



TEXTBOOK ADOPTION PROCESS

2016 – 2017

Textbook Adoption Committee: 7 – 10 members

- Supervisor of Curriculum and Instruction
- Elementary Principal
- Elementary Assistant Principal
- 2 – 3 general education teachers
- 1 - 2 special education teachers
- 1 – 2 parents with students in the district

Math Textbook Adoption Committee	ELA Textbook Adoption Committee
Mr. Antonetti Mr. Lopez Mr. Piercy Jeff Kovaleski Mr. Vinansky Bernadette Schumacher Lori Mulally Eileen Krajewski Corey Mishura Jamie Cantafio Bonnie Granza Jenna DeAngelis Rosann Merrifield Sean Sholtes Mrs. Nanette Colachino	Mr. Antonetti Mr. Lopez Mr. Piercy Mr. Vinansky Heather Snee Nicole Giovagnoli Robin Youngblood Lisa Havran Jill Liparulo Kelly Boretsky Tracey MacCallum Mary Ellen Minter Nicole Desmarais Patricia Powell

Parents and members of the community are encouraged to speak with any member of the committees to discuss the textbook adoption process, review samples, and share their ideas.

Important Guidelines for Committee Members:

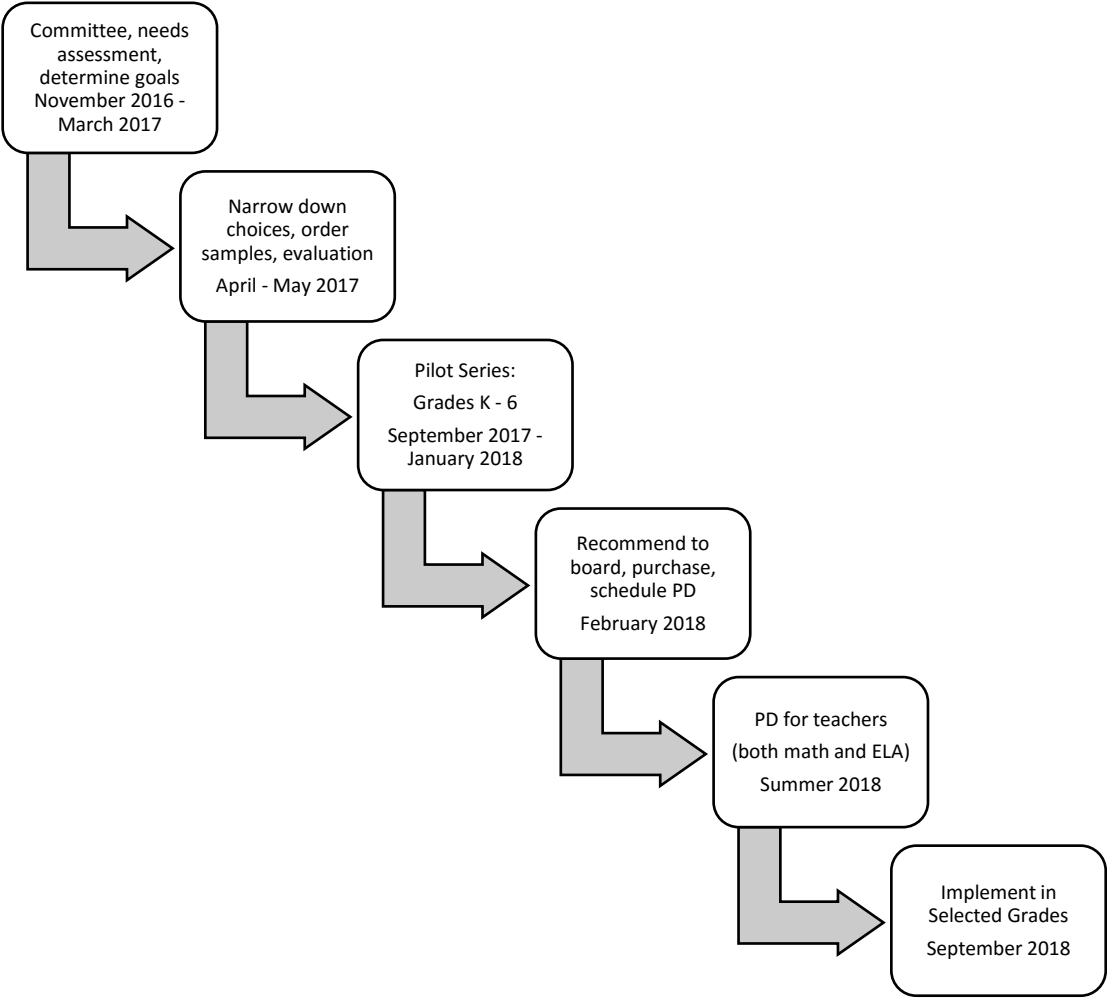
- Listen to others especially when you disagree with them
- Keep an open mind
- Focus on what is best for students
- Quality embedded professional development is essential: instructional support and coaching
- Textbook or resources are standards-aligned, math the principles of Universal Design for Learning, and offer quality resources and ideas for differentiation
- Always try to make decisions by consensus
- If we cannot find consensus, we will use majority voting as the deciding factor.
- Ensure transparency with all members of the learning community.
- Ensure there are no financial or personal conflicts of interest. Any committee members with potential conflicts of interest should recuse themselves.
- Ensure there are no *quid pro quos* throughout the process.

General Textbook Adoption Process*

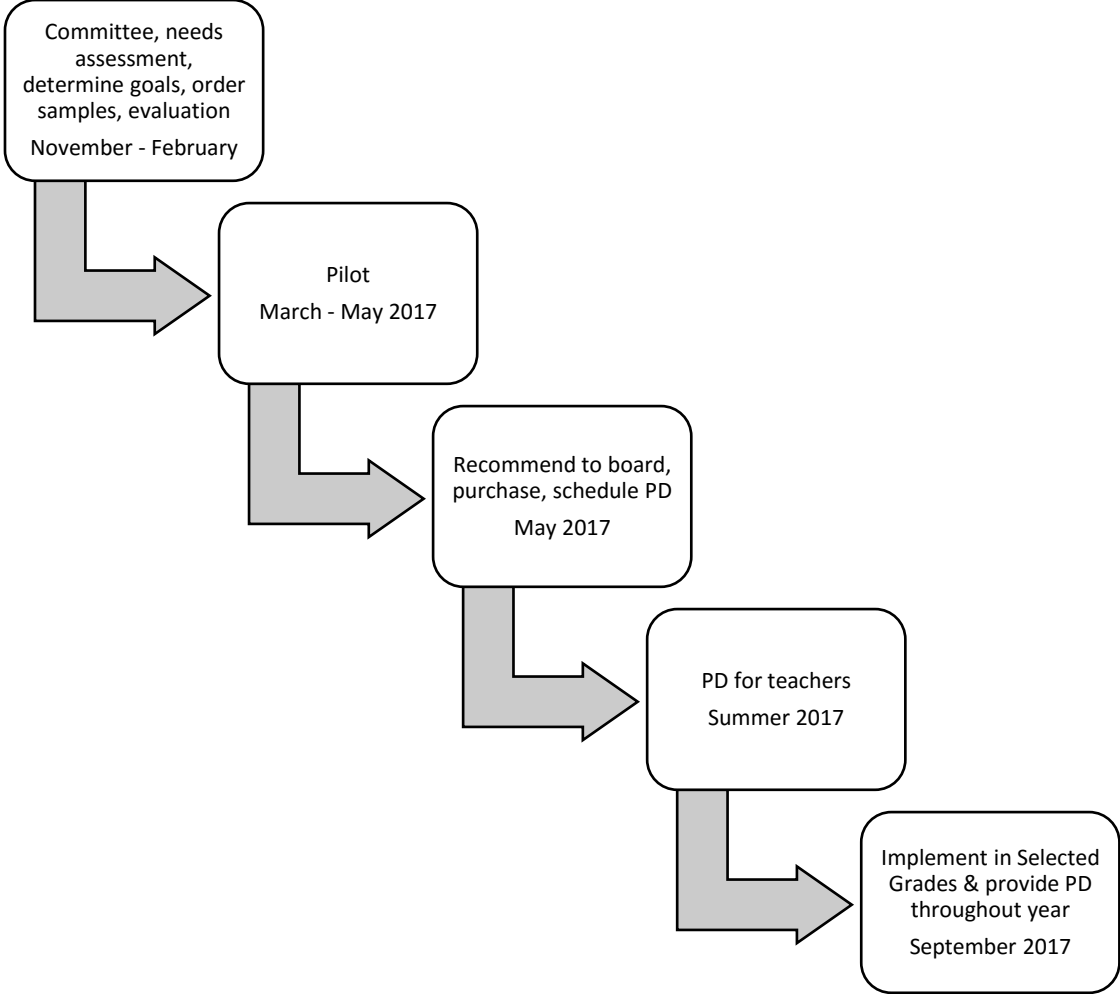
1. Establish committee (October – November 2016)
2. Conduct initial brainstorming session to review needs assessment and all relevant data (November 2016)
3. Identify key instructional areas of need. The committee will meet to study and discuss components of a quality series or program. Research-based information will be consulted and members will develop a vision of a quality program. The committee will identify key program features that are desirable as well as those to be avoided. (December 2016)
4. Order samples from list of recommended series. (January 2017)
5. Teachers and members of the committee will be given rubrics for guidance and encouraged to preview the materials during grade level meetings and in their classrooms. All parents will be notified and invited to review the materials. (February – March 2017)
6. The committee will reconvene to examine each program vertically. Each program will be rated, and a “short list” of programs will be developed. (March 2017)
7. Sales representatives from each of the publishers will be invited to make a presentation. The sales representatives will be directed to only present those areas we specified were a priority and to not offer gifts. No committee members will accept any gifts or promotional items from the sales representative. (April – May 2017)
8. The committee will narrow the choices down to 2 – 3 published series.
9. Piloting of selected series will be implemented. (September - December 2017)
10. The committee will conduct interviews with teachers, parents, and students in other districts using those two series. The focus of questions will be on implementation, differentiation, and overall satisfaction. (September - December 2017)
11. Finally, committee members will be asked to select the program they determine is best for the district and offer evidence to support their selection. (January – February 2018)
12. Once a final recommendation has been made, administration will work to implement professional development to support the transition. (March – August 2018)
13. Implementation of new resources will begin. (September 2018)

*The math selection process will conclude earlier so we can implement the series in the fall of 2017.

ELA Adoption



Math Adoption



Major Tasks for Today's Meeting:

1. Reach consensus on the following:
 - a. members
 - b. timeline
 - c. process

2. Set goals:
 - a. What do we need?
 - b. How do we know we need it?
 - c. Review available data: PSSAs, PVAAS, CDTs, DIBELS, etc.
 - d. What are we looking for?

3. Have deep discussion about teaching and learning.
 - a. How do we want our students to learn?
 - b. What kind of learning experiences do we want them to have?
 - c. What concepts, knowledge, and skills do we want them to learn?
 - d. What does the research tell us about best practices in teaching, learning, and assessments?

4. Next Steps: Next meeting?

Sample Template: New Textbook Review Form

Grade level:	Date of Review:
Content Area:	Title:
Name of reviewer:	Publisher:
Copyright date/Edition:	Author:

Rate the textbook by using the following scale of 1 to 5:
(1 being the lowest score and 5 being the highest)

Score	Description
	Is the text aligned with the Common Core State Standards, Connecticut State Standards and National curriculum standards?
	Does the text support the content and objectives of the curriculum?
	Does the text reinforce critical thinking, problem solving and higher order thinking skills beyond simple recall?
	Is the style of writing interesting, clear and appropriate for the students at this grade level?
	Are photographs, graphs, drawings, tables, diagrams and charts used effectively to support students' interpretation of and access to the content?
	Is the text balanced in gender representation?
	Does the text provide a fair and balanced representation of diverse cultures in valued roles and positive situations?
	Does the text provide a sufficient quantity and quality of assessments?
	Does the text support writing within the content area?
	Does the text provide authentic problems, issues or scenarios within and across the content areas for students to evaluate?
	Does the text support interdisciplinary connections and explorations?
	Does the text use technology as an educational tool?
	Does the teacher's manual include specific teaching strategies and supplemental lessons to assist the teacher meet the needs of all students?

Does the text have an online version? ____ Yes ____ No

What is the Lexile level of the text? _____

What are the outstanding features of the text?

What are the shortcomings of the text?

Should the textbook be adopted? ____ Yes ____ No

Signature of reviewer: _____

Date: _____

Some published series that may be considered are listed below. Additional series may be considered as well.

Mathematics	English Language Arts
Envision Math Eureka Math (EngageNY) Everyday Math 4 My Math Go Math Math in Focus Math Expressions Bridges in Mathematics	American Reading Amplify Education Bedford, Freeman, and Worth Benchmark Education Company Capstone Center for the Collaborative Classroom - Collaborative Literacy Essential Skills Houghton Mifflin Harcourt Journeys McGraw-Hill Reading Wonders, K-5 National Geographic - Reach Pearson Education (Prentice Hall) Scholastic Triumph Learning Wit & Wisdom