

Distance Learning Curriculum Survey

This survey is used to verify that a specific product or curriculum for distance learning meets standards and reporting requirements for distance learning instruction for adult education participants in Texas.

To review the questions in this survey, click here for a PDF:

<https://tcall.tamu.edu/docs/dlti/DL-CurriculumApprovalSurvey.pdf>

Once accepted, the distance learning curriculum will be added as an option for assignment to a distance learning class, and proxy hours can be recorded in TEAMS.

Publishers will need to review the following documents to complete this application:

- State Guidance for Distance Learning
- [Texas AEL Content Standards 4.0](#)
- [New Educational Functioning Level Descriptors for Adult Basic Education and English as a Second Language](#) (Standards 2.0, Appendix A)

* 1 Name of Publisher/ Curriculum Provider

* 2 Name of Curriculum or Curriculum Series

A Curriculum Series means a curriculum that is composed of multiple components that share the same system or procedure for reporting time and progress.

3 Website

* 4 Name of Contact

* 5 Contact Email

6 Contact Phone Number



7 Contact Address

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Curriculum Model for Calculating Proxy Hours

Refer to the [State Guidance for Distance Learning](#) for descriptions of the curriculum models.

Select only one curriculum model from the following options:

1 Select one of the following models:

Clock Time Model

In the text box below, describe the electronic management system for tracking time-on-task. Include the number of minutes that elapse before the system stops assigning time to the student.

Learner Mastery Model

In the text box below, describe how the curriculum was piloted. Include specific recommendations for the assignment of proxy hours for mastery of content and how these recommendations were determined (e.g., observed usage data).

Teacher Certification Model

In the text box below, describe how the curriculum was piloted. Include specific recommendations for the assignment of proxy hours for completion of activities and how these recommendations were determined (e.g., observed usage data and rubrics for assessing quality of work and time-on-task).

2 Additional Information:

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1 Does your program have the capability to select a date range for reporting time on task?

- Yes
- No

2 Describe the reporting system for the curriculum

- Time-on-Task Reports, including**
 - date range (e.g., customized, daily, weekly, monthly, annually)
 - reporting levels (e.g., by provider, by site, by class, by individual)
 - reporting increments (e.g., by exercise, by unit, by course, by time period)
- Progress Reports, including**
 - standards for successful completion (e.g., scores by unit, by exercise)
 - reporting increments (e.g., by exercise, by unit, by course, by time period)

Describe the reporting system for the curriculum

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Alignment to Texas Adult Education Content Standards

Content Area I: English Language Arts

Identify the subarea standards that the curriculum addresses and the extent to which the curriculum aligns to them.

Refer to Texas (<https://tcall.tamu.edu/docs/Standards/Full-Standards4-2023.pdf>) to view the specific standards listed under each subarea.

Use the following definitions to inform your response:

Weak Alignment	Weak alignment means the content of the curriculum contains lessons, activities and assessments that directly align to fewer than half of the standards in the subarea.
Moderate Alignment	Moderate alignment means the content of the curriculum contains lessons, activities and assessments that directly align to at least half of the standards in the subarea.
Tight Alignment	Tight alignment means the content of the curriculum contains activities, lessons and assessments that directly and thoroughly align to all or most of the standards in the subarea.



1 Subareas

Select the response that best describes the alignment

I.1 - Reading Foundations	<input type="text"/>
I.2 - Reading	<input type="text"/>
I.3 - Writing	<input type="text"/>
I.4 - Oral and Written Conventions	<input type="text"/>
I.5 - Research	<input type="text"/>
I.6 - Listening and Speaking	<input type="text"/>

2 Estimated number of hours of content for English Language Arts, including all subareas:

3 Additional Comments

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Content Area II: Mathematics

Identify the subarea standards that the curriculum addresses and the extent to which the curriculum aligns to them.

Refer to Texas [AEL Content Standards 4.0](https://tcall.tamu.edu/docs/Standards/Full-Standards4-2023.pdf) (<https://tcall.tamu.edu/docs/Standards/Full-Standards4-2023.pdf>) to view the specific standards listed under each subarea.

Use the following definitions to inform your response:

Weak Alignment	Weak alignment means the content of the curriculum contains lessons, activities and assessments that directly align to fewer than half of the standards in the subarea.
Moderate Alignment	Moderate alignment means the content of the curriculum contains lessons, activities and assessments that directly align to at least half of the standards in the subarea.
Tight Alignment	Tight alignment means the content of the curriculum contains activities, lessons and assessments that directly and thoroughly align to all or most of the standards in the subarea.

1 Subareas

Indicate the extent to which the curriculum address the subarea

II.0 - General Mathematical Processes	<input type="text"/>
II.1 - Numerical Representations and Relationships	<input type="text"/>
II.2 - Computations	<input type="text"/>
II.3 - Geometry	<input type="text"/>
II.4 - Measurement, including Geometry	<input type="text"/>
II.5 - Algebraic Relationships	<input type="text"/>
II.6 - Non-Linear Equations, Functions, and Inequalities	<input type="text"/>
II.7 - Data Analysis	<input type="text"/>
II.8 - Financial Literacy	<input type="text"/>

2 Estimated number of hours of content for Mathematics, including all subareas:

3 Additional Comments

Content Area III: English as a Second Language

Identify the subarea standards that the curriculum addresses and the extent to which the curriculum aligns to them.

Refer to Texas [AEL Content Standards 4.0](https://twc.texas.gov/files/news/texas-ael-content-standards-twc.pdf) (<https://twc.texas.gov/files/news/texas-ael-content-standards-twc.pdf>) to view the specific standards listed under each subarea.

Use the following definitions to inform your response:

Weak Alignment	Weak alignment means the content of the curriculum contains lessons, activities and assessments that directly align to fewer than half of the standards in the subarea.
Moderate Alignment	Moderate alignment means the content of the curriculum contains lessons, activities and assessments that directly align to at least half of the standards in the subarea.
Tight Alignment	Tight alignment means the content of the curriculum contains activities, lessons and assessments that directly and thoroughly align to all or most of the standards in the subarea.

1 Subareas

Indicate the extent to which the curriculum address the subarea

II.1 - Listening Skills	<input type="text"/>
II.2 - Speaking Skills	<input type="text"/>
II.3 - Reading Skills	<input type="text"/>
II.4 - Writing Skills	<input type="text"/>

2 Estimated number hours of content for ESL, including all subareas:

3 Additional Comments

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1 Does your curriculum have an assessment for the placement of students?

Yes

No

If yes, please describe the assessment.

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Alignment to NRS Educational Functioning Levels

Identify the Educational Functioning Levels addressed by this curriculum. Refer to the NRS descriptors in [AEL Content Standards 4.0](#) (<https://tcall.tamu.edu/docs/Standards/Full-Standards4-2023.pdf>), Appendix A: *New Educational Functioning Level Descriptors for Adult Basic Education and English as a Second Language*.

1 ELA - Select All that Apply

Level 1: Beginning Literacy

Level 4: High Intermediate

Level 2: Beginning Basic

Level 5: Low Adult Secondary

Level 3: Low Intermediate

Level 6: High Adult Secondary

2 Additional Comments

3 Math - Select All that Apply

Level 1: Beginning Literacy

Level 4: Middle Intermediate

Level 2: Beginning Basic

Level 5: High Intermediate

Level 3: Low Intermediate

Level 6: Adult Secondary

4 Additional Comments

5 ESL - Select all that apply

Level 1: Beginning ESL Literacy

Level 4: Low Intermediate ESL

Level 2: Low Beginning ESL

Level 5: High Intermediate ESL

Level 3: High Beginning ESL

Level 6: Advanced ESL

6 Additional Comments

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Professional Development

1 Briefly describe the process for initial training or support that teachers will require to use this curriculum.

2 Who provides this training?

3 What is the cost?

4 Briefly describe the process for ongoing professional development or support for teachers using this curriculum.

5 Who provides this professional development?

6 What is the cost?

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Technical Requirements

- 1 Provide a description of the necessary technical requirements. Please provide as much detail as possible.

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Cost

- 1 What is the approximate per student cost for this program curriculum?

- 2 Other comments about the cost or pricing

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Accessibility

- 1 How is the curriculum compliant with federal accessibility standards?

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Demonstrated Effectiveness

Distance learning providers must demonstrate effectiveness by providing third-party evidence of performance data on its record of improving the skills of adult learners, particularly eligible individuals who have low levels of literacy, in the following content areas relevant to AEL services: reading, writing, mathematics, and English language acquisition.

Examples of demonstrated effectiveness include, but are not limited to, the following:

- Third-party evidence of implementation and learning outcomes in another state, or
- Third-party evidence of implementation and learning outcomes with other adult populations, such as community college developmental education, or
- Third-party evidence of implementation with a high school population.

Evidence can be submitted via a link to external documentation (see Question 2 of this page) or by uploading information (see Question 3 of this page).

- 1 In the text box below, briefly describe the evidence of demonstrated effectiveness that you are submitting.

- 2 Provide URLs for evidence of demonstrated effectiveness.

URL 1	<input type="text"/>
URL 2	<input type="text"/>
URL 3	<input type="text"/>

- 3 Upload evidence of demonstrated effectiveness (PDF, DOC, and DOCX files are supported).

<input type="button" value="Choose File"/>	<input type="button" value="Choose File"/>	No file chosen
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Distance Learning Curriculum Survey

Thank you for completing the survey!

Please submit the *Distance Learning Curriculum Survey* via Survey Monkey.

The *Distance Learning Curriculum Survey* will be evaluated to determine that the distance learning product named in the application meets the requirements for reporting and content for instruction to adult education participants in Texas.

You will receive a response within thirty days from aeldistancelearning@twc.texas.gov. Have a great day!