



## **ALEDO ISD BOARD MEETING TEMPLATE**

**MEETING DATE:** March 16, 2015

**AGENDA ITEM:** Action Item – Proclamation 2015 – Adoption of Secondary Social Studies and Secondary Math

**PRESENTER:** Kathy Allen – Executive Director of Curriculum

**ALIGNS TO BOARD PRIORITY:**

- Learning – The District will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

**BACKGROUND INFORMATION:**

- Instructional Materials Adoption Process:
  - October 2014 – Campus principals selected teachers to serve on the Instructional Materials District Committee (IMA Committee). The Board of Trustees approved the committee during the monthly Board meeting.
  - November 2014 – Campus selected staff members attended vendor sessions to view instructional materials available for adoption for the 2015-2016 school year. Online links and print copies of materials were distributed to the teachers.
  - January 2015 – Aledo ISD hosted a local vendor fair with IMA Committee members and teachers to address follow-up questions concerning products available for adoption.
  - January/February 2015 – information from the January vendor fair was distributed to the teachers at each campus by their IMA Committee representatives.
  - January 2015 – AISD secured the services of Learning List Incorporation. Learning List is an online library of professional reviews for K-12 instructional materials and online courses. The Learning List staff is composed of Masters level teachers who examine instructional materials to determine alignment of the materials to Texas Essential Knowledge and Skills (see attached Learning List document).
  - January 2015 – Elementary and secondary teachers were provided training and access to Learning List reviews for instructional materials.
  - February 2015 – Grade level and department teachers from each campus evaluated materials using rubrics and submitted their preference for adoption (see attached rubric samples).
  - February 10, 2015 – Parents received notification concerning how they could access instructional materials (see PDF of AISD webpage). The notification was sent through a Parent Link phone message, email, and text message. Parents were also sent notification through the AISD

App. Parent comments or questions concerning instructional materials being considered were directed to Kathy Allen. As of March 3<sup>rd</sup>, only 3 parents provided comments to Mrs. Allen concerning instructional materials.

- The K-5 Social Studies Committee met on March 3<sup>rd</sup> and decided temporarily table their final recommendation. The committee is waiting on Learning List to complete a review of one of the resources consideration adoption before making a final decision for recommendation. The committee anticipates providing a final recommendation at the April Board meeting.
- Attached you will find the list of resources reviewed and selected by the Instructional Materials Committee members with input from all campus grade level and department teachers.

**ADMINISTRATIVE CONSIDERATIONS:** Approve recommendations from the Instructional Materials Selection Committee as resources to be purchased for student and teacher use beginning in the fall of 2015.

**FISCAL NOTE:** Materials will be purchased with Instructional Materials Allotment funds.

**ADMINISTRATIVE RECOMMENDATIONS:** Administration recommends the approval of the instructional materials for social studies and math as listed and presented.

# Teacher Created Materials, Inc. - Exploring Social Studies: Texas Edition Grade 1

## Social Studies, Grade 1 (TEKS) (53% of standards aligned)

*Due to the large number of citations listed in the publisher's correlation, Learning List only verified the alignment of the citations listed in this report.*

Finalized: January 12, 2015 08:29 PM

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Standard	Expectation	Breakout	Aligned to Standard	Aligned Citations	Non-Aligned Citations	Reviewer's Comments	Publisher's Comments
(1) History. The student understands the origins of customs, holidays, and celebrations. The student is	(1.A) describe the origins of customs, holidays, and celebrations of the community, state, and nation	(1.A.i) describe the origins of customs of the community, state, and nation	Yes	I Pledge Allegiance to the Flag Reader, pgs . 1-24;			
(1) History. The student understands the origins of customs, holidays, and celebrations. The student is	(1.A) describe the origins of customs, holidays, and celebrations of the community, state, and nation	(1.A.ii) describe the origins of holidays of the community, state, and nation	Yes	Happy Fourth of July! Reader, pgs . 1-24; Happy Fourth of July!			
(1) History. The student understands the origins of customs, holidays, and celebrations. The student is	(1.A) describe the origins of customs, holidays, and celebrations of the community, state, and nation	(1.A.iii) describe the origins of celebrations of the community, state, and nation	Yes	Happy Fourth of July! Reader, pgs . 1-24; Happy Fourth of July!			
(1) History. The student understands the origins of customs, holidays, and celebrations. The student is	(1.B) compare the observance of holidays and celebrations, past and present	(1.B.i) compare the observance of holidays, past and present	Yes	Happy Fourth of July! Reader, pgs . 12-19			
(1) History. The student understands the origins of customs, holidays, and celebrations. The student is	(1.B) compare the observance of holidays and celebrations, past and present	(1.B.ii) compare the observance of celebrations, past and present	Yes	Happy Fourth of July! Reader, pgs . 12-19; What Makes a			
(2) History. The student understands how historical figures, patriots, and good citizens helped shape the	(2.A) identify contributions of historical figures, including Sam Houston, George Washington	(2.A.i) identify contributions of historical figures, including Sam Houston, who have influenced the	No	Not addressed in publisher's correlation			

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understands important symbols, customs, and celebrations that represent	customs and celebrations reflect American individualism and freedom	patriotic celebrations reflect American individualism		publisher's correlation			
(14) Citizenship. The student understands important symbols, customs, and celebrations that represent	(14.E) explain how patriotic customs and celebrations reflect American individualism and freedom	(14.E.iv) explain how patriotic celebrations reflect freedom	Yes	Happy Fourth of July! Reader, pgs. 4-5, 8, 12-14, 18; I Pledge Allegiance to			
(14) Citizenship. The student understands important symbols, customs, and celebrations that represent	(14.F) identify Constitution Day as a celebration of American freedom	(14.F.i) identify Constitution Day as a celebration of American freedom	No	Not addressed in publisher's correlation			
(15) Culture. The student understands the importance of family and community beliefs customs language	(15.A) describe and explain the importance of various beliefs, customs, language, and traditions of families and	(15.A.i) describe the importance of various beliefs of families and communities	No	Not addressed in publisher's correlation			
(15) Culture. The student understands the importance of family and community beliefs customs language	(15.A) describe and explain the importance of various beliefs, customs, language, and traditions of families and	(15.A.ii) describe the importance of customs of families and communities	No	What Makes a Family? Reader, pgs . 10-11	The citation listed in the Non-Aligned Citations column is not aligned to this	The cited resources address the importance of customs of families	
(15) Culture. The student understands the importance of family and community beliefs customs language	(15.A) describe and explain the importance of various beliefs, customs, language, and traditions of families and	(15.A.iii) describe the importance of language of families and communities	No	Not addressed in publisher's correlation			
(15) Culture. The student understands the importance of family and community beliefs customs language	(15.A) describe and explain the importance of various beliefs, customs, language, and traditions of families and	(15.A.iv) describe the importance of traditions of families and communities	No	What Makes a Family? Reader, pgs . 6-13;	The citations listed in the Non-Aligned Citations column are not aligned to this	The cited resources address the importance of traditions of families	
(15) Culture. The student understands the importance of family and community beliefs customs language	(15.A) describe and explain the importance of various beliefs, customs, language, and traditions of families and	(15.A.v) explain the importance of various beliefs of families and communities	No	Not addressed in publisher's correlation			
(15) Culture. The student understands the importance of family and community beliefs customs language	(15.A) describe and explain the importance of various beliefs, customs, language, and traditions of families and	(15.A.vi) explain the importance of customs of families and communities	No	What Makes a Family? Reader, pgs . 10-11	The citation listed in the Non-Aligned Citations column is not aligned to this		
(15) Culture. The student understands the importance of family and community beliefs customs language	(15.A) describe and explain the importance of various beliefs, customs, language, and traditions of families and	(15.A.vii) explain the importance of language of families and communities	No	Not addressed in publisher's correlation			
(15) Culture. The student understands the importance of family and community beliefs customs language	(15.A) describe and explain the importance of various beliefs, customs, language, and traditions of families and	(15.A.viii) explain the importance of traditions of families and communities	No	What Makes a Family? Reader, pgs . 6-13;	The citations listed in the Non-Aligned Citations column are not aligned to this		
(15) Culture. The student understands the importance of family and community beliefs customs language	(15.B) explain the way folktales and legends such as Aesop's fables reflect beliefs, customs language and	(15.B.i) explain the way folktales reflect beliefs of communities	No	Not addressed in publisher's correlation			
(15) Culture. The student understands the importance of family and community beliefs customs language	(15.B) explain the way folktales and legends such as Aesop's fables reflect beliefs, customs language and	(15.B.ii) explain the way folktales reflect customs of communities	No	Not addressed in publisher's correlation			
(15) Culture. The student understands the importance of family and community beliefs customs language	(15.B) explain the way folktales and legends such as Aesop's fables reflect beliefs, customs language and	(15.B.iii) explain the way folktales reflect language of communities	No	Not addressed in publisher's correlation			

(15) Culture. The student understands the importance of family and community beliefs customs language	(15.B) explain the way folktales and legends such as Aesop's fables reflect beliefs, customs language and	(15.B.iv) explain the way folktales reflect traditions of communities	No	Not addressed in publisher's correlation		
(15) Culture. The student understands the importance of family and community beliefs customs language	(15.B) explain the way folktales and legends such as Aesop's fables reflect beliefs, customs language and	(15.B.v) explain the way legends reflect beliefs of communities	No	Not addressed in publisher's correlation		
(15) Culture. The student understands the importance of family and community beliefs customs language	(15.B) explain the way folktales and legends such as Aesop's fables reflect beliefs, customs language and	(15.B.vi) explain the way legends reflect customs of communities	No	Not addressed in publisher's correlation		
(15) Culture. The student understands the importance of family and community beliefs customs language	(15.B) explain the way folktales and legends such as Aesop's fables reflect beliefs, customs language and	(15.B.vii) explain the way legends reflect language of communities	No	Not addressed in publisher's correlation		
(15) Culture. The student understands the importance of family and community beliefs customs language	(15.B) explain the way folktales and legends such as Aesop's fables reflect beliefs, customs language and	(15.B.viii) explain the way legends reflect traditions of communities	No	Not addressed in publisher's correlation		
(16) Science, technology, and society. The student understands how technology affects daily life past and	(16.A) describe how technology changes the ways families live	(16.A.i) describe how technology changes the ways families live	Yes	Benjamin Franklin: Thinker, Inventor, Leader Reader, pgs. 12-17 20-21		
(16) Science, technology, and society. The student understands how technology affects daily life past and	(16.B) describe how technology changes communication, transportation and recreation	(16.B.i) describe how technology changes communication	Yes	Benjamin Franklin: Thinker, Inventor, Leader Reader, pgs .		
(16) Science, technology, and society. The student understands how technology affects daily life past and	(16.B) describe how technology changes communication, transportation and recreation	(16.B.ii) describe how technology changes transportation	No		Alexander Graham Bell: Called to Invent Reader, pgs . 26-27	The citation listed in the Non-Aligned Citations column is not aligned to this
(16) Science, technology, and society. The student understands how technology affects daily life past and	(16.B) describe how technology changes communication, transportation and recreation	(16.B.iii) describe how technology changes recreation	Yes	Benjamin Franklin: Thinker, Inventor, Leader Reader, pgs. 12-13		
(16) Science, technology, and society. The student understands how technology affects daily life past and	(16.C) describe how technology changes the way people work	(16.C.i) describe how technology changes the way people work	Yes	Banks Lesson Plan, pgs. 8-9, 13; Fire Departments Lesson Plan nos 16		
(17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired	(17.A) obtain information about a topic using a variety of valid oral sources such as conversations interviews	(17.A.i) obtain information about a topic using a variety of valid oral sources	Yes	Jobs Around Town Reader, pgs. 20-21; Amazing Americans: Susan B. Anthony		
(17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired	(17.B) obtain information about a topic using a variety of valid visual sources such as pictures symbols	(17.B.i) obtain information about a topic using a variety of valid visual sources	Yes	Benjamin Franklin: Thinker, Inventor Leader Reader, Entire Reader		
(17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired	(17.C) sequence and categorize information	(17.C.i) sequence information	Yes	Be a Good Leader Lesson Plan, pgs. 5, 9; Earning Money		
(17) Social studies skills. The student applies critical-thinking skills to organize and	(17.C) sequence and categorize information	(17.C.ii) categorize information	Yes	Who makes the Rules? Lesson Plan, pgs. 6, 9;		

use information acquired				Fire Departments
(18) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:	(18.A) express ideas orally based on knowledge and experiences	(18.A.i) express ideas orally based on knowledge	Yes	I Pledge Allegiance to the Flag Lesson Plan; What Makes a Town? Lesson Plan
(18) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:	(18.A) express ideas orally based on knowledge and experiences	(18.A.ii) express ideas orally based on experiences	Yes	Amazing Americans: Abraham Lincoln Lesson Plan; Amazing Americans
(18) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:	(18.B) create and interpret visual and written material	(18.B.i) create visual material	Yes	Earning Money Lesson Plan, pg.11; Getting Around School Lesson Plan
(18) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:	(18.B) create and interpret visual and written material	(18.B.ii) create written material	Yes	Earning Money Lesson Plan, pgs . 9-10;
(18) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:	(18.B) create and interpret visual and written material	(18.B.iii) interpret visual material	Yes	Fire Departments Card; Fire Departments Lesson Plan Entire
(18) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:	(18.B) create and interpret visual and written material	(18.B.iv) interpret written material	Yes	I Pledge Allegiance to the Flag Reader; What Makes a Town? Reader
(19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and	(19.A) use a problem-solving process to identify a problem, gather information, list and consider options consider	(19.A.i) use a problem-solving process to identify a problem, gather information, list and consider options	No	Not addressed in publisher's correlation
(19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and	(19.B) use a decision-making process to identify a situation that requires a decision, gather information generate	(19.B.i) use a decision-making process to identify a situation that requires a decision gather information	Yes	Grade 1 Culminating Activity

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1

Next

Last


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# Aledo

Independent School District

*A Past to Remember; A Future to Mold*



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«March 2015»

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4
5	6	7	8	9	10	11

## Textbook and Instructional Materials

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Aledo ISD invites all interested parties (students, teachers, parents, staff, administrators, community members) within the Aledo ISD school district boundaries to review any/all of the secondary math and K-12 social studies instructional materials. Should you have any questions regarding any of these resources, please contact Kathy Allen ([kallen@aledo.k12.tx.us](mailto:kallen@aledo.k12.tx.us)) **before March 4, 2015.**

Announcements

Aledo ISD

# Proclamation 2015

## Instructional Materials Adoption

Below are the social studies products being considered for adoption by Aledo ISD. (NOTE: Some publishers may require you to create an account with a valid email address in order to access their products.)

## Social Studies Grades K-12

## Instructional Materials

PUBLISHER	HOW TO ACCESS
Houghton Mifflin Harcourt: Grades 6-12	URL: <a href="http://www.hmco.com/TX-SocialStudies">www.hmco.com/TX-SocialStudies</a> <ul style="list-style-type: none"><li>Choose "Preview Now" on any/all desired programs.</li></ul>

Contacts

+ Allen, Kathy

Click on name to see details.

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http://textbook-and-instructional-materia.aledo.schoolfusion.us/modules/groups/integrated\_home.phtml?gid=4409327&sessionid=908e3d9d74647962d9a8e27642d3bdfc=abfd343a07da331346af25887be598ce[3/6/2015 9:08:53 AM]

	<ul style="list-style-type: none"><li>• Sample Word TXSS16</li><li>• Fill in required information and click "Register" (Note: The system will auto-generate a username and password with 120 day access.)</li></ul> <p>Write down username and password and log in at <a href="http://www.my.hrw.com">www.my.hrw.com</a>.</p>
<b>McGraw-Hill Grades 5-12</b>	<p>URL: <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><b>TEACHERS</b> Username: txnetworks Password: lonestar1</p> <p><b>STUDENTS/PARENTS</b> Username: txnetworks15s Password: networks15</p>
<b>Pearson: Grades K-12 (excluding Grade 9 Geography)</b>	<p>URL: <a href="http://www.trypearsontexas.com">www.trypearsontexas.com</a></p> <ul style="list-style-type: none"><li>• Click on the box "Pearson Realize - Sign up for demo account" box.</li><li>• Click on "sign up for FREE Demo".</li><li>• Complete the form with your email address and desired password; select "continue".</li><li>• Check your email. You will find a "Welcome to Realize" email that contains your USERNAME.</li><li>• Go to <a href="http://www.pearson.texas.com">www.pearson.texas.com</a> and sign-in using the username and password for your demo account.</li></ul> <p>FIRST TIME SIGN-IN ONLY</p> <ul style="list-style-type: none"><li>• Select the grade(s) you are interested in.</li><li>• Select the products(s) you are interested in.</li><li>• Type in the name you wish to be seen in the system by.</li><li>• Pick your profile icon.</li><li>• Pick your background image.</li><li>• Check "I agree to licensing agreement"</li></ul>
<b>Teacher Created Materials</b>	<p>URL: <a href="http://www.tcmpub.com/texasess">www.tcmpub.com/texasess</a></p> <p>No password or username needed for this site</p>
<b>TCI History Alive: Grades K-12 (excluding Texas History for grades 4 &amp; 7)</b>	<p>URL: <a href="http://www.teachtci.com">www.teachtci.com</a></p> <ul style="list-style-type: none"><li>• Click on the "Try Us Free!" green box.</li><li>• Complete the required form.</li></ul> <p>Add as many programs as you like! Teacher student subscriptions are available during trial.</p>

Instructional Materials Adoption for Proclamation 2015

Below are the math products being considered for adoption by Aledo ISD.

(NOTE: Some publishers may require you to create an account with a valid email address in order to access their



products.)

# Secondary Math

## Instructional Materials

PUBLISHER	HOW TO ACCESS
<b>Big Ideas Math - Texas Edition</b> <b>(Algebra I, Geometry, Algebra II)</b>	URL: <a href="http://www.hmhco.com/TX-Math">www.hmhco.com/TX-Math</a> <ul style="list-style-type: none"><li>Choose "Preview Now"</li><li>Select Texas as state</li><li>Username: texas2015</li></ul>
<b>Houghton Mifflin Harcourt - Texas</b> <b>(Algebra I, Geometry, Algebra II)</b>	URL: <a href="http://www.hmhco.com/TX-Math">www.hmhco.com/TX-Math</a> <ul style="list-style-type: none"><li>Choose "Preview Now"</li><li>Sample Word: TXAGA16</li><li>Fill in required information and click "Register" (note-auto-generate a username and password with 120-day access.</li><li>Write down username and password and log-in at <a href="http://www.myhrw.com">www.myhrw.com</a></li></ul>
<b>McGraw-Hill Texas High School</b> <b>(Algebra I, Geometry, Algebra II, Pre-Cal)</b>	URL: <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> <p>TEACHERS</p> <ul style="list-style-type: none"><li>Username: txmath2015t</li><li>password: lonestar1</li></ul> <p>STUDENTS/PARENTS</p> <ul style="list-style-type: none"><li>Username: txmath2015</li><li>Password: studentmath15</li></ul>
<b>Pearson -Texas Digital</b>	URL: <a href="http://www.trypearsontexas.com">www.trypearsontexas.com</a> <ul style="list-style-type: none"><li>Click on the box "Pearson REalize - Sign up for demo account" box.</li><li>Click on "Sign-up for a FREE Demo".</li><li>Complete the form with your email address and deired password; select Demo_Texas" from the drop down menu. Enter the code and select "continue.</li><li>Check your email. You will find a "Welcome to Realize" email that contains your USERNAME.</li><li>Go to <a href="http://www.pearsontexas.com">www.pearsontexas.com</a> and sign in using the username and password for your demo account.</li></ul> <p>FIRST TIME SIGN-IN ONLY</p> <ul style="list-style-type: none"><li>Select the grade(s) you are interested in.</li><li>Select Algebra I, Algebra II or Geometry.</li><li>Type in the name you wish to be seen in the system by.</li><li>Pick your profile icon.</li><li>Pick your background image.</li><li>Check "I agree to licensing agreement".</li></ul>
<b>AQR Press (Advanced Quantitative Reasoning)</b>	URL: <a href="http://www.aqrpress.com/2015-texasproclamation-review">Http://www.aqrpress.com/2015-texasproclamation-review</a> Use the following case-sensitive password: TPR*2015



# AISD Social Studies Instructional Materials Rubric

Reviewer's Name: \_\_\_\_\_

Campus: \_\_\_\_\_

Please score each publisher:

0 = not included

1 = inadequate/superficially developed

2 = meets expectations

3 = exceeds expectations

If there is a multiplier in the row, then multiply the score by the multiplier.

Standards Alignment	Publisher: Pearson	Publisher: TCM	Publisher: TCI	Publisher: McGraw - Hill	Publisher : HMMH
Aligns with the essential learning expectation of the TEKS, including both content and social studies skills					
Readability – Lexile level is age appropriate					
ELPS are incorporated and reinforced appropriately at point-of-use.					
Text and practice activities mirror vocabulary and expectations of state testing program (X2)					
Ideas are connected and interwoven across TEK strands and social studies concepts instead of studied in isolation.					
<b>Student Materials</b>					
The product includes a balanced blend of hands-on investigations, links to conceptual understanding, and social studies skills practice.					
Materials include a variety of primary and secondary sources as well as document-based questions. (X2)					
Instructional materials provide differentiation/scaffolding for all students, including ELL, GATE, at-risk, and other students of special need. (X2)					
Student materials contain connections to real-life applications.					
Materials are formatted in an organized manner, with grade appropriate writing and sources.					
Materials are up-to-date with current events reflected where appropriate in the program.					
<b>Instructional Focus</b>					

## AISD Social Studies Instructional Materials Rubric

Contains opportunities for critical thinking and problem-solving activities and supports inquiry-based learning opportunities to challenge all students to think like a historian/geographer/economist (X2)					
Resource is aligned to district initiatives (ie. 5E model) (X2)					
<b>Assessment</b>					
Formative assessments include multiple types of assessments (ie tasks, open-ended questions, writing, tests, and other types) are provided for assessing student learning and informing instructional decision-making.					
Summative assessments include multiple methods of assessing including performance tasks and open-ended questions, DBQs					
Assessment items are easily accessible and customizable through Examview, or other program (note program)					
Assessment levels are rigorous; measuring several levels of Blooms/DOK, social studies skills, problem-solving skills, and critical thinking. (X2)					
Assessment items align to the TEKS (X3)					
<b>Teacher Instructional Support</b>					
Teacher materials have ample and useful annotations and suggestions on how to present the content.					
Digital resources come with excellent tech support for teachers and students.					
<b>Digital Resources</b>					
Digital tools allow students to interact with their instructional material on any device, anywhere, at any time.					
Digital tools are readily accessible, easy to use, and valuable pieces to support instruction.					
Digital tools are not dependent upon an upload from our student system (Skyward), but are easily accessible on publisher's server.					

AISD Social Studies Instructional Materials Rubric

TOTAL					
-------	--	--	--	--	--

Please score each publisher:    0 = not included  
   1 = inadequate/superficially developed  
   2 = meets expectations  
   3 = exceeds expectations

If there is a multiplier in the row, then multiply the score by the multiplier.

Turn in your rubric to your grade level/department chair by

# Math Teacher Evaluation Rubric

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

Course: \_\_\_\_\_

## SCORE

0 = not included  
2 = meets expectations  
4 = exceeds expectations

Standards Alignment	McGraw-Hill	Pearson	Big Ideas	AGA by HMH	Other	Other
Materials cover all the TEKS.						
There are many opportunities to practice the process standards.						
<b>Instructional Focus &amp; Student Materials</b>						
Resource is designed to engage the learner.						
Lessons promote classroom discourse by explicitly requiring students to share their thinking or strategies.						
Lessons involve the use of instructional technology, manipulatives, or other tools so students can visualize complex concepts.						
Chapters include a balanced blend of hands-on investigations, direct concept lessons, and procedural fluency						
Printed materials are available for all online resources						
There are multiple opportunities to review material that was previously taught						
Review material is available for EOC or Semester Tests						
There are plenty of practice problems for each topic.						
Materials provide access to the standards for all students, including ELL, Gifted, at-risk, and other students of special needs						
Materials are available in multiple formats allowing equal access to all students in and out of school.						
Chapters include problems at various levels to be encouraging and challenging.						
Material is applicable for PAP and regular classes						
Print and online materials are user friendly						

<b>Assessment</b>						
Assessments include multiple types of assessments (tasks, open-ended questions, quizzes, tests, projects)						
There are provisions for adapting assessments to provide for a variety of needs						
Digital assessment materials provide for online delivery, automatic scoring, and data reporting.						
Digital assessments may be modified						
<b>Teacher Materials</b>						
The teacher's edition has ample and useful annotations and suggestions on how to present the content						
Provides teachers with mathematical background information, suggestions for pacing, and differentiation for various levels of learners.						
Teacher edition is designed in a way that facilitates its use in the classroom						
<b>Digital Resources</b>						
Digital resources load completely, consistently, and quickly						
Digital tools allow students to interact w/their textbook from any device, anywhere						
Online lesson presentations encourage student engagement, and help develop conceptual understanding						
Students can access tutorials for lessons						
Does the program work on all browsers						
<b>Notes</b>						





### Proclamation 2015 Social Studies Adoption Selection List

Vendor	Publisher	Product Title
Grade 6	Houghton Mifflin Harcourt	Contemporary World Cultures: People Places, and Society
Grade 7	Houghton Mifflin Harcourt	Texas History Grade 7
Grade 8	Houghton Mifflin Harcourt	United States History: Early Colonial Period Through Reconstruction, Texas Edition
World Geography	Houghton Mifflin Harcourt	World Geography, Texas Edition
World History	Houghton Mifflin Harcourt	World History, Texas Edition
US History	Houghton Mifflin Harcourt	The Americans: United States Hisotry Since 1877, Texas
Economics	Pearson Education Inc.	Economics,Texas Edition

### Proclamation 2015 Secondary Math Adoption Selections

Course	Vendor	Product Title
Algebra I	Houghton Mifflin Harcourt	HMH Algebra I Texas
Geometry	Houghton Mifflin Harcourt	HMH Geometry Texas
Algebra 2	Houghton Mifflin Harcourt	HMH Algebra 2 Texas
Precalculus	Pearson Education, Inc. publishing as Prentice Hall	Precalculus Enhanced with Graphing Utilities
Math Models	Pearson Education, Inc. publishing as Prentice Hall	Mathematics Models with Applications, Texas
Advanced Quantative Reasoning	AQR Press, LLC	Advanced Quantitative Reasoning: Mathematics for the World Around US