



Texas Education Agency  
Division of Instructional Materials & Educational Technology

# STATE OF TEXAS PROCLAMATION 2005

## STATE REVIEW PANEL HANDBOOK

June 2007



Texas Education Agency  
Austin, Texas

# PROCLAMATION 2005 STATE REVIEW PANEL HANDBOOK

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**Texas Education Agency  
Instructional Materials and Educational Technology**

## **Proclamation 2005 SCHEDULE OF REVIEWS**

### **State Review Panels**

**JUNE 11-15, 2007**

Mathematics, grades K-2  
Mathematics-Spanish, grades K-2

**JUNE 18-22, 2007**

Mathematics, grades 3-5  
Mathematics-Spanish, grades 3-5



# WELCOME

Dear State Panel Review Member:

Congratulations on being chosen as a member of the State Review Panel!

On behalf of the Division of Instructional Materials and Educational Technology, we appreciate you taking time out of your busy schedule to join us as part of this year's review of instructional materials. This proclamation has been a long and complex process that, with your help, will culminate with the adoption of new instructional materials for **Mathematics, Grades K-5** and **Mathematics, Grades K-5 Spanish**.

This week you will be hard at work conducting a thorough review of instructional materials. Your dedication and keen attention to detail will prove to be an invaluable asset during the review. Another important aspect of the program is the interaction and professional relationships gained by your involvement. We are confident this year's experience will prove to be just as rewarding to you.

Our staff is prepared to assist in making your stay a pleasant experience. They have committed many hours preparing for your arrival and we hope the information shared will be beneficial. Feel free to call on us if we can assist in making your stay an enjoyable one.

As you fulfill your duties this week, keep in mind this review will have a lasting impression on the children of Texas for many years to come. As a result, we thank you again for accepting our special invitation to be part of this very important process.

Sincerely,

John Lopez  
Manager, Learning Resources  
Instructional Materials and Educational Technology  
Texas Education Agency

# TEXAS EDUCATION AGENCY STAFF

## Instructional Materials and Educational Technology

**Anita Givens, Senior Director, Instructional Materials and Educational Technology** – As Senior Director of the Instructional Materials and Educational Technology division at the Texas Education Agency, Anita oversees the agency’s responsibility for expanding opportunities for electronic instructional materials as well as traditional textbooks for Texas schools. Having led educational technology efforts in Texas for over twelve years, Anita provides leadership for the integration, utilization, evaluation, and expansion of educational technologies through the on-going implementation of the State Board of Education’s Long-Range Plan for Technology 2006-2020. She serves on a variety of boards and committees at the state and national level, including the Board of Directors of the State Educational Technology Directors Association (SETDA) and the Board of Directors of the International Society for Technology in Education (ISTE). Anita also serves on the Executive Committee of the HELP Team (Hurricane Education Leadership Project). Anita’s teaching background includes teaching in the Kindergarten and 2<sup>nd</sup> grade classroom, as well as educational technology classes from elementary through graduate school. She received a Bachelor of Arts Degree in Early Childhood Education from Houston Baptist University and a Master of Science Degree in Educational Management from the University of Houston – Clear Lake.

**John Lopez, Learning Resources Manager, Instructional Materials and Educational Technology** – John Lopez is currently managing teams that oversee the activities for Distance Learning, Review and Adoption of Instructional Materials, Technology Applications and Special Projects with NCLB Title II, Part D technology initiatives. As a graduate from the University of Texas at Austin in 1980, John holds a bachelor’s degree from the College of Communication. His career began with the Austin Independent School District as a video producer for educational programs for the Media Production Department. In 1991, John started his employment with the Texas Education Agency to coordinate the activities with the satellite distance learning initiative known as the Texas State Telecommunications Access Resource (T-STAR). This technology initiative provided professional development programming and resources to educators in Texas to assist with their efforts to increase education proficiencies. John was responsible for coordinating the publisher orientation for Proclamation 2005 the activities associated with the Secondary Math review and adoption in June, 2006. John has also managed many special projects including the Texas STaR Chart System, Texas ePlan, eRate and various contracts and technology grant programs.

**E. Eugene Rios, Director of Review and Adoption** – Eugene Rios comes to the agency following his tenure with several state agencies in the area of staff development and classroom management training. While at Southwest Texas State University, School of Education, Center for Initiatives in Education, he had the opportunity to develop and provide state and national programs and in-service training for public school teachers. His presentations covered such areas as classroom management and discipline, search and seizure issues on school campuses, child abuse and neglect, and action planning for school personnel. Mr. Rios has also directed several federal grant initiatives funded by the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Education and Migrant Education. At the agency, he has assumed the duties associated with the annual review of textbook materials, publisher orientation meeting, request and review of publisher catalog pricing information for the maximum cost report, development and coordination of state review panels, arrange with publishers for shipment of instructional materials for the annual review and show cause hearings. Mr. Rios obtained his Bachelor of Arts degree from Texas Tech University. He also holds a Masters in Public Administration from Southwest Texas State University where he also received his paralegal certification.

**Anita Deibert, Review and Adoptions** - Anita holds a Bachelor of Science degree in Business Administration from Colorado State University and has completed additional hours of coursework towards a Master in Business Administration. Prior to coming to the Texas Education Agency in January of 2006, Anita worked for 19 years in an educational publishing house on a variety of projects including building budgets and on product development matters relating to publishing agreements, rights & permissions, and copyrights. Having worked closely with editorial and design departments, she brings to the table an appreciation for the unique challenges educational publishers face when developing high quality, pedagogically correct material for teachers and students.

**Loraine Blackerby, Bids and Contracts** – Loraine Blackerby has been employed with the agency since 1989. She came to Texas Education Agency (TEA) from the private sector where she was employed with the Art Carved Class Rings Company. Ms. Blackerby began her career at TEA with the Teacher Appraisal division before moving on to Human Resources and Budget Division. The last fourteen years, Ms. Blackerby has been in the Division of Instructional Materials and Educational Technology working with State Review Panels and the Bids and Contracts section. She holds an associates degree in Office Systems Technology from Austin Community College. Ms. Blackerby is a native of Oklahoma City but calls Austin her home where she resides with her husband and father.

**Scott Vanya, Review and Adoptions Research** – Scott Vanya has been with the agency since 2001. He uses his knowledge of computer programming to automate many of the functions within the instructional materials review and adoption process. He has experience in the retail and collegiate book business as well as technical writing in the computer industry. Scott holds a degree in Anthropology from the University of Texas at Austin. He was raised in Houston before moving to Austin in 1997. Scott and his wife, Jessica, have a five year-old son and a one-year-old baby daughter.

**Linda Janney, Program Specialist** - Linda Janney has been employed with the State of Texas for over 29 years and at the Texas Education Agency (TEA) for the past ten. Linda began her career at TEA with the Curriculum Division and after a year, moved to the Textbook Division as assistant to the Senior Director. Linda recently moved to the Learning Resources Unit as Waivers Specialist, Open Records Custodian and Substitution Coordinator. She holds an Associate Degree in Agriculture Management from Tarleton State University. Linda is a fifth generation native Texan, and her uncle fought for Texas Independence at the Battle of San Jacinto. She resides on her cattle ranch in rural Bastrop County with her husband Mel, their two dogs, two cats, lots of cows, deer, and all kinds of wild critters.

## Curriculum Division

**Monica Martinez, Curriculum Director** – Monica has worked to promote quality education for students throughout the state of Texas for the past 11 years. She has a Bachelor of Arts degree in Public Policy with a focus on Education Policy from Brown University. As the Curriculum Director at the Texas Education Agency (TEA), Ms. Martinez works closely with mathematics, science, social studies and English language arts and reading staff to provide oversight of and support for the Texas Essential Knowledge and Skills (TEKS). This work includes providing curriculum support for student assessment and instructional materials. Prior to joining TEA, Ms. Martinez worked with schools in Texas, California, Massachusetts and New York to assist students with vocabulary development, career and college exploration and to strengthen parental involvement. She also worked at the El Paso Collaborative for Academic Excellence where she lead professional development efforts in El Paso’s three major school districts for elementary, middle and high schools focusing on standards-based education. At the El Paso Collaborative she also coordinated initiation and implementation of a citywide *Literacy in Action* project for elementary, middle and high schools. She has participated in work with the Programa de Promoción de la Reforma Educativa de América Latina y el Caribe/Partnership for Educational Revitalization in the Americas (PREAL) which included serving as a presenter and panelist for international seminars on the importance of national standards in education in Honduras and El Salvador. She hopes to continue serving teachers and students in Texas for many years to come.

**Norma Torres-Martinez, Director of Mathematics** – Norma has led the field of mathematics education with a strong commitment to excellence, access and equity across 18 years of service at the local, regional, state and national level. As Director of Mathematics at the Texas Education Agency, Norma provided direction and support for the Mathematics Texas Essential Knowledge and Skills (TEKS) refinement process, resulting in their approval and implementation starting 2006-07. As a practice-based leader, Norma continues to stimulate and support math innovation and improvement at the various levels of school systems, from classrooms to campuses, districts and regions. She is currently overseeing the creation of professional development modules for implementing the refined mathematics TEKS, modules that integrate technology to meet the state math standards, as well as modules to support student success in the state’s new rigorous graduation requirements of 4 years of high school mathematics. Before coming to TEA, Norma worked at Education Service Center, Region 20, San Antonio, where she focused on developing math/science campus leadership teams, supporting the implementation of standards-based curriculum, integrating technology for problem solving and using student outcome data for instructional decision-making. Along with her work in Texas, Norma works at the national level with key math professional organizations, such as the Association of State Supervisors of Mathematics (ASSM), the National Council of Teachers of Mathematics (NCTM), and TODOS: Mathematics for All (National Equity Advocacy Group for Hispanic/Latino Students). She presided as Local Arrangements Committee Co-chair for the National Council of Teachers of Mathematics Conference in 2003 in San Antonio. As a former classroom teacher, Norma understands fully the challenges educators face but also the tremendous promise that *all* Texan children hold. With her experience, knowledge and commitment, she provides energy, hope and direction for improving the teaching and learning of math.



**Erika Pierce, Assistant Director of Mathematics** – Erika has a passion for improving the education of all children. She currently serves as the Assistant Director of Mathematics at the Texas Education Agency where she provides state level support for the implementation of the mathematics Texas Essential Knowledge and Skills (TEKS). Ms. Pierce began her 14 year career at the Texas Education Agency in the Division of Student Assessment where she was involved in the data reporting process, ensuring accurate student and school reports were generated and distributed to school districts. While a team member of student assessment, she also reviewed state assessment items and facilitated state educator item review committee meetings. After working for the student assessment division of TEA, she accepted a position at Education Service Center, Region 13, where she worked with the Mentor School Network and assisted mentor schools by generating and analyzing student performance data. Her previous work with TEA and ESC 13 provided Ms. Pierce with the statewide perspective needed to work for the University of Texas Dana Center where she coordinated the dissemination of statewide professional development modules for both mathematics and science teachers known as TEXTEAMS. In addition, she was a statewide trainer for the Dana Center’s TEKS for Leaders series. Ms. Pierce continues to use her experience as a middle school mathematics teacher as her frame of reference for ensuring that all children receive a quality education.

**Georgina González, Director of Bilingual ESL Education** - Ms. Gonzalez was born in Quito, Ecuador, South America and spoke Czech as a first language. She is both trilingual and tri-cultural. She was Limited English Proficient herself. She has a varied educational background. She graduated from high-school in Florida, earned her Bachelor of Arts degree in New York and completed her Master of Arts degree in Illinois at 21. She also attended Karl’s University in Prague to improve her Czech language proficiency. She taught at almost every grade level during her service to students abroad and in the U.S. She taught English as a Second Language, Spanish as a second language and implemented bilingual education. She was also invited as a guest lecturer to UT in Edinburg teaching “*El Proceso de la Lectura de Español*”. Ms. González has developed workshops and sessions at the local, state, regional, and national levels. Prior to coming to the Texas Education Agency in 1999, she worked as Bilingual consultant at the Education Service Center, Region 13. She has been serving students for almost thirty years. Her present job as a Work Group Manager in the Division of Curriculum has enlarged her learning opportunities to include Languages Other than English and the Texas Spain Initiatives.

**Susie Coultrass, Assistant Director of Bilingual ESL Education** –Susie has over 33 years of bilingual professional experience and her commitment to improving teaching and learning is reflected by her dedication to addressing the cognitive, academic, social and emotional needs of linguistically diverse learners. She has served as a bilingual and ESL teacher in transitional and dual language elementary classrooms in Laredo, the Rio Grande Valley, and Round Rock (RRISD). While at RRISD, she was Assistant Director of Student Diversity and Learning Programs, Bilingual/ESOL Teacher Leader as well as Bilingual/ESOL Curriculum Integration Specialist. Ms. Coultrass’ varied experiences in education range from writing district Kinder curriculum as well as grant writing that addressed parent and student literacy to piloting dual language programs. Before coming to Texas Education Agency (TEA), she served as a TEA grant reader, a committee member for item reviews and standards setting for various assessments such as Texas Assessment of Knowledge and Skills (TAKS) and ExCET. Ms. Coultrass has been a member of the Executive Board for the Texas Association for Bilingual Education (TABE) and presented bilingual/ESL workshops throughout the state. She is grateful for the opportunity to advocate for bilingual children across the great state of Texas.

# Section 1: ORIENTATION TO THE ADOPTION PROCESS

## INTRODUCTION

Texas is one of 22 states with a process for approval or adoption of instructional materials. The Texas Constitution, Article VII, Section 3, requires that the State Board of Education (SBOE) set aside sufficient money to provide free textbooks for children attending the public schools in the state. Selection of new instructional materials for use in the state is a process that begins when the SBOE issues a proclamation calling for bids in selected subject areas and/or grade levels. The adoption process is complete with the selection and shipment of new instructional materials to school districts.

*Proclamation 2005 of the State Board of Education, Advertising for Bids on Instructional Materials* is located in Appendix A.

## STATE LAW AND ADMINISTRATIVE RULES

Current education laws and other statutes pertaining to the operation of the public schools of the State of Texas are codified in the *Texas Education Code* (TEC). The law concerning adoption and distribution of instructional materials appears in Title 2, Chapter 31 is located in Appendix B. All rules of the SBOE are codified in Title 19 of the *Texas Administrative Code* (TAC). The rules concerning state-level adoption and distribution appear in Title 19, Chapter 66, *State Adoption and Distribution of Instructional Materials* which is located in Appendix C.

## DEFINITIONS

The *Texas Education Code*, Chapter 31, contains the following definitions:

*TEC §31.002*      **Definitions**

- (1) “*Electronic textbook*” means computer software, interactive videodisc, magnetic media, CD-ROM, computer courseware, on-line services, an electronic medium, or other means of conveying information to the student or otherwise contributing to the learning process through electronic means.
- (2) “*Publisher*” includes an on-line service or a developer or distributor of an electronic textbook.
- (3) “*Textbook*” means a book, a system of instructional materials, or a combination of a book and supplementary instructional materials that conveys information to the student or otherwise contributes to the learning process, or an electronic textbook.
- (4) “*Technological equipment*” means hardware, a device, or equipment necessary for:
  - (A) instructional use in the classroom, including to gain access to or enhance the use of an electronic textbook; or
  - (B) professional use by a classroom teacher.

## LOCAL SELECTION

Publishers are required to provide descriptions of newly adopted instructional materials to all school districts and open-enrollment charter schools; however, a district retains the option of requesting one complete official sample. Publishers are responsible for all aspects of the shipment and retrieval of sample materials and bear all costs of the sampling process.

Each local board of trustees is responsible for determining appropriate local policy for selecting instructional materials. However, with the exception detailed in the following paragraph, only state-adopted instructional materials ratified by a school district's board of trustees will be purchased by the state for districts.

In **enrichment subjects**, school districts and open-enrollment charter schools are allowed to select non-adopted instructional materials. The state will pay the district the lesser of:

- TEC §31.101(b)*
- (1) 70 percent of the cost to the district of the textbook, multiplied by the number of textbooks the district or school needs for that subject and grade level; or
  - (2) 70 percent of the limitation established under Section 31.025 for a textbook for that subject and grade level, multiplied by the number of textbooks the district or school needs for that subject and grade level.

School districts electing to order non-adopted instructional materials will be responsible for the remainder of the cost. It should also be noted that the *Texas Education Code*, Chapter 31, does not allow the SBOE to reject an instructional material submission because the bid price exceeds the limit established in the proclamation. If instructional materials are adopted that exceed the maximum cost, the state's payment to the publisher will not exceed the maximum cost. School districts electing to order instructional materials with prices that exceed the maximum cost to the state will bear responsibility for the portion of the cost that exceeds the state maximum. In addition, beginning with Proclamation 2005, the purchase price to the state of non-conforming adopted materials will be reduced based on the percentage of student expectations TEKS covered. Thus, if a school district purchases nonconforming material, the state will only pay up to the percentage that the program is conforming, and the school district will be responsible for the rest. As an example, if a school district orders instructional material that is found to be 80% conforming, then the state will pay 80% of the maximum cost and the school district will be responsible for the portion exceeding this reduced maximum cost. (19 TAC §66.51(a)(11)).

## TEACHER EDITIONS

Beginning with Proclamation 2005, the publisher will provide one Teacher Edition for each order of student materials up to the ratio specified in their bid. Once the student count exceeds the ratio, the district is eligible for a second Teacher Edition. For example: A publisher identifies a ratio of 22:1 in their bid. A district with an enrollment of 1-22 students in the course would receive one Teacher Edition. A district with an enrollment of 23 students in the course would be eligible for two Teacher Editions. Publishers are also encouraged to submit the Teacher Edition of an adopted program in electronic format, such as CD, DVD, or online. This will afford districts more flexibility in assuring all classroom teachers teaching the course have access to the teacher material.

## **ANCILLARY MATERIALS**

Many publishers also provide "ancillary" materials at no cost to school districts that select their adopted materials. Ancillary materials are not part of a publisher's bid or contract, and are not purchased by the state. Therefore, these items are not reviewed by panel members at the state level and are not adopted or sanctioned by the SBOE. Decisions regarding selection and use of free ancillary materials are entirely the province of local boards of trustees, as is the decision to purchase non-adopted instructional materials with local funds. Most districts prefer to communicate with publishers at the local level to acquire the free materials during the course of the proclamation.

## **DISTRIBUTION OF STATE-ADOPTED MATERIALS**

Orders for new instructional materials are placed using the agency's Educational Materials (EMAT) Online System. Local adoption, requisition, and membership data are entered into an online system for verification based on the enrollment of the district and the distribution quota for the course or subject.

State-approved instructional materials are shipped from one or more of the textbook depositories. Publishers are required to have adopted materials in stock in an approved depository available for immediate shipment to districts unless they ship from a facility within 300 miles of the Texas border or if they publish online instructional materials. Shipments are made to school districts throughout the summer based on the district's preferred shipment date. Supplemental orders can be placed after the first day of school, requisitions are processed within one day of receipt and depositories are instructed to ship materials as soon as the orders are received from the agency. Districts are allowed to submit orders throughout the school year. Instructional materials are usually shipped within seven days of receipt of a requisition.

## **BRAILLE, LARGE TYPE AND AUDIOTAPE INSTRUCTIONAL MATERIALS**

The SBOE is authorized to acquire, purchase, and contract for free instructional materials for the education of blind and visually impaired public school students. Publishers who submit regular student instructional materials are required to provide the agency with computerized files for rapid production of adopted Braille instructional materials whenever such files are requested by the SBOE. Local school districts submit orders for Braille and large type materials to the agency, which manages acquisition from producers. Teachers who are blind or visually impaired are provided with Braille or large type teacher materials to accompany materials the teacher uses in the instruction of students.

## Section 2: STATE REVIEW AND ADOPTION

### THE ADOPTION CYCLE

The *Texas Education Code*, Chapter 31, specifies that the State Board of Education (SBOE) adopt a review and adoption cycle for subjects in the foundation and enrichment curricula. Subjects in the foundation curriculum are defined as English language arts; mathematics; science; and social studies, which consist of history, government and geography of Texas, United States, and the world. Subjects in the enrichment curriculum are languages other than English, health, physical education, fine arts, economics, career and technical education, and technology applications. Chapter 31 also specifies that the SBOE shall purchase or otherwise acquire instructional materials for use in bilingual education classes.

Chapter 31 requires that the SBOE adopt a cycle providing for a full and complete investigation of instructional materials in foundation subjects at least every six years. In addition, no more than one-sixth of the instructional materials for subjects in the foundation curriculum may be reviewed each year. Instructional materials in the enrichment curriculum shall be reviewed according to a cycle that the SBOE considers appropriate. The SBOE approves and updates the cycle for adoption of new instructional materials for foundation and enrichment subjects. A current copy of the *Adoption Cycle for Foundation and Enrichment Subjects* is included in Appendix D.

### THE ADOPTION PROCESS

The role of the state review panel is guided by the Texas Education Code. The following Texas Education Code, Chapter 31, Section 31.023 Textbooks Lists states:

*TEC §31.023(a) For each subject and grade level, the State Board of Education shall adopt two lists of textbooks. The conforming list includes each textbook submitted for the subject and grade level that meets applicable physical specifications adopted by the State Board of Education and contains material covering each element of the essential knowledge and skills of the subject and grade level as determined by the State Board of Education under Section 28.002 and adopted under Section 31.024. The nonconforming list includes each textbook submitted for the subject and grade level that:*

- (1) meets applicable physical specifications adopted by the State Board of Education;*
- (2) contains material covering at least half, but not all, of the elements of the essential knowledge and skills of the subject and grade level; and*
- (3) is adopted under Section 31.024.*

*(b) Each textbook on a conforming or nonconforming list must be free from factual errors.*

The *Texas Education Code*, Chapter 31, provides for adoption of two separate lists of instructional materials: the "**conforming**" and the "**nonconforming**" lists. Both conforming and nonconforming adopted instructional materials are eligible for purchase by the state. Beginning with Proclamation 2005, the purchase price to the state of nonconforming adopted materials will be reduced based on the percentage of student expectations covered.

Bids for new instructional materials from the publishing industry are solicited by means of a proclamation issued by the SBOE at least 24 months prior to scheduled adoption of new materials.

The proclamation identifies subject areas scheduled for review in a given year and contains content requirements based on the Texas Essential Knowledge and Skills (TEKS) adopted by the SBOE, maximum per-student costs to the state for adopted instructional materials, an estimated number of units to be purchased during the first contract year for each of the subject areas and/or grade levels, and a detailed calendar of adoption procedures.

In addition, specifications for providing computerized files to produce Braille versions of adopted materials and technical references to assist publishers in making their products more accessible are included in the proclamation. Proclamations do not specify the type or configuration of instructional materials to be submitted for review. Submissions of traditional textbooks or electronic media are allowed in all subjects in any combination of media.

Publishers who plan to offer instructional materials for adoption in the state must complete and file a *Statement of Intent to Bid*. Instructional materials may be withdrawn from the process after the Statement of Intent to Bid is filed, but **no materials may be added after the deadline**.

Publishers provide finished review samples of materials to the Texas Education Agency (TEA), SBOE members, each of the 20 regional education service centers (ESCs), members of the appropriate state review panels, error reviewers, interested citizen groups, and to legislative requests.

The sample materials must contain identical instructional materials. In most cases, instructional materials filed by publishers are pre-publication samples, and participating publishers file lists of editorial corrections that would be made in materials adopted by the SBOE prior to distribution to school districts.

In accordance with Title 19, *Texas Administrative Code*, Chapter 66, the commissioner of education appoints members of state review panels. Nominations are solicited from the SBOE, school districts and open-enrollment charter schools, educational organizations, academic experts and interested citizens throughout the state. Members of state review panels are charged with evaluating instructional materials to determine coverage of essential knowledge and skills and factual errors.

*19 TAC §66.30 A person is not eligible to serve on a state review panel if, during the three years immediately preceding the appointment, the person:*

- (1) was employed by or received funds from any individual or entity in any way affiliated with a publishing company participating in the adoption under which the state review panel will evaluate instructional materials; or*
- (2) owned or controlled, directly or indirectly, any interest in a publishing company or an entity receiving funds from a publishing company.*

*19 TAC §66.33(a) The commissioner of education shall: determine the number of review panels needed to review instructional materials under consideration for adoption, determine the number of persons to serve on each panel, and determine the criteria for selecting panel members. Each appointment to a state review panel shall be made by the commissioner of education with the advice and consent of the State Board of Education (SBOE) member whose district is to be represented. The commissioner of education shall make appointments to state textbook review panels that ensure participation by academic experts in each subject area for which instructional materials are being considered. The term academic expert includes not only university professors but also public school teachers with a strong background in a particular discipline.*

19 TAC §66.36(a) *The duties of each member of a state review panel are to:*

- (1) *evaluate all instructional materials submitted for adoption in each subject assigned to the panel to determine if essential knowledge and skills are covered. Panel members will use State Board of Education approved procedures for evaluating coverage of the essential knowledge and skills;*
- (2) *make recommendations to the commissioner of education that each submission assigned to be evaluated by the state review panel be placed on the conforming list, nonconforming list, or rejected;*
- (3) *submit to the commissioner of education a list of any factual errors in instructional materials assigned to be evaluated by the state review panel; and*
- (4) *as appropriate to a subject area and/or grade level, ascertain that instructional materials submitted for adoption do not contain content that clearly conflicts with the stated purpose of the Texas Education Code, §28.002(h).*

19 TAC §66.42 *State review panel members shall receive an orientation including at least the following:*

- (1) *the responsibilities of a state review panel member;*
- (2) *statutes and rules pertaining to the state adoption process;*
- (3) *essential knowledge and skills specified for subjects included in the proclamation;*
- (4) *identifying factual errors;*
- (5) *the schedule for the adoption process;*
- (6) *training in technology appropriate to media submitted for adoption; and*
- (7) *regulatory requirements, including the Government Code, §572.051 (relating to Standards of Conduct), and the Texas Penal Code, §36.02 (relating to Bribery). Copies of the statutes mentioned in this section shall be supplied to each state review panel member.*

19 TAC §66.45(a) *State review panel members shall observe a no-contact period that shall begin with the initial communication regarding possible appointment to a state review panel and end after recommendations have been made to the commissioner of education that each submission assigned to be evaluated by the state review panel be placed on the conforming list, nonconforming list, or rejected. During this period, state review panel members shall not be contacted either directly or indirectly by any person having an interest in the adoption process regarding content of instructional materials under evaluation by the panel. This restriction is not intended to prohibit members of the state review panels from seeking advice regarding materials under consideration from the State Board of Education (SBOE).*

Each year, the commissioner of education determines the number and composition of the state review panels that will be appointed to review instructional materials submitted for adoption. A review panel may be assigned to consider instructional materials in more than one related subject area, and individual members of a review panel will be assigned to evaluate specific programs submitted by publishers for adoption. The commissioner of education determines the separate state review panels and members are appointed to review instructional materials submitted under the call of the current proclamation. At the time these instructions were prepared, the number of persons to be appointed to each review panel had not been determined.

A majority of members on each review panel will be classroom teachers, other school district personnel, curriculum specialists, concerned citizens, academic experts or university professors. An attempt is also made to have parents represented on the review panels. Panel members are asked to make a commitment to adhere to state laws and rules and to conduct their work within specific timeframes.

A person is not eligible for appointment to a state review panel if, during the three years immediately preceding their appointment, he or she was employed by or received funds from any individual or entity in any way affiliated with a publishing company participating in the current adoption or if he or she owned or controlled, directly or indirectly, any interest in a publishing company or an entity receiving funds from a publishing company.

State review panel members may not accept meals, entertainment, gifts, or gratuities in any form from publishers, authors, or depositories; agents for publishers, authors, or depositories; any person who holds any official position with publishers, authors, depositories, or agents; or any person or organization interested in influencing the selection of instructional materials. In addition, each review panel member observes a no-contact period that begins with the initial communication from the TEA regarding his or her possible appointment and ends after recommendations have been made to the commissioner of education that each submission assigned to be evaluated by the state review panel be placed on the conforming list, be placed on the nonconforming list, or rejected. This time period may extend until November following the June review or depending on whether publishers choose to participate in show-cause hearings pertaining to non-conforming programs. TEA may release state review panel members after the preliminary report is approved by the commissioner of education on products that have been determined to be conforming. The no-contact period for panel members who agree to review any new content submitted by publishers in response to the commissioner's preliminary recommendations will extend until final evaluations are completed.

An orientation/training session related to evaluation of instructional materials submitted for adoption will be conducted in Austin, Texas, for members of each state review panel. Exact dates for reviews are located at the front of this handbook. The no-contact period will be in effect during the orientation session. Publishers are not permitted to dialogue with panel members during the review; however, publishers may be called upon to respond to questions about their submission. A detailed schedule of the orientation/training sessions will be forwarded to prospective panel members as soon as meeting arrangements and location are finalized.

During the orientation/training sessions, TEA staff will highlight responsibilities of the state review panel members, statutes, rules, the schedule for the adoption process, and other information applicable to every review panel. Web links to the statutes and rules can be found in Appendices E and F. A listing of TEA staff involved with the review process is provided at the beginning of this handbook. During the orientation/training session, panel members will also receive training in the TEKS. Panel members will receive specific assignments of materials to evaluate. State review panel members will utilize computers to conduct a thorough review of publisher materials. As a result, they will also receive training in the use of computer software applications necessary to review instructional materials they have been assigned.

It is likely that each submission will be reviewed by three to four panel members. In accordance with SBOE rules, participating publishers must file one complete sample copy of programs offered with each member of the panels that have been assigned to review their company's materials. Names and addresses of panel members may be provided to publishers as soon as possible after appointment by the commissioner has been made and review assignments finalized. In addition, publishers will receive specific instructions from TEA if the instructional materials are to be delivered to the panel members. Publishers will also be asked to ship instructional materials directly to the meeting location. Publishers will electronically file a copy of their correlation(s) with the TEA who will provide the correlation(s) to state review panel members at the appropriate time during the review process.



## SAMPLE INSTRUCTIONAL MATERIALS

*19 TAC §66.54(a) Samples of student and teacher components of instructional materials submitted for adoption shall be complete as to content and representative of finished-format. Electronic textbooks submitted for adoption, including Internet-based products, must be representative of the final product and completely functional.*

In accordance with the schedule contained in the current proclamation of the SBOE, each publisher is to provide complete sets of sample instructional materials to the Texas Education Agency (TEA), regional educational service centers (ESCs), and each member of the state review panels. In addition, each publisher is to provide a complete set of correlations to the Texas Essential Knowledge and Skills (TEKS) to the TEA and ESCs. Publishers should remember that all samples provided to the agency, the ESCs, members of state review panels, error reviewers, and/or to the SBOE must contain identical instructional materials. Panel members will only review instructional materials submitted as part of the Statement of Intent to Bid.

*19 TAC §66.54(e) One sample copy of each student and teacher component of an instructional materials submission shall be filed with each member of the appropriate state review panel in accordance with instructions provided by the TEA. To ensure that the evaluations of state review panel members are limited to student and teacher components submitted for adoption, publishers shall not provide ancillary materials or descriptions of ancillary materials to state review panel members. Texas Education Code §31.002(3), defines a textbook as a book, a system of instructional materials, a combination of a book and supplementary instructional materials that conveys information to the student or otherwise contributes to the learning process, or an electronic textbook.*

The Schedule of Adoption Procedures for the proclamation establishes deadlines for submission of sample instructional materials to members of the appropriate state review panels. Publishers will be directed to send copies of their materials to a location in Austin where panel members will conduct on-site evaluations of materials under consideration. Sample instructional materials will be shipped during the months of May and June. Further details regarding samples for panel member reviews will be forthcoming. A current list of all instructional materials for each subject area submitted under the call of the current proclamation is provided and available on our website at <http://www.tea.state.tx.us/imet/>.

Each panel member should receive one complete sample (including student and teacher components, as applicable) of each of the instructional materials to be reviewed. All boxes or packages in which sample instructional materials are shipped should be clearly marked "**Samples for the 2007 Instructional Materials Adoption.**" Please remember that SBOE rules provide that only instructional materials officially submitted for adoption on the *Statement of Intent to Bid* may be provided to state review panel members. No letters, promotional brochures, business cards, or other materials representing a publishing company may be distributed by participating publishers to any state review panel member.

An assignment to review publishers' instructional materials will be received by each panel member. Some panel members will receive assignments to review several publishers' instructional materials. Panel members will only be responsible for reviewing those programs that they have been assigned. A set of instructional materials will be provided for your use during the review in Austin.

Any failure of a publisher to provide appropriate sample materials by the deadline should be reported to the Review and Adoptions Unit of the Division of Instructional Materials and Educational Technology. The unit will contact publishers to resolve any discrepancies. This process will ensure that the no-contact period is observed properly.

*19 TAC §66.54(i) Publishers participating in the adoption process are responsible for all expenses incurred by their participation. The state does not guarantee return of sample instructional materials.*

In previous adoptions, it has been standard practice that review panel members kept or donated instructional materials once they have been evaluated. However, as the number of electronic products submitted for consideration has increased, some publishers have asked panel members to return the materials. Although publishers are not guaranteed the return of the materials by panel members, we ask that you honor their request under the following circumstances: the publisher provides complete written instructions for returning the materials upon delivery of the materials to you and/or the publisher provides shipping materials and labels for prepaid or collect shipment.

A publisher's request to return materials should not cause you to refrain from completing a thorough evaluation, including marking pages in print components. Materials should not be returned until after the November 2007 SBOE meeting during which time review panel evaluations may be considered. Under no circumstances shall samples be sold.

## **PUBLIC ACCESS TO SAMPLE INSTRUCTIONAL MATERIALS**

*19 TAC §66.54(b) Four sample copies of the student and teacher components of each instructional materials submission shall be filed with each of the 20 regional education service centers (ESCs) on or before the date specified in the schedule for the adoption process. These samples shall be available for public review. Publishers of Internet-based instructional content submitted for review shall provide the ESCs with appropriate information, such as locator information and passwords, required to ensure public access to their programs throughout the review period.*

In accordance with the schedule contained in the current proclamation of the SBOE, each publisher is to provide four complete official sets of sample instructional materials and correlations to TEKS submitted for adoption with each of the 20 ESCs. Publishers should remember that all sets of samples provided to the agency, the education service centers, members of state review panels, error reviewers, and/or to the SBOE must contain identical instructional materials. All samples submitted shall be complete as to content and representative of the finished product. Sample instructional materials will be shipped to the ESCs during the month of April. For actual deadline dates for shipping of sample instructional materials and correlations to the TEKS, refer to the Schedule of Adoption Procedures shown on pages ii-vii of *Proclamation 2005 of the State Board of Education* in Appendix A.

*19 TAC §66.57(b) **Public access to samples.***

- (1) One sample of all instructional materials under consideration for adoption shall be retained in each ESC for review by interested persons until notification is received from the TEA. Any additional samples shall be made available to be checked out according to rules established by each ESC based on demand. Appropriate information, such as locator information and passwords, shall be made available by the ESCs to ensure public access to Internet-based instructional content throughout the review period.*
- (2) Regional ESCs shall ensure reasonable public access to sample instructional materials, including access outside of normal working hours that shall be scheduled by appointment.*
- (3) On or before the date specified in the schedule for the adoption process, each ESC shall issue a news release publicizing the date on which sample instructional materials will be available for review at the center and shall notify all school districts in the region of the schedule.*

A list of the 20 ESCs is contained in Appendix H along with staff and contact information. It is suggested that anyone planning to visit any center verify the review hours and exact address before going.

## PUBLIC COMMENT ON INSTRUCTIONAL MATERIALS

Samples of all materials under consideration for adoption are provided to each of the 20 ESCs for public review. Texas residents will be allowed to file written comments regarding instructional materials submitted for adoption. Public hearings will be held before the SBOE in advance of the scheduled adoption. Publishers will be given the opportunity to respond orally or in writing to any comments made by the public.

### *19 TAC §66.60(a) Written Comments.*

- (1) Any resident of Texas may submit written comments for, against, or about any instructional materials submitted for adoption.*
- (2) Written comments and lists of factual errors shall be submitted to the commissioner of education on or before the deadlines specified in the schedule for the adoption process.*
- (3) Copies of written comments and lists of factual errors shall be provided to the State Board of Education (SBOE), participating publishers, regional education service centers (ESCs), and persons who have filed written requests.*

### *19 TAC §66.60(b) Public hearing before the SBOE. On a date specified in the schedule for the adoption process, the SBOE shall hold a hearing on instructional materials submitted for adoption that may, at the discretion of the SBOE chair, be designated an official meeting of the SBOE.*

- (1) Testimony at the hearing shall be accepted from Texas residents and non-residents with priority given to Texas residents. Copies of speeches made at the hearing may be distributed to SBOE members. No other written material may be distributed during the hearings. Persons who wish to testify must notify the commissioner of education on or before the date specified in the schedule for the adoption process. The notice must identify the subject areas and titles about which testimony will be presented. The SBOE may limit the time available for each person to testify.*
- (2) Oral responses to testimony at the hearing may be made by official representatives of publishing companies who have requested time to present responses on or before the date specified in the schedule for the adoption process.*
- (3) The commissioner of education shall have a complete record of the hearing made and transcribed. The transcript of the hearing shall be provided to the SBOE, ESCs, participating publishers, and persons who have filed written requests. The official record shall be held open for 14 calendar days after the close of the hearings. During this period, any person who participated in a hearing before the SBOE and any official representative of a publishing company may submit a written response to written comments and/or oral testimony presented at the hearing.*
- (4) Within 10 days after the record is closed, the commissioner shall send copies of responses to written and/or oral testimony to members of the SBOE, ESCs, participating publishers, and persons who have filed written requests.*

Texas residents and non-residents with priority given to Texas residents are allowed to provide written comments for or against any instructional materials submitted for adoption. The Schedule of Adoption Procedures of the current proclamation contains deadline information for submitting official written comments.

Citizens may also elect to participate in the public hearing(s) that may be held before the September SBOE meeting. Citizens wishing to appear at a public hearing will need to submit a request. If testimony is to be offered regarding instructional materials submitted by a publishing company, time for an oral response during the hearing will automatically be scheduled unless notification is provided to the Division of Instructional Materials and Educational Technology that no representative of that company will attend. The public hearing will be transcribed and a copy will be provided to that publisher. The official record shall be held open for 14 calendar days after receipt of the transcript by the publisher. During this period, publishers may submit a written response to the written comments and/or the oral testimony presented at the hearing.

Copies of written comments, transcript of the public hearing, and written responses filed on or before the deadline will be available for distribution to members of the SBOE, state review panels, ESCs, affected publishers, and persons who have filed written requests. Copies of these documents will also be available on the Division of Instructional Materials and Educational Technology web page of the TEA website at <http://www.tea.state.tx.us/imet/>.

Final oral testimony will be presented to the SBOE during the meetings scheduled for September. Texas residents desiring to appear at the last public hearing before the SBOE must request to do so prior to the SBOE September meeting. State review panel members are not required to participate in the public hearing.

Deadlines for interested citizens to submit official written comments, for scheduled public hearings, and for requests to appear at a public hearing(s), can be located in the Schedule of Adoption Procedures shown on pages ii - vii of *Proclamation 2005 of the State Board of Education* in Appendix A.

Publishers will be allowed an opportunity to respond to written and oral comments.

## **THE PRELIMINARY RECOMMENDATION**

The state review panel shall submit to the Texas Education Agency (TEA) evaluations of the programs bid for adoption according to the following Texas Administrative Code:

*19 TAC §66.63(a) The commissioner of education shall review all instructional materials submitted for consideration for adoption. The commissioner's review shall include the following:*

*(1) evaluations of instructional materials prepared by state review panel members, including recommendations that instructional materials be: placed on the conforming list, placed on the nonconforming list, or rejected;*

*19 TAC §66.63(b) Based on the review specified in subsection (a) of this section, the commissioner of education shall prepare preliminary recommendations that instructional materials under consideration be: placed on the conforming list, placed on the nonconforming list, or rejected. According to the schedule for the adoption process, a publisher shall be given an opportunity for a show-cause hearing if the publisher elects to protest the commissioner's preliminary recommendation.*

At the close of the review period, panel members will submit evaluation instruments and lists of factual errors to the commissioner of education. Publishers will be allowed to submit changes, additions, or deletions to their submissions in response to the commissioner’s preliminary report. Changes will only be allowed that correspond to specific TEKS not addressed in the publisher’s original submission. Publishers will be allowed to request show-cause hearings in the event that they elect to protest the commissioner's initial recommendations.

Following each review panel meeting in June, the commissioner of education will issue preliminary recommendations that instructional materials under consideration be placed on the conforming list, placed on the nonconforming list, or rejected. The Commissioner’s preliminary recommendations will be based upon the compilation and analysis of all data submitted by the state review panel members.

Upon receipt of the commissioner's preliminary recommendations, several options are available to publishers. These options include: (1) agree with the recommendations, (2) disagree with the recommendations and provide documentation of coverage of TEKS in the original submission, (3) submit new content to cover TEKS considered not addressed in the original submission, (4) submit written notification to the commissioner of education seeking official withdrawal of textbook materials from further consideration under the review process, or (5) any combination of the previous options.

Ten days following receipt of the preliminary reports, publishers will submit changes, additions, or deletions to the original submissions. Any submissions of new content are to be submitted in “finished-product” format with a precise description of where the new content will be incorporated into the original submission. The new content submissions will be reviewed by state review panel members who will review material(s) and submit the results of their evaluations. Publishers who elect to protest the commissioner's preliminary recommendations may file requests for show-cause hearings.

## **THE FINAL RECOMMENDATION**

When the review process concludes, the commissioner of education shall submit to the SBOE a final report according to the following Texas Administrative Code:

*19 TAC §66.6(c) The commissioner of education shall submit to the State Board of Education (SBOE) final recommendations that instructional materials under consideration be: placed on the conforming list, placed on the nonconforming list, or rejected.*

In October, after consideration of final evaluations submitted by state review panel members, documentation provided by publishers to indicate coverage of the TEKS in original submissions; evaluations of new content submitted after the preliminary report; results of show-cause hearings and request for official withdrawal from the state review process, the commissioner of education will submit a final report to the SBOE recommending that instructional materials submitted be placed on the conforming list, placed on the nonconforming list, or rejected.

A report detailing factual errors to be corrected in instructional materials will also be submitted to the SBOE for action. A publisher who continues to disagree with the commissioner's final recommendations will be allowed the opportunity to formally withdraw a submission at this point in the process. The SBOE will consider the commissioner's final recommendations at their November meeting.

## Section 3: TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) AND FACTUAL ERRORS & CHANGES

### A. TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)

#### GENERAL INFORMATION

In May 1995, the 74th Texas Legislature passed Senate Bill 1, establishing a new Texas Education Code, directing the SBOE to adopt Texas Essential Knowledge and Skills (TEKS) for the required curriculum of the state. This curriculum must have two components:

- **Foundation curriculum** that consists of English language arts, mathematics, science, and social studies.
- **Enrichment curriculum** that consists of languages other than English, health, physical education, fine arts, economics, agricultural science technology, business education, health science technology, family and consumer science education, technology education, marketing education, trade and industrial education, and technology applications.

Recent legislation has expanded coverage of the TEKS to the enrichment curriculum. Effective September 1, 2003, Senate Bill 815 now requires school districts to provide instruction in the TEKS at appropriate grade levels for all subjects in the foundation and enrichment curriculum beginning with the 2003-2004 school year.

The focus of the TEKS is to articulate what students should know and be able to do rather than emphasize how teachers should teach. The TEKS were developed by teams of specialists in each content area. Team members included teachers, curriculum specialists, college faculty, business representatives, and parents. TEKS were reviewed by the public and by the SBOE. From January through July 1997, the SBOE held work sessions and public hearings on the TEKS, directing additional changes. The TEKS were adopted in April and July 1997. They can be found at [www.tea.state.tx.us/teks/](http://www.tea.state.tx.us/teks/).

The organization of the TEKS follows a common format:

- **Introductions** state the fundamental concepts that comprise each content area and contain a statement on how students can use the concept.
- **Knowledge and Skills** articulate what all students need to know and be able to do.

The Division of Curriculum has further dissected the TEKS into smaller Student Expectations, and individual parts or Breakouts. These individual parts have been included as individual lines on the evaluation instrument. You are responsible for indicating on the evaluation instrument whether each individual line, i.e. breakout, is addressed. The complete line composed of TEKS, Student Expectation and Breakout must be addressed.

An instructional material's final recommendation, i.e. conforming, nonconforming, or rejected, is based on the percentage of student expectations addressed over total student expectations. If one or more of the **breakouts** of a student expectation is not addressed, the student expectation overall is considered **NOT** addressed. Please pay careful attention to the wording of the Student Expectations. (Curriculum will discuss the breakouts further during the training session). For example:

- Words like a **AND** b and words like **INCLUDING** mean both a **and** b have to be addressed for the breakout to be addressed.
- Words like a **OR** b and words like **SUCH AS** or **e.g.** require that **one** but not both be addressed for the breakout to be addressed.

- If the expectation states “use formulas” but the lesson only provides a definition, then the expectation is not present in that lesson.

A Question and Answer Document was also developed in response to specific questions raised regarding the proclamation. The Question and Answer Document (see Appendix I) was provided for publishers' use as they developed their programs. Review these documents carefully prior to beginning your evaluation.

## THE REVIEW AND EVALUATION PROCESS

A structured review and evaluation process will be used by each panel to check for coverage of the TEKS. This process will ensure that all materials are reviewed consistently and methodically (see Figure 1 Overview). During the orientation session, definitions and other pertinent information will be discussed to help panel members review each student expectation from the same point of reference.

Panel responses are subject to review under Chapter 552, Texas Government Code, Public Information Act. A web link to this chapter is provided in Appendix J. You will consult with other members of your team as you evaluate products. Because the review is subject to open meeting guidelines, panels are required to work together in an assigned meeting room. The web site for the law concerning open meetings is provided for you in Appendix K.

Panels will review the instructional materials in conjunction with the publisher correlations and note on the evaluation instrument where each TEKS has been covered or if the TEKS has not been covered. If less than 100% of the TEKS have been addressed, panels will print a “no’s” report of the TEKS not addressed. The Instructional Material and Educational Technology (IMET) staff will then give this report to the publishers.

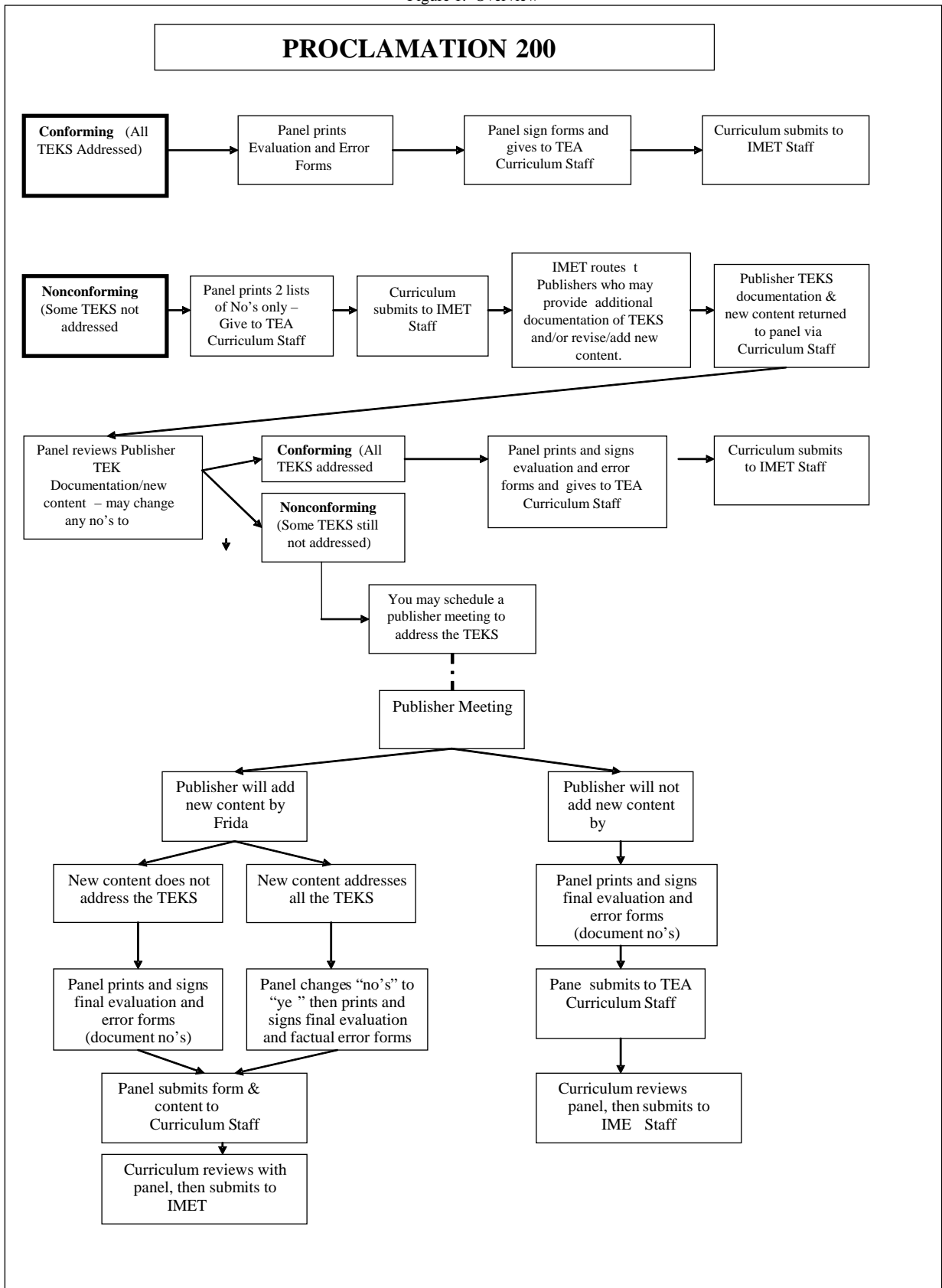
At that time, the publisher may provide additional information such as new citations of TEKS coverage or even submit new content for review. When the panel receives the publisher’s response from IMET staff, members will meet and discuss the information provided. You may change your recommendation based on the new information. If the new information does not change the panel member’s recommendation, IMET staff will schedule a meeting to allow the publisher to discuss TEKS in question.

If a publisher of a nonconforming or rejected product cannot submit new content at the meeting, they have 10 calendar days after the receipt of the commissioner’s draft preliminary report to submit new content. Panel members should be prepared to receive this new content at their personal residence for review.

Panels will complete a separate evaluation instrument for each assigned instructional material. IMET staff members will install electronic folders for the subjects the panels review along with other materials at the end of the orientation and training session. The electronic folder includes Microsoft Excel spreadsheets “evaluation instruments” and Identification of Error and Correction templates for each of the assigned programs. Publisher correlations in print format will be distributed at that time after the initial review for TEKS coverage has been completed.

Reviewers must notate on the evaluation instrument a minimum of 3 locations (a maximum of 5 are suggested) where the TEKS is covered. Include component, page and location. If the TEKS is not addressed at least three times, enter “no” under the column “Is the TEKS Addressed?” If you believe the expectation is not addressed, use the comment section to document your findings, i.e. “The publisher claimed this TEKS expectation was addressed in the Student Edition on page 12. I disagree the use of a definition is not adequate coverage.” Your entries will wrap and the rows will increase in height up to 900 characters.

Figure 1. Overview





## DEFINITIONS AND FEATURES

The following definitions are organized according to appearance in the review process.

### I. PER INSTRUCTIONAL MATERIAL PROGRAM

PROGRAM:	The set of instructional materials composing one submission, i.e a teacher edition, a student edition, blackline masters and a student workbook together compose one program.
WORKSHEET:	A single table, commonly known as a spreadsheet. All forms include only one worksheet.
CHAPTER:	The Texas Essential Knowledge and Skills (TEKS) Chapter, content area, as listed on the TEKS website at <a href="http://www.tea.state.tx.us/teks">www.tea.state.tx.us/teks</a> .
SUBCHAPTER:	The TEKS Subchapter as listed on the TEKS website at <a href="http://www.tea.state.tx.us/teks">www.tea.state.tx.us/teks</a> .
COURSE:	The specific course as listed on the TEKS website <a href="http://www.tea.state.tx.us/teks">www.tea.state.tx.us/teks</a> , the Proclamation, the Statement of Intent to Bid, and the Instructional Materials Bid for Adoption reports.
ISBN:	The International Standard Book Number or the unique identifying number used on the program as a whole.
PUBLISHER:	The name of the company that is submitting the program.
PANELISTS NAMES:	The first initial and last name of the panelists reviewing the program.
TOTALS SECTION:	The totals, for example Total Student Expectation Not Addressed, etc., automatically calculated as the responses are entered in the form.

### II. TEKS/STUDENT EXPECTATION/BREAKOUT

COMPONENT ISBN/ID:	The International Standard Book Number or the unique identifying number (ID) used on the instructional material's Statement of Intent to Bid for the individual component of the bid, i.e. a student workbook, ISBN 012-0123456789.
PAGE(S):	The print or electronic page(s) where the reference is located. For software, web-based or video products enter the section or activity name. For video products also include the time stamp. Please do not include the word or abbreviation for "page" in this column. Include the number of the page only. For instance, indicate "16" rather than "p. 16" or "page 16".
SPECIFIC LOCATION:	The specific location on the page, display or screen, such as "first paragraph", "right column", "animation top-left", or "diagram at bottom right".
IS THE STUDENT	Choose either "Yes" or "No" the TEKS is or is not addressed.

EXPECTATION  
ADDRESSED?  
YES OR NO:

## INSTRUCTIONS

### **Laptop specifications: Windows 2000 minimum; Microsoft Excel 97 or higher; Wireless network capability**

#### **FOR EACH PANEL**

- (1) After orientation, a staff member will assist the panels in connecting one of the panel's laptops to the State Review Panel computer network.
- (2) The panel will then navigate to the network, share drive and the team folder within the "Blank Forms" folder. The panel's folder will hold one evaluation form and identification of errors form for each instructional material they will be reviewing. The panel will then copy this folder from the share drive to the panel's computer.
- (3) When the "no's" report is needed, the panel will navigate to the network share drive and the "Print No's" folder. The panel member will then open a "Print No's" Microsoft Excel workbook and follow the on-screen instructions to print the "no's" report to one of the TEA computers.
- (4) When a panel has completed the review process for an instructional material, the panel will copy the evaluation form and the identification of errors form for that instructional material to the network share drive "Completed" folder for that team.

#### **FOR EACH PROGRAM**

- (1) Go through the instructional materials. Review the student workbook, CD-ROM or other official bid materials and software if any are provided. Note on the evaluation instrument where the TEKS is addressed or if it is not addressed.
- (2) Once you have completed your review, confirm the "Total # of Blanks" is zero and inform IMET staff that you have completed your review. According to the Overall Recommendation take one of the next steps.

**CONFORMING:** Print one copy of the evaluation and the errors and corrections template to a network printer, and turn them in with your signatures on all copies and your names printed legibly on them. Note: The panel must then copy the completed electronic files to the network shared "Completed" folder for that team. ONLY the FINAL versions of both the evaluation and identification of errors files must be copied to this folder.

**NONCONFORMING OR REJECTED:** Inform IMET staff that TEKS remain unaddressed and navigate to the networked shared "Print No's" folder, open an Microsoft Excel "Print No's" file and follow the on-screen instructions to print a "no's" report. Pick up the report from the network printer and return the report to the designated staff member. If requested, be prepared to attend a meeting with the publisher.

- (3) When you are ready to turn in your report for a program, you may enter in the "OVERALL COMMENTS" section located on the last row of the evaluation instrument a comment regarding the program you reviewed as a whole.

**FOR EACH TEKS/STUDENT EXPECTATION/BREAKOUT**

If TEKS are addressed in multiple components, then document each component individually on the Component ISBN/ID, Page and Specific Location columns by simultaneously holding down the “ALT” key and pressing ENTER. Separate each reference within a component using a comma. References are “associated” across a row. (See diagram below.) In the following example, the instructional material correlates to the TEKS in the 0120123456789 component on pages 123-134, 145 and 563, and in the 9879876543210 component on pages 5-37, 147 and 570.

COMPONENT ISBN/ID	Page(s)	Specific location on page/display/screen (paragraph, column, animation, etc.)
0123456789123	123-134,145,563	The Sum of All Integers, first paragraph, activity
9876543210123	5-37,147,570	Division Divisor, first column, animation top right

- (1) COMPONENT ISBN/ID: Enter the International Standard Book Number or the identifying number of the component from the Instructional Materials Bid for Adoption report.
- (2) PAGE(S): Type the page number or for software, web-base or video media enter the name of the component. Additionally, for video if available enter the time-stamp.
- (3) SPECIFIC LOCATION on page/display/screen (paragraph, column, animation, etc.): Enter the location on the page, monitor or screen. Examples, “animation top right”, “first paragraph”, “left column”.

**NOTE:** For software or web-based products, enter the “activity” or “section and location on the page or screen”. In the case of animated electronic or video media, enter the location in time, i.e. beginning, middle or end, or if available, the time code.

- (4) IS THE STUDENT EXPECTATION ADDRESSED? YES OR NO: Select this column and choose either “Yes” or “No”. Consult the publishers’ correlations as needed.
- (5) COMMENT(S) RELATED TO THE SPECIFIC STUDENT EXPECTATION: Enter any additional information that would help to clarify your responses from the previous columns.

**SAMPLE**  
**Figure 2. Sample Evaluation Instrument**

Evaluations of Texas Essential Knowledge and Skills (TEKS)					Panelists Names:	T. Edison, A.G. Bell, A. Einstein	
Curriculum Unit	Chapter 111. Mathematics				Total # of Blanks:	1	
Subject Area	Subchapter A. Elementary School				Total # Brks not addressed	2	
Course	§111.12. Mathematics, Kindergarten				Total # of Stud. Expectations	10	
Publisher	Acme Publishing Company, Inc.				Total # of Stud. Exp. not addressed	0	
Program Title	Kindergarten Math				% of Student Exp. Addressed	<b>Please, fill in all blanks.</b>	
ISBN	012-0123456789				Overall Recommendation:	<b>Please, fill in all blanks.</b>	
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Location of student expectation/TEKS.	Is the TEKS addressed? Yes or No.	Comment(s) related to the specific expectation.
01. Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to:	A. use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects;	01. use one-to-one correspondence such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects;	012-0123456789	6	Unit 1 opener	No	It is only mentioned in once in the unit opener.
01. Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to:	A. use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects;	02. use one-to-one language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects;	012-0123456789	6, 7, 10, 18, 24	Units 1, 3, 3	Yes	Very good coverage.
01. Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to:	B. use sets of concrete objects to represent quantities given in verbal or written form (through 20); and	>>>>>	012-0123456789	6,8,111 3,14,15 18	Units 1, 2, 3	Yes	Very good coverage here!
01. Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to:	C. use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.	01. use numbers to describe how many objects are in a set (through 20) using verbal descriptions.				No	It is not sufficient to only give a definition.
01. Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to:	C. use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.	01. use numbers to describe how many objects are in a set (through 20) using symbolic descriptions.				No	It is not sufficient to give a definition.

## **B. FACTUAL ERRORS & CHANGES**

### **General Information**

The State Review Panel will also submit a list of errors discovered during their review according to the following Texas Administrative Code (TAC) Codes:

19 TAC §66.36(a)(3) *submit to the commissioner of education a list of any factual errors in instructional materials assigned to be evaluated by the state review panel;*

19 TAC §66.10(c)(1) *a factual error shall be defined as a verified error of fact or any error that would interfere with student learning. The context, including the intended student audience and grade level appropriateness, shall be considered.*

19 TAC §66.54(g) *a publisher shall provide a list of all corrections necessary to each student and teacher component of an instructional materials submission. The list must be in a format designated by the commissioner of education and filed on or before the deadline specified in the schedule for the adoption process. If no corrections are necessary, the publisher shall file a letter stating this on or before the deadline in the schedule for submitting the list of corrections. On or before the deadline for submitting lists of corrections, publishers shall submit certification that all instructional materials have been edited for accuracy, content, and compliance with requirements of the proclamation.*

In addition to evaluating instructional materials to determine whether TEKS are addressed, panel members are to submit a list of any factual errors identified. Panel members should keep in mind the SBOE definition of factual errors (above 19 TAC §66.10(c)(1)). Your focus on this task is crucial to ensuring that these instructional materials are free of factual errors. The major objective of the error identification process is to identify factual errors - not grammatical, editorial, or stylistic changes.

### **REQUIRED CORRECTIONS PROCESS**

Publishers will submit their lists of corrections and are likely to include grammatical and factual errors they identify during their final proofing. Your list will be compared with the publishers' lists to avoid any duplication on the final report of errors that the commissioner recommends for correction to the SBOE.

### **Definitions and Features**

See the Review for TEKS, Definitions and Features Section on page 3-4 of this handbook.

### **Instructions**

When you are reading through each component of the instructional materials, record the details of any factual errors you discover on the Identification of Errors and Changes by State Review Panel (SRP) template. Use the following step-by-step process to record those errors.

## FOR EACH PROGRAM

- (1) While going through the instructional materials, note on the Error and Changes template where the error occurs and what the error is.
- (2) COMPONENT ISBN/ID: Click in this column and select an International Standard Book Number or the identifying number of the component from the list.
- (3) ITEM TYPE: Once the Component ISBN/ID has been selected the item type will appear in this column automatically.
- (4) PAGE(S): Type the page number or for software, web-based or video media enter the name of the component where the error is located. Additionally, for video if available enter the time-stamp.
- (5) SPECIFIC LOCATION on page/display/screen (paragraph, column, animation, etc.): Enter the location on the page, monitor or screen. Examples, “animation top right”, “first paragraph”, “left column”.

NOTE: For software or web-based products, enter the “activity” or “section and location on the page or screen”. In the case of animated electronic or video media, enter the location in time, i.e. beginning, middle or end, or if available, the time code.

- (6) TYPE OF CORRECTION: Use the drop down box to click a type of error: actual Error, Editorial Correction, or Editorial Change. Use the following guidelines to make your selection:  
Factual error: A verified error of fact or any error that would interfere with student learning.  
Example:  $2 + 2 = 5$ .

Note: You may also select editorial correction if the error is not an error of fact or an error that would not interfere with student learning, i.e., punctuation or a picture with a caption that doesn't match. Or you may select editorial change, if you wish to suggest a non-essential enhancement or change to the design, color, style of print, etc., that does not correct an error, i.e., change font, change a picture, or change a chart to a diagram.

- (7) DESCRIPTION OF ERROR: In this column, add clarifying comment(s). Give appropriate detail regarding the recommended error or change. Be specific and concise and begin each statement about the error with a verb (e.g., Change, Omit, Delete, Include, Add, etc.). If applicable, note any source you used to verify the factual error or your recommendation (e.g., Encyclopedia Britannica, vol. x, pages x-x; World Book Encyclopedia, vol. x, pages x-x; Physicians' Desk Reference, page x; etc.).
- (8) On turning in a team's final report for a program, reviewers will sign a printed version of the form and return the form to IMET staff along with the TEKS evaluation. Note: If no errors were found, enter “No errors found” in the first comments cell and turn in as above.

**SAMPLE**

**Figure 3. Identification of Errors & Changes Template**

<b>Identification of Errors and Changes by Publisher (IDECSR)</b>					
<b>Chapter</b>	111. Mathematics			Panelists Names:	J. Lopez, S. Smith, J. P. Jones
<b>Subchapter</b>	Subchapter A. Elementary				
<b>Course</b>	§111.16. Mathematics, Grade 4.				
<b>Publisher</b>	Acme Publishing, Inc.				
<b>Program Title</b>	Acme Math for Fourth Graders				
<b>ISBN</b>	1234567890123				
<b>Correction Totals</b>	<b>Factual Errors=4</b>		<b>Editorial Changes=1</b>		<b>GRAND TOTAL=5</b>
Component ISBN/ID	Item Type	Page Number	Spec location on page/display/screen	Type of correction	Description of Error
0120123456789	student edition	12	top left diagram	Factual Error	Line should curve up not down.
0120123456789	teacher edition	12	top left diagram	Factual Error	Line should curve up not down.
0120123456789	teacher resource	345	#23 blackline	Editorial Change	Hard to understand in black and white needs color.
0120123456789	teacher/student material	Acme WWW 1.01 Testing Numbers	Animation bottom right	Factual Error	The bar graphs do not grow at appropriate rates.
0120123456789	student edition	123	fifth paragraph	Factual Error	"Catt" should be "Cat".

## Section 4: TRAVEL INFORMATION

### REIMBURSEMENTS

*19 TAC §66.39(a) State review panel members shall be reimbursed for expenses incurred in attending official meetings according to the applicable provisions of the General Appropriations Act.*

State review panel members will receive reimbursement for expenses incurred during their travel. Only expenses of individual panel members may be reimbursed. Travel expenses for spouses, family members, or other persons traveling with panel members are not reimbursable. Note that several statutes prohibit the Texas Comptroller of Public Accounts from making payments to entities or individuals who are indebted to the state. An agency that reports such debts to the Comptroller may place payees on hold, and the Comptroller will release “warrants on hold” only upon instruction from the agency that placed the hold.

A payee ID number must be setup for every person (sole owner, individual recipient, corporation or other organization) who intends to bill Texas Education Agency (TEA) for goods and/or services unless a contractor has previously contracted with or received payment from a Texas state agency and the number has been assigned. Your Payee ID number is your Social Security Number (SSN) preceded by a “2” and followed by several other accounting code numbers and letters. TEA will request your SSN and verify contact information prior to the meetings.

Panel members are asked to submit travel reimbursement forms electronically along with any receipts prior to departure. Any additional final travel expense receipts or additional information should be submitted within 14 days. A check/warrant will be mailed or deposited directly into your bank account electronically. If you prefer to have your reimbursement mailed to you it will take approximately 30 days after the meetings are concluded provided your information has been correctly submitted. To expedite the processing of your reimbursement we request that you set up a direct deposit by filling out the *Texas Application for Payee Identification Number* and the *Vendor Direct Deposit Authorization* forms which were sent to you in your initial mailing. If you would like to take advantage of getting your reimbursement faster, please return the completed applications to the Texas Education Agency’s accounting department at the below address. It will take approximately 14 days to set up the direct deposit authorizations so it is important to **send the forms back to the accounting department no later than June 1, 2007.**

Texas Education Agency  
Division of Accounting Operations  
1701 North Congress Avenue  
Austin, Texas 78701

The review of the instructional materials will occur in the contracted hotel. Rooms have been secured at a special single room rate for Panel Review Members at The Crowne Plaza Austin which is located at 6121 North IH 35, Austin, Texas 78752 just a few miles from downtown Austin. Requests for double rooms will be accepted but panel members will be responsible for the additional per day cost. Contact us immediately if a double room is required. If you have questions, please contact Linda Janney at [linda.janney@tea.state.tx.us](mailto:linda.janney@tea.state.tx.us).



## GUIDELINES FOR CLAIMING PER DIEM TRAVEL EXPENSES

### I. ALLOWABLE TRAVEL EXPENSES:

- A. Personal automobile mileage from headquarters (home or office) to place of official business, reimbursed at 44.5¢ per mile. Mileage cannot exceed the mileage allowed in the Texas Comptroller of Public Accounts Texas Mileage Guide (see <http://www.cpa.state.tx.us/comptrol/texastra.html>).
- B. Any personal automobile mileage incurred for official business. This mileage may be within headquarters, to or from airport, or from a place of business or residence as long as the shortest possible route is claimed and is for official business.
- C. Airfare at the lowest fare available. (Airfare must be documented with receipt.) If first class, a statement that only first class airfare was available must be attached to the required airfare receipt.
- D. Rental of a car is not allowed unless other transportation such as taxi or shuttle is not available for performing duties associated with the panel reviews and unless it is documented that it is more cost effective to rent a car than it is to take alternate travel. (Rental car expense must be documented with receipt; also attach justification that rental car was more cost effective.)
- E. Airport parking. Document with receipt if possible.
- F. Parking and toll road expenses while on official business. These may not be claimed while on personal business, such as obtaining a meal. Document with receipt if possible.
- G. Lodging and meals are reimbursed at actual cost not to exceed \$85.00/day for lodging and \$36.00/day for meals. The per diem rates are not an "allowance." For example, if, in the conduct of the contract, duties begin at 6:00 a.m. and end at 10:00 p.m. on the same day, the \$36.00 for meals may not be claimed unless that amount is actually spent. The actual amount to be claimed up to \$36.00. Lodging must be documented with receipt that reflects a zero balance and contains the address of the hotel. The hotel single room rate will be direct billed to the agency. Incidental expenses must be paid directly by panel members. Only business related incidentals will be reimbursed. Panel members are responsible for providing a zero balance on the hotel receipt prior to departure.
- H. Reimbursement may not exceed \$25 per day when no overnight stay is involved. The traveler must be outside of their designated headquarters for six consecutive hours on the day the expenses are incurred. A traveler passing through their designated headquarters while traveling from one duty point to another, both of which are outside the traveler's designated headquarters, does not suspend the consecutive hour string of being outside the headquarters.
- I. Taxi fares for official business. Tips cannot be reimbursed.
- J. Itemized miscellaneous expense, i.e. business phone calls, printing, materials supplied by contractor and used while carrying out services.

### II. UNALLOWABLE TRAVEL EXPENSES:

- A. First class airfare.
- B. Tips of any kind.
- C. Alcoholic beverages.
- D. Entertainment/recreation.
- E. Meals or any other expenses for other persons.
- F. Meals that are unreasonable in cost.

- G. Unreasonable accommodations such as a penthouse, unnecessary suite, or expensive hotel room.
- H. Mileage, parking and toll road expenses for purposes other than for official business.
- I. Personal Accident Insurance or Personal Effects coverage for rental cars.
- J. Rental car for personal use or for purposes not associated with the performance of services.
- K. Any expenses, with the exception of parking and toll expenses, related to the operation of an automobile.

Contact Linda Janney at [linda.janney@tea.state.tx.us](mailto:linda.janney@tea.state.tx.us) with any questions concerning travel reimbursement.

## RECEIPT INFORMATION

**Airfare** – Airfare must be at the lowest fare available. Request coach or economy seating when making your reservations. No-shows and non-refundable tickets will not be reimbursed. A copy of your itinerary is acceptable as a receipt, provided it shows travel dates, times, airline, and fare. Forward the itinerary from your travel agent via email to Linda at [linda.janney@tea.state.tx.us](mailto:linda.janney@tea.state.tx.us). Please type “**your name**” and “**travel itinerary**” in the subject line of the email. If you make travel changes, submit an updated itinerary.

**Hotel Lodging** – Single room lodging will be direct billed to TEA. Incidental expenses must be paid for by the panel members. Only business related incidentals will be reimbursed. Panel members are responsible for providing a zero balance receipt prior to leaving. The receipt must have the hotel’s address on it.

**Hotel Parking** – Use self-serve parking and document with receipt if possible. Valet parking charges will not be reimbursed.

**Hotel Incidental Business Expenses** – Incidental expenses related to business, such as business telephone calls, will be reimbursed.

**Airport Parking, Shuttle, Taxi, Etc.** – Airport parking, shuttle, and taxi receipts are preferred, but you can annotate the amount and a breakdown of the charges on paper.

**Meal Reimbursements – Daily maximum allowance is \$36.** We suggest you turn in your meal receipts, especially if you spend more than \$36 per day. Having receipts could prevent a delay in processing your reimbursement should questions arise. Reimbursements are for panel members only. If your receipt is for more than one person, just circle your amount and include it on the worksheet. Amounts cannot be carried over from one day to the next. Tips and alcoholic beverages are not reimbursable. Taxes must be recalculated before claiming. The commissioner of education may adjust this reimbursement rate and you will be informed accordingly.

**NOTE:** Submit your receipts in the envelope provided. Do not staple receipts to your forms.

## TRAVEL TEMPLATES

Panel members will submit travel reimbursement forms electronically. An electronic folder containing a Microsoft Excel Workbook of travel templates will be installed onto your computer at the end of the orientation and training session. The following templates are included in the Excel Workbook for your use: *Travel Reimbursement Worksheet* and *Travel Voucher Form*. Please make a copy of the workbook before beginning, then rename it with your last name (up to eight characters) and first initial of your first name (example: “washingtg”). Consistency in naming the files with last name and first name initial will help us in locating your file to make any final additions or corrections.

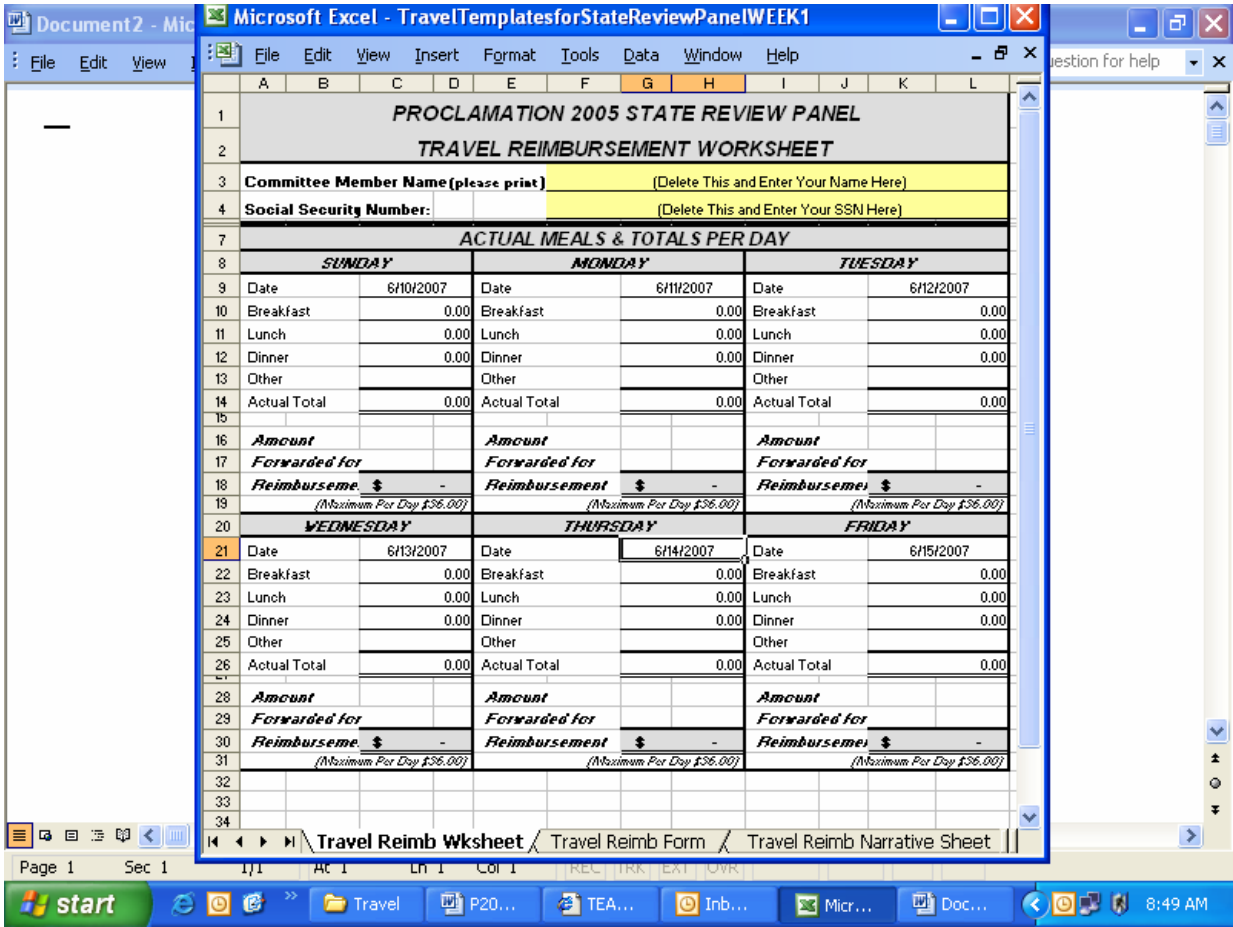
### TRAVEL REIMBURSEMENT WORKSHEET

Record your daily expenses on the *Travel Reimbursement Worksheet* (see figure 4). Please complete this template as this will make it easier to transfer the total daily expenses to the *Travel Voucher* form. The completed Travel Reimbursement Worksheet should be turned in to Linda at the time of check out.

The travel worksheet template contains pre-filled fields customized to your review week. The amount of \$0.00 has been pre-filled to indicate areas you will change to an actual amount. The field can be deleted when not applicable. If you prefer to work on a print copy of the travel templates, please let a TEA staff member know and we will have it printed for you. The form can be customized with your name, address, social security number, etc. Use pencil to allow for erasing as needed. We recommend that you update your expense information daily whether using a print or electronic form. This will expedite the checkout process for everyone on the last day.

**As always, periodically save the file as you work with it.**

Figure 4. Travel Reimbursement Worksheet



**STEPS TO COMPLETING THE TRAVEL REIMBURSEMENT WORKSHEET:**

1. Enter your name and SSN.
2. **ACTUAL MEALS & TOTALS PER DAY** - Record your daily actual meal expenditures. If the maximum amount per day exceeds \$36, the reimbursement amount will be \$36. This amount is not a per diem; it is the actual cost of meals up to the maximum of \$36 per day. You must remember to recalculate taxes if alcohol is on your receipts. Amounts cannot be carried over from one day to the next.
3. **TOTAL** – The daily total will be automatically updated in the total reimbursement amounts. Verify this amount and be sure you have included everything. All receipts should accurately reflect the total amounts entered on the worksheet.

## TRAVEL VOUCHER FORM

The *Travel Voucher Form* is a requirement to submit for reimbursement. Linda Janney will be completing the *Travel Voucher Form* based on the information you provide on the *Travel Reimbursement Worksheet* (See figure 5). The information on the *Travel Reimbursement Worksheet* must reflect accurate information to ensure your reimbursement is calculated correctly. After the Travel Voucher Form has been completed, a printed copy **must** be signed in **BLUE INK**.

## RETURNING FORMS AND CHECKOUT

You may check-out with TEA and are dismissed once the following items have been turned in:

1. Evaluation Instruments - save to the USB drive and print copies for each title you reviewed. Print copies should be signed by all members of your panel.
2. Identification of Errors and Correction Forms - save to the USB drive and print copies for each title you reviewed. Print copies should be signed by all members of your panel.
3. Publisher Correlations and/or anything else borrowed from the TEA headquarters.
4. Survey Form.
5. Travel reimbursement documents on the USB drive.
  - a) Update your travel electronic folder and submit the following to Linda Janney in the TEA headquarters.
  - b) *Travel Voucher Form* — Linda will print a copy for you to sign in **BLUE INK**. Your signature **CANNOT** be in black ink. If you plan to submit additional entries after the meeting, print and sign an “up-to-date” copy.
  - c) *Travel Reimbursement Worksheet* – print a copy from the electronic folder on the USB drive. Sign the form.
  - d) Airline travel itinerary.
  - e) Texas Mileage Guide printout, 1 copy.
  - f) Receipts for meals and any other business related expenses in envelope provided.

Return all travel reimbursement forms, receipts, and changes in personal information to Linda Janney. Panel members should submit travel reimbursement forms and receipts by the close of their panel meeting. If you have any final travel expense receipts or additional information to submit, it must be submitted within **14** days of the conclusion of your meeting. Use a Texas Education Agency Return Envelope or use a blank envelope, mail it to the address below and add the attention line to the lower left hand corner.

Attention: Linda Janney

Texas Education Agency  
Division of Instructional Materials and Educational Technology  
Rm 3-110  
1701 North Congress Avenue  
Austin, Texas 78701-1494

If you need additional information or if you have questions regarding travel reimbursement, contact Linda Janney at [linda.janney@tea.state.tx.us](mailto:linda.janney@tea.state.tx.us)

## Section 5: APPENDICES

### **Appendix A: Proclamation 2005 of the State Board of Education**

The current proclamation of the State Board of Education is the official document calling for bids from publishers. <http://www.tea.state.tx.us/textbooks/proclamations/proc2005/proc2005.pdf>

### **Appendix B: Chapter 31, Texas Education Code, Textbooks**

Current education laws and other statutes pertaining to the operation of the public schools of the State of Texas are codified in the *Texas Education Code*. The entire statute can be downloaded, searched by keywords, or viewed chapter by chapter from an index page.

<http://tlo2.tlc.state.tx.us/statutes/docs/ED/content/pdf/ed.002.00.000031.00.pdf>

### **Appendix C: Title 19, Texas Administrative Code, Chapter 66, State Adoption and Distribution of Instructional Materials**

All rules of the State Board of Education are codified in Title 19, *Texas Administrative Code*.

<http://www.tea.state.tx.us/rules/tac/chapter066/index.html>

### **Appendix D: The Adoption Cycle for Foundation and Enrichment Subjects**

<http://www.tea.state.tx.us/textbooks/adoptprocess/index.html>

### **Appendix E: Chapter 572, Texas Government Code, Personal Financial Disclosure, Standards of Conduct, and Conflict of Interest**

<http://tlo2.tlc.state.tx.us/statutes/docs/GV/content/pdf/gv.005.00.000572.00.pdf>

### **Appendix F: Chapter 36, Texas Penal Code, Bribery and Corrupt Influence**

<http://tlo2.tlc.state.tx.us/statutes/docs/PE/content/pdf/pe.008.00.000036.00.pdf>

### **Appendix G: Staff and Contact Information**

Instructional Materials and Educational Technology:

<http://www.tea.state.tx.us/imet/staff.html>

Division of Curriculum:

<http://www.tea.state.tx.us/curriculum/staffdir.html>

### **Appendix H: Education Service Center Information**

<http://www.tea.state.tx.us/textbooks/adoptprocess/pubhandbkp2005/p2005appendixc.pdf>

### **Appendix I: Questions and Answers About Proclamation 2005**

The Questions & Answers document addresses specific questions and requests for clarification posed by publishers and interested citizens.

<http://www.tea.state.tx.us/textbooks/proclamations/proc2005/Proc2005QA.pdf>

### **Appendix J: Chapter 552, Texas Government Code, Public Information**

<http://tlo2.tlc.state.tx.us/statutes/docs/GV/content/pdf/gv.005.00.000552.00.pdf>

### **Appendix K: Chapter 551, Texas Government Code, Open Meetings**

<http://tlo2.tlc.state.tx.us/statutes/docs/GV/content/pdf/gv.005.00.000551.00.pdf>