visual, physical, speech, emotional)					
4. English language proficiency.					
5. Different learning styles.					
Subtotal					
V. DIGITAL CURRICULUM FOR STUDENTS					
Review digital curricular textbook materials to generally determine if:					
1. There are robust digital resources for student learning practice and assessment.					
2. Digital materials provide content that enhances the textbook;					
3. Digital materials provide differentiated access to content.					
4. Digital materials are intuitive and engaging.					
5. Digital materials provide opportunities for meaningful, interactive experiences.					
Subtotal					

COMMENTS:					
Grading Criteria each publisher will receive a rating of 1-5 for each line item. 1 very poor   2 poor   3 adequate   4 good   5 excellent	Pub- lish- er	Pub- lish- er	Pub- lish- er	Pub- lish- er	Pub- lish- er
VI. ASSESSMENT					
Assessment System					
1. Descriptions of alignment with TEKS and research on assessment practices.					
2. Guidance for teachers in the use of the assessments.					
3. Evidence that assessments were field tested and / or evaluated.					

<b>High quality assessment:</b>					
1. Include a variety of student assessment strategies;					
2. Are linked to relevant objectives/standards.					
3. Provide students with opportunities to demonstrate their understanding of key concepts and apply learned skills to real life or diverse situations.					
4. Provide criteria for students regarding learning targets and assessment criteria (e.g. rubric, performance checklist), for continuous improvement.					
5. Provide multiple measures over time.					
<b>Multiple Measures Examples:</b>					
1. Selected response items (e.g. multiple choice, matching, T/F)					
2. Performance assessments (posters, PSAs surveys, journals, performance-based assessments).					
3. Quiz and test assessments.					
4. Project based tasks,					
5. Portfolios					
Subtotal					
<b>VII. INSTRUCTIONAL MODEL</b>					
1. Clear procedures are provided to assist in implementation of materials.					
2. Continuity exists between learning experiences that clearly reinforce adopting and maintaining specific performance skills.					
3. Provide opportunities for students to extend, apply and evaluate what they have learned.					
4. Content, methodology, and teaching strategies are consistent with the curriculum's philosophies, values, and goals.					
5. Teacher's edition provides suggestions for evaluation, assessment, remediation, acceleration, feedback, and motivational techniques.					
6. The textbook materials provide guidance to the teacher regarding practicing, applying and rehearsing the skill using real life scenarios.					
7. The textbook materials provide rigorous exercises that apply concepts to similar or new situations.					
8. Essential questions are include in chapters or lessons to guide teachers in recognizing "big ideas".					
9. Learning objectives are included in chapters or lessons to guide teachers in recognizing what students should be able to demonstrate.					
Subtotal					

<b>COMMENTS:</b>					
<b>Grading Criteria each publisher will receive a rating of 1-5 for each line item.</b> <b>1 very poor    2 poor    3 adequate    4 good    5 excellent</b>					
	Pub- lish- er	Pub- lish- er	Pub- lish- er	Pub- lish- er	Pub- lish- er
<b>VIII. SEQUENCING</b>					
Textbook with a coherent sequence includes:.					
1. Organizations in a deliberate fashion to promote student understanding;					
2. Building from and extends concepts and skills previously developed.					
<b>XI. ACCURACY ANALYSIS</b>					
Determine if the information in the textbook s factual, accurate and current.					
1. Terminology is accurate and appropriate;					
2. Data and information is accurately shown in charts, graphs and written text.					
3. Data, information and sources are current.					
4. Sources are clearly noted, credible and reputable.					
5. Images used of an appropriate quality and related to the content.					
Subtotal					
TOTALS					

“Instructional material” means content that conveys the essential knowledge and skills of a subject in the public school curriculum through a medium or a combination of media for conveying information to a student. The term includes a book, supplementary materials, combination of a book, workbook, and supplementary materials, computer software, magnetic media, DVD, CD-ROM, computer courseware, online services, or an electronic medium, or other means of conveying information to the student or otherwise contributing to the learning process through electronic means, including open-source instructional material.



## Open Education Resources Evaluation Rubric

Categories of Criteria	3 - Superior	2 - Limited	1 - Weak/NA
<b>Alignment to Course Objectives</b> <ul style="list-style-type: none"> <li>Alignment to individual course objectives</li> </ul>	Course objective fully aligned and addressed comprehensively.	Course objective partially aligned and addressed.	Course objective neither aligned nor addressed.
<b>Explanation of the Subject Matter</b> Is the <ul style="list-style-type: none"> <li>Content valid and appropriately current?</li> <li>Content understandable by target audience?</li> <li>Content authoritative and appropriate (age level, language, visuals, cultural sensitivity)?</li> </ul> Does the <ul style="list-style-type: none"> <li>Content present main ideas clearly?</li> <li>Content connect associated concepts?</li> </ul>	Content is valid, appropriately current, understandable by target audience, authoritative, and appropriate. Content presents main ideas clearly and connects to associated concepts.	Content is partially valid, less than appropriately current, garners less than complete understanding by target audience, is incomplete in elements of authority and appropriateness. Content presents most main ideas clearly and connects to some associated concepts.	Content is invalid, outdated, not understandable by target audience, deficient in authority and appropriateness. Content neither presents main ideas clearly nor connects associated concepts.
<b>Utility for Instruction</b> <ul style="list-style-type: none"> <li>Are instructions for use provided?</li> <li>Do the components of the OER function as intended?</li> <li>Does functionality require specific software or hardware?</li> <li>Is the OER licensed for open use? (CC license for reuse, remix, revise, redistribution)</li> <li>Is content adaptable or revisable?</li> <li>Is metadata available?</li> </ul>	Comprehensive instructions are provided; components function as intended; functionality does not require additional software or hardware; OER is licensed for open use; content is adaptable and revisable; and, metadata is available.	Instructions are incomplete; some components do not function as intended; some functionality does require additional software or hardware; OER license is partially open; content is not easily adaptable and/or revisable; and, metadata is incomplete.	Instructions are not provided; components do not function as intended; functionality requires additional software or hardware; OER is not licensed for open use; content is not adaptable and/or revisable; and, metadata is not available.
<b>Quality of Assessment</b> <ul style="list-style-type: none"> <li>Is assessment aligned to the content?</li> <li>Does the assessment measure and appropriately weight the major concepts of the content?</li> <li>Does the structure of the assessment support an accurate measurement of proficiency?</li> </ul>	Assessment is aligned to the content; measures and appropriately weights the major concepts of the content; and, the assessment structure supports an accurate measurement of student proficiency.	Assessment is moderately aligned to the content; inconsistently measures and weights the major concepts of the content; and, the assessment structure compromises an accurate measurement of student proficiency.	Assessment is misaligned to the content; does not measure or appropriately weight the major concepts of the content; and, the assessment structure does not support an accurate measurement of student proficiency.

<b>Quality of Technological Interactivity</b>			
<ul style="list-style-type: none"> <li>Does the OER functionality allow individualized learning by being flexible or adapting to individual control?</li> <li>Is the OER functionality well designed and functions as expected on the intended platform?</li> <li>Does the OER functionality invite student use or encourage learning?</li> </ul>	<p>Functionality allows an individualized learning experience; is well-designed; and, encourages student use or learning.</p>	<p>Functionality moderately allows an individualized learning experience; the design is deficient in some areas; and, may not encourage student use or learning.</p>	<p>Functionality does not allow an individualized learning experience; has design flaws; and, discourages student use or learning.</p>
<b>Quality of Instructional and Practice Exercises</b>			
<ul style="list-style-type: none"> <li>Does the OER offer more exercises than needed for the average student to master elementary content?</li> <li>Does the OER offer one to two rich practice exercises for complex content?</li> <li>Are exercises clearly written?</li> <li>Are exercises keyed and scored with appropriate documentation?</li> <li>Is there a variety of exercise types and formats appropriate for the intended content?</li> </ul>	<p>OER offers appropriate number of exercises for mastery of elementary and complex content; offers clearly written, keyed, and scored exercises with documentation; and, provides a variety of types and formats of exercises.</p>	<p>OER offers an insufficient number of exercises for mastery of elementary and complex content; question clarity or documentation for keying or scoring is insufficient; and, provides little variety in types and formats of exercises.</p>	<p>OER lacks an appropriate number of exercises for mastery of elementary and complex content; does not offer clearly written, keyed, and scored exercises with documentation; and, provides no variety of types and formats of exercises.</p>
<b>Opportunities for Deeper Learning</b>			
<ul style="list-style-type: none"> <li>Does the OER offer opportunities for deeper learning by incorporating at least three of the following:               <ol style="list-style-type: none"> <li>Thinking critically and solving complex problems</li> <li>Working collaboratively</li> <li>Reasoning abstractly</li> <li>Constructing viable arguments and critiquing the reasoning of others</li> <li>Communicating effectively</li> <li>Applying discrete knowledge to real world situations</li> <li>Constructing, using, or analyzing models?</li> </ol> </li> <li>Does the OER offer a range of cognitive demand that is appropriate and supportive of content?</li> <li>Does the OER provide appropriate scaffolding and direction?</li> </ul>	<p>OER provides opportunity for deeper learning through at least three areas of higher level thinking skills; offers a range of cognitive demand commensurate with the content; and, provides appropriate direction and scaffolding.</p>	<p>OER provides opportunity for deeper learning through fewer than three areas of higher level thinking skills; offers a range of cognitive inconsistently matched with the content; and, provides incomplete direction or scaffolding.</p>	<p>OER does not provide opportunity for deeper learning through higher level thinking skills; does not offer a range of cognitive demand commensurate with the content; and, does not provide appropriate direction or scaffolding.</p>
<b>Accessibility</b>			
<ul style="list-style-type: none"> <li>Does the OER comply with current ADA accessibility standards?</li> </ul> <p><a href="http://aim.cast.org/learn/e-resources/accessibility_resources">http://aim.cast.org/learn/e-resources/accessibility_resources</a></p>	<p>Components and functionality of OER comply with current ADA accessibility standards.</p>	<p>Parts of OER components or functionality comply with current ADA accessibility standards.</p>	<p>OER does not comply with current ADA accessibility standards.</p>