



TEKSLink

Bringing materials and classrooms together

How to coordinate your TEKSLink program

1. Select a project coordinator who will apply to the TeksLink coordinators, Walter Betts (DISD) or Karen Shull (RISD), for the specific TEKS assignment (subject area and grade level)..
2. The project coordinator reviews the assignment in light of the included matrix.
 - a. Break the assigned TEKS into manageable units for the teams
 - b. The first concern is for content areas. Be aware that some sections of the TEKS (such as safety training in the science TEKS) do not lend themselves to direct application to library materials. You may want to combine these sections with other, more relevant sections.
 - c. Create worksheets for the teams
3. Recruit your teams. NOTE: after teams are recruited, you may need to readjust your division of the TEKS to reflect personnel actually committed to the project.
4. Teams read assigned sections and generate concept words for each section.
NOTE: make sure teams use the worksheets
5. Concept words are submitted to the cataloger for LCSH. Project coordinators will determine the cataloger used. In some cases, this might be the project coordinator.
6. LCSH are returned to the team for approval.
7. Project coordinator uses the matrix to review all final TEKS LCSH to make sure that they are aligned correctly. For example, elementary science TEKS dealing with the water cycle should have similar LCSH.
8. The project coordinator submits the TEKS LCSH to the TeksLink coordinators, who will create the actual MARC authorities records with the TEKS see reference.