

Live and Learn, A Prekindergarten STEAM Program, SBOE adopted; TEA passed 100%. TRR reports have been negatively impacted by lack of review of major tools including digital library content, interactive assessment tool and traditional review application against a STEAM program. This program requires three easy steps for implementation, but panel wrongly assumed and applied traditional approach; teacher edition lesson plans are not implemented first. TPS advised steps:

1. Read and follow the Teacher Edition content
2. Use the Student Journals content in the classroom
3. Utilize the handouts provided in the Teacher Reader Activity Master for planning and assessment

The first instruction in TE is to complete 'Brainsprouts' content, an Online library housing Adult and Child Initiated content; a major component. **This library is not referenced in TRR reports, comments are extracts from printed teacher content only.**

Brainsprouts - a new educational concept, enabling child-care providers to create an exciting and stimulating learning environment designed to meet the complex needs of young children. The starter kit provides a wealth of ideas from setting up and resourcing different learning areas including activities designed to maximize the learning potential of each area, interactive resources, information for parents, suggestions for organizing and grouping children and guidance on recording their learning journey. Ten themed topics are aligned to the TPG:

- Color • Animals • Houses and Homes • Ourselves • Water
- Shapes • Numbers • Be Healthy • Weather • Dinosaurs

Each adult-initiated activity guide includes a clear objective linked to the TPG curriculum divided into two age levels. Guidance is given on how to prepare and teach the lesson including key questions to ask students to extend their learning. There are suggestions for adapting the lesson in different ways. The guides also include links to TPGs and the intended outcomes of lessons.

Each child-initiated activity guide includes links to the TPG curriculum and suggested questions to further enhance learning during adult-child interaction. There are at least three activities suggested for children to use independently or with an adult if preferred.

Assessment questions and report cards to guide adult observations of children are included.

Student STEAM reader activity journals - written for teachers, parents, and students; adult and child versions available, facts not appreciated by panel, failed to note second section of SJ2 -specifically for parents/teachers; by TPG, by domain lesson plans to deepen understanding.

STEAM Lesson plans in teacher edition and cross references to the Teacher Reader Activity Master (TRAM) - not for conceptual delivery as report states by for final visual and tactile assessment; includes nasen approved arts projects, Ten Point tactile reviews, themed personal, social and health education cross curricula projects with manipulatives, pointing to online library content.

[Click to view details of Live and Learn program](#)

[Click to view TPS Appeal document evidence](#); < 50% of cited content not viewed

TEA staff confirmed Aug 7 -TRR panel, unlike TEA, facing difficulties using TPS hyperlinks. TEA advised TPS to send printed books confirming it would be worthwhile as 'They manually search your materials looking for as such evidence as possible to support the rubric indicators'.

A third-party company report all digital users access to TPS regularly and evidenced an average of **1 minute and 17 seconds** spent by TRR members for ALL cited digital major tools. **Several major components not viewed.** Having deducted time spent on digital textbook library, **< 30 seconds / component /reviewer.**

Evidence below.

One example - **no reviewer accessed TPS Interactive Assessment Tool: no reference in TRR reports.**

No references appear regarding TPS personalized support for teachers, parents and students; personalized pacing plans, materials kits, toll-free number supporting your community.

Factual errors appear in final report:

For example, 11.4 -‘No materials are available in any language other than English, and resources that are included for at-home activities cannot be used easily by families.’.

All student components available in Spanish; TPS supports parents at no cost.

11.5 - ‘The print version of the Teacher’s Edition does not have any tools for easy navigation such as tabs or color coding’.

Colored banners, titled pages, contents, and headers appear.

Personal preferences appear- 2.6 - ‘A Bibliography is present’.

Original report said TPS did not have one; now states ‘the provided bibliography remains general’. The requirement is met; scored zero.

Prekindergarten Guidelines continually misquoted - 5.2

TRR original report -use of flashcards and reward charts against Guidelines; scoring reduced. Following appeal; statement updated, scoring unchanged. ‘Additionally, flashcards **may** fall outside of the recommended practice described in the Texas Prekindergarten Guidelines.’
TPS use in conjunction with hands-on activities.

In 6.3 - ‘Some of the practices for developing fine motor skills through writing, like tracing letters, words, and numbers, are not appropriate according to the Texas Prekindergarten Guidelines.’

‘Trace’ and ‘tracing’ -no reference in Guidelines. TPS cited Online Brainsprouts and Little League libraries housing appropriate, aligned content to pages 81, 89 and 115 of Guidelines.
Reviewers FAILED to view Online Libraries

TPS appealed, November 8th raising questions about TRR team’s qualifications and process.
TEA -responded:

- 'Review teams reassess all reports by reviewing publisher submitted comments and citations, as well as referring back to publisher submitted rubric correlations (optional item).'

Clearly, the panel did not view major digital library content TPS highlighted within many citations.

Nov 8th - TRR final report -December 31, average time of 1.17 minutes spent on each core component visited by panel.

TPS appealed timeline for response - 4 workdays; only 7 workdays approved; illustrates little consideration for publishers, especially during a pandemic.

TEA staff had also advised TPS:

- 'Reviewers are not required to submit their highest level of education on the application.
- Reviewers are not required to log specific hours. However, reviewer contracts stipulate an 8-10-hour week commitment.
- The process for reviewing citations is not the same as the TEKS percent correlation process. Reviewers do not go through and identify for each citation if it is approved or denied. Rubric correlation citations provided by the publisher are shared with the review teams and utilized as a quality assurance check prior to finalizing the reports.

For appeals, reviewers consider all publisher comments and cited evidence.'

Evidence proves panel failed to view cited evidence.

TPS thanks TRR reviewers for report. However, component order of teaching misstated, most comments relate to printed content and TRR process is flawed; at no point did any panel member review all cited core components. **For example:**

- **Libraries – Brainsprouts and Little League not accessed– each library -26 components**
Reader Activity Library 9781788052665 is cited in sections 2,5,10 and 11. - 26 reader books.
- **Interactive assessment tool 9781788052689 not accessed – loaded assessment questions; automatic grading; teachers can add own questions and personalize, content accessible on all devices. Used in classroom or home -heavily cited section 9 - sections 5 and 7 – No reference in reports.**
- **Brainsprouts and Nursery Libraries -accessed only Dec 31; two instances, not five, and short time– Major tools.**

TPS shipped and cited printed components and digital tools; for 88 criteria of 138 judged, no references in original report and for most, this is still true.

TPS evidence examples of other issues:

Errors of omission: 11.4

- Section 2 of SJ2 component -not referred to here, but houses narratives and activities for each TPG /domain. P.224 of SJ2 - 'The following pages are provided for teachers, parents and students (TPS) to work together on new topics and or review the topics at the end of the school year.'

Misinterpretation -TPS components and Prekindergarten Guidelines

- Comments omit review of reader activity books, cited content for most indicators. Library was not accessed. Content was written for teachers, parents, and students; free access provided to parents. 11.5 report section contains inaccurate comments; content is not workbook style and is appropriate - the reader text is projected onto a class or home wall; read by children or read to children. Linked STEAM hands-on activities then occur, exactly aligned to Prekindergarten Guidelines; “Hands on’ Materials (rather than worksheets), and physical movement.’
- Did reviewers view the Archway DVD to fully comprehend depth of phonics program? Used for new beginner families **and ELLs** to learn to read, write and speak English.

TPS cannot accept this anonymous, inaccurate report. Five panel reviewers could hold same subject degrees, without Master’s or Doctorates in Early Childhood Learning or other core subjects.

Despite TRR report comments about TPS author details, one author, has a Doctorate in Science, is a Prekindergarten specialist, and received the NSTA Faraday award; and recently published current Prekindergarten STEM works.

The TPS team includes writers with Doctorates in Mathematics, Science, Early Childhood Learning, and Masters in English.

TPS highlighted Marion Lewis and Nicola Boyd because Texas school districts are familiar with their works, and both have experience with educating Prekindergarten children.

This program is innovative, not traditional and is high quality. TPS will support your STEAM team.

TPS believe, for TRR reports to be beneficial to school districts, a minimum level of Master’s and preferably Doctorate education must be held by each reviewer; one team member should hold that higher level in each core subject; English, Math, Science and Early Childhood Learning.