



TEXTBOOK ADOPTION

Educational Services





ELA Textbook Adoption

- ▶ Last textbook adoption was in 2006
 - ▶ 18 years into the 21st century
 - ▶ Textbooks are in poor condition and now there is no access to the online platform
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ELA Textbook Adoption

- ▶ Budget discussion included textbook adoption for 2018
 - ▶ High school is the flagship of the district
 - ▶ English Department carries a heavy load
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ELA Textbook Adoption

- ▶ Curriculum committee formed as directed by Board
- ▶ Committee members included the following: Nicole Cohen, Kathy Cox, Erin Horvath (parent), Tami Van Rooy (parent), Tania Gray (English Department Chair), Ashlee Byerley, Rachel Bishop, Cheryl Wylie, Eugenia Anderson, Jamie Festa, Brad Gardner

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Name	Years of Experience	Bachelor Degrees	Master Degrees	Other Qualifications
Eugenia Anderson	15	1	1	Professional writing certificate
Rachel Bishop	20	1	1	
Andrew Branchik	18	1	1	
Ashlee Byerley	2	1		
Tania Gray	24	1	1	
Joni Hall	23	1	1	
Jennifer Johnson	29	1	1	
Kenya Ladislas	2	1	1	
Jodi Merritt	1	1		
Katie Rabideau	1	1		
Ginny Sautner	15	2	2	NBCT; AZ Master Teacher
Maryann Thompson	47	1	1 (masters in curriculum)	
Cheryl Wylie	18	1		NBCT
Totals	215	14	10	



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- ▶ Vendors: Houghton Mifflin Harcourt; McGraw Hill; Pearson
- ▶ Vendors presented their resource at the district office
- ▶ Pearson invited back for a second presentation
- ▶ Textbooks on display for public comment per policy
- ▶ Committee recommended that the Board adopt the Pearson My Perspectives textbook for grades 9-12



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- ▶ **What the Arizona English Language Arts Standards Are**
- ▶ The Arizona English Language Arts Standards are the foundation to guide the construction and evaluation of English Language Arts programs in Arizona K-12 schools and the broader Arizona community.
- ▶ The Arizona English Language Arts Standards are:
 - ▶ Focused in a coherent progression across grades K-12,
 - ▶ Aligned with college and workforce expectations,
 - ▶ Inclusive of rigorous content and applications of knowledge through higher-level thinking,
 - ▶ Research and evidence based,
 - ▶ Broad in nature, allowing for the widest possible range of student learning, and
 - ▶ Designed as an integrated approach to literacy.



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- **What The Arizona English Language Arts Standards Are NOT**
- **The standards are neither curriculum nor instructional practices.**
- While the Arizona English Language Arts Standards may be used as the basis for curriculum, they are not a curriculum. Therefore, identifying the sequence of instruction at each grade - what will be taught and for how long- requires concerted effort and attention at the local level. Curricular tools, including textbooks, are selected by the district/school and adopted through the local governing board. The Arizona Department of Education defines standards, curriculum, and instruction as:
- **Standards** are what a student needs to know, understand, and be able to do by the end of each grade. They build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the Arizona State Board of Education.
- **Curriculum** refers to resources used for teaching and learning the standards. Curricula are adopted at the local level.
- **Instruction** refers to the methods or methodologies used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum in order to master the standards. Decisions about instructional practice and techniques are made at a local level.
- **The standards do not necessarily address students who are far below or far above the grade level.**
- No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. The Arizona English Language Arts Standards do not define the intervention methods to support students who are well below or well above grade level expectations. It is up to the teachers, schools, and/or districts to determine the most effective instructional methods and curricular resources to meet all students' needs.



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- ▶ The Textbook, My Perspectives English Language Arts is a student-centered learning resource.
- ▶ It assists students with their development of the skills required to be successful throughout college and or career.
- ▶ It was developed and informed by respected experts whose experiences working with students and study of instructional best practices have positively impacted education.
- ▶ Major contributors to the textbook include: Ernest Morrel, Ph.D.; Elfrieda Hiebert, Ph.D.; Kelly Gallagher, M.Ed. ; Jim Cummins, Ph.D.
- ▶ Parents are notified about the literary selections in each unit and have the opportunity to read them or ask questions about them or have discussions of them with their children. Parent engagement is a focus. Transparency builds trust.



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- ▶ The textbook provides integration of a variety of subject matter in one location. Without a textbook to “contain” what may be presented to students, teachers will likely find other resources to address needs with little oversight.
- ▶ The textbook provides additional knowledge to teachers about best practices that are researched based, and this allows teachers to gain this knowledge at a greater pace. Our students can’t afford to wait.
- ▶ Our district still has local control and may require certain texts to be taught at specific grade levels.
- ▶ This adoption could serve as a bridge and transition to a more locally controlled and created curriculum. However, without it we are putting our teachers in a difficult situation and doing a disservice to our students.



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- ▶ HB2435. Directs the SBE to adopt models that include a minimum of English language development as follows:
- ▶ A) provide coherent instruction aligned with Arizona's English language proficiency standards;
- ▶ C) include access to complex language content through grade-level textbooks with appropriate support;



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- ▶ Districts that adopted the Pearson Textbook include the following:
 - Glendale Elementary School District, Glendale, AZ 6-8 - will begin 3rd year this fall
 - JO Combs Unified School District, SanTan Valley, AZ 9-12 -will begin 2nd year this fall
 - Dysart Unified School District, Surprise, AZ 8-12 -will begin 2nd year this fall
 - Chandler Unified School District, Chandler, AZ 9-12 - just adopted, beginning this fall
 - Phoenix Union School District, Phx, AZ 9-12 - just adopted. beginning this fall
 - Flagstaff Unified School District, Flagstaff, AZ 6-8 just adopted, beginning this fall
 - Payson Unified School District Payson, AZ 9-12, will begin 2nd year this fall
 - Clark County School District, Las Vegas area, NV adopted 6-12 Literacy curriculum - site based with site usage of up to 2-years beginning 3rd this fall.
 - Carson City School District, Carson, NV 6-12 just adopted, beginning this fall
 - Elko County School District, Elko, NV 7-12, just adopted, beginning this fall
 - Provo City School District, Provo, UT 6-12, will begin 3rd year this fall
 - Wasatch County School District, Heber, UT 6-8 will begin 2nd year this fall
 - San Juan County School District, Blanding, UT 6-12 just adopted
 - Widefield School District, Colorado Springs, CO 6-10 will begin this year
 - Brighton School District 27J, Brighton, CO 6-12 Just adopted



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- ▶ I encourage the Board to adopt the Pearson Textbook.
- ▶ Final thoughts: Students will not recall the name of a textbook and for the most part the contents of that textbook. What they will recall is how a great teacher helped them to learn and grow as a person and student by providing them with engaging and rich lessons that are relevant and purposeful.
- ▶ A belief system is established at home by parents, and over time each individual comes to his/her own conclusion about what is good and right based on life experiences and relationships.