

Enclosure 19.2.1
April 28, 2011

EVALUATION OF TEXTBOOK EXHIBIT

4511-E

NAME(S) OF EVALUATOR(S): William Hynes (Chair), Adam Brechner, Bonnie Forrest, Justin Hugg, Karen Skorusa

SUBJECT: English

GRADE: 9

LEVEL: Regents

TEXTBOOK TITLE: Mirrors and Windows: Connecting with Literature

AUTHORS: Numerous

EDITION: Level IV

PUBLISHING CO.: E.M.C

COPYRIGHT DATE: 2011

COST PER BOOK: 93.52

NO. OF BOOKS REQUIRED: 250

I. METHODS OF EVALUATING (Yes or No Response or NA - Not Appropriate) (3 out of 5 must be employed)

YES 1. **SELECTION CRITERIA** – Identify and document the prioritized criteria used in the selection process (Attach summary)

- *Departments, grade levels and/ or district committees should come to consensus on the selection criteria that will be used as textbooks or programs are analyzed.*
- *The selection criteria would be from the teacher's perspective and in addition to the district criteria outlined in 4511-R.*
- *There should be documentation that reflects how the recommended text meets the identified criteria.*

YES 2. Was a **TOPIC COMPARISON** employed with this text and others?
A textbook evaluation strategy which scientifically compares the exact same textbook elements (topic, skill, table of contents, glossary) in all textbook submissions.

YES 3. Was a **CONCEPT TRACE** conducted with this textbook?
A textbook evaluation strategy which isolates the same concept, skill or topic in all textbook submissions, and determines if the assessment or questions in the text actually measure what the instruction, content or practice present.

NA 4. Was a **VERTICAL TRACE** done with this book as part of a series?
A textbook evaluation strategy which determines how a skill, topic, strand, or concept is vertically developed through a textbook series.

NA 5. Was a **"KID RATING"** employed with this text (grades 6-12)?
(Attach summary)

II. A LOOK AT THE TOTAL BOOK
(Use a scale of 1 - 5 - 1 low, 5 high)

5 1. Is the content as up to date as possible and relevant to your students?

5 2. Does the book contain helpful organizational features such as:

Table of contents

Index

Glossary

Appendices

Other (specify: Reading Skills Practice; Test-taking Skills Practice)

5 3. Is the book logically and clearly organized?

III. LOOK AT EACH CHAPTER (1 - 5 RATING)

5 1. Is a helpful introduction provided for each chapter or most chapters?

5 2. Is sufficient background knowledge provided for each chapter or most chapters so that students can link new knowledge with information previously learned?

- 5 _____ 3. Is there a clearly recognizable pattern for each chapter?
 5 _____ 4. Is the organizational pattern signaled by:
 Headings Bold print
 Transition words Italics
 Other (specify: _____)
 5 _____ 5. Do questions encourage thoughtful responses? Is critical thinking encouraged?
 5 _____ 6. Does the text suggest activities for students to practice using new concepts or procedures?
 5 _____ 7. Do the pictures, graphic aids, charts or graphs clearly relate to the important concepts/ideas of the chapter and promote visual literacy?
 4 _____ 8. Are there summaries that clarify?
 5 _____ 9. Does the text match curriculum goals and objectives?

IV. EXAMINE THE WAY THE BOOK IS WRITTEN (1 - 5 Responses)

- 5 _____ 1. Does the textbook use clear, readable language?
 (The DRP is _____)
 5 _____ 2. Is the level of vocabulary appropriate for the background of your students?
 (Challenging is better than too low!)
 5 _____ 3. Does the text introduce new vocabulary or terminology using direct definitions and/or examples?
 5 _____ 4. Is the level of sentence complexity appropriate for your students?
 5 _____ 5. Does the text stick to the topic and avoid irrelevant details?
 5 _____ 6. Does the text relate content to students' lives?
 5 _____ 7. Does the text provide positive models for both sexes and for different ethnic or cultural groups?
 5 _____ 8. Does it provide materials in alternative formats? (i.e., any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a disabled student enrolled in the district, including, but not limited to, Braille, large print, open and closed captioned, audio, or an electronic file in an approved format).

V. SUMMARY OF WEAKNESS AND STRENGTHS

1. What are the chief weaknesses of this text?
 The textbook adoption committee found no weaknesses in this EMC text.
2. What are the major strengths of this text?
 Meets and exceeds state and national ELA standards; superb vocabulary building program woven into the text; challenging study questions and activities accompany each literature selection that invite students to analyze, synthesize and evaluate meaning and author techniques.

Approved; July 1, 2001

Revised and Approved by Administrative Council: Feb. 20, 2003; Sept. 13, 2007

BOE Resolution for the Purchase of the Treasures Comprehensive CORE Reading Program

WHEREAS, pursuant to the New York State Department of Education mandate to implement Response to Intervention (RTI) in 2012; and

WHEREAS, to fulfill that mandate, a Comprehensive CORE reading program is a requirement; and

WHEREAS, the current reading programs within the District are 11 years old; and

WHEREAS, in 2011, a committee of 45 (made up of Pre-K – 6 teachers and administrators) recommended McMillan McGraw Hill's Treasures Comprehensive CORE Reading Program for grade levels Pre-K – 6.

NOW THEREFORE, BE IT RESOLVED:

The Board of Education approves McMillan McGraw Hill Treasures Comprehensive CORE reading program for grades Pre-K through Grade 6 for full implementation beginning in September 2012, following extensive professional development in the 2011-12 school year.

The Board of Education approves the use of current year 2010-11 textbook funds to purchase Treasures for all classrooms in grades Pre-K, Kindergarten, One (1) and Five (5). Textbook funds for 2011-12 will be used to purchase Treasures for all classrooms in grades Two (2), Three (3), Four (4) and Six (6).

EVALUATION OF TEXTBOOK EXHIBIT

4511-E

NAME(S) OF EVALUATOR(S): **See Attached**

SUBJECT: **Language Arts** GRADE: **PreK - 6** LEVEL:

TEXTBOOK TITLE: **Treasures**

AUTHORS: EDITION:

PUBLISHING CO.: **MacMillian/McGraw Hill** COPYRIGHT DATE: **2011**

COST PER BOOK: **Cost Proposal Attached** NO. OF BOOKS REQUIRED:

I. METHODS OF EVALUATING (Yes or No Response or NA - Not Appropriate) (3 out of 5 must be employed)

- YES 1. SELECTION CRITERIA – Identify and document the prioritized criteria used in the selection process (Attach summary)
- *Departments, grade levels and/ or district committees should come to consensus on the selection criteria that will be used as textbooks or programs are analyzed.*
 - *The selection criteria would be from the teacher's perspective and in addition to the district criteria outlined in 4511-R.*
 - *There should be documentation that reflects how the recommended text meets the identified criteria.*
- YES 2. Was a TOPIC COMPARISON employed with this text and others?
A textbook evaluation strategy which scientifically compares the exact same textbook elements (topic, skill, table of contents, glossary) in all textbook submissions.
- YES 3. Was a CONCEPT TRACE conducted with this textbook?
A textbook evaluation strategy which isolates the same concept, skill or topic in all textbook submissions, and determines if the assessment or questions in the text actually measure what the instruction, content or practice present.
- _____ 4. Was a VERTICAL TRACE done with this book as part of a series?
A textbook evaluation strategy which determines how a skill, topic, strand, or concept is vertically developed through a textbook series.
- _____ 5. Was a "KID RATING" employed with this text (grades 6-12)?
(Attach summary)

II. A LOOK AT THE TOTAL BOOK**
(Use a scale of 1 - 5 - 1 low, 5 high)

- _____ 1. Is the content as up to date as possible and relevant to your students?
- _____ 2. Does the book contain helpful organizational features such as:
- | | |
|--------------------------------------------|-------------------------------------|
| <input type="checkbox"/> Table of contents | <input type="checkbox"/> Index |
| <input type="checkbox"/> Glossary | <input type="checkbox"/> Appendices |
| <input type="checkbox"/> Other (specify:) | |
- _____ 3. Is the book logically and clearly organized?

III. LOOK AT EACH CHAPTER (1 - 5 RATING)**

- _____ 1. Is a helpful introduction provided for each chapter or most chapters?
- _____ 2. Is sufficient background knowledge provided for each chapter or most chapters so that students can link new knowledge with information previously learned?
- _____ 3. Is there a clearly recognizable pattern for each chapter?

- _____ 4. Is the organizational pattern signaled by:
- | | |
|-------------------------------------------------|-------------------------------------|
| <input type="checkbox"/> Headings | <input type="checkbox"/> Bold print |
| <input type="checkbox"/> Transition words | <input type="checkbox"/> Italics |
| <input type="checkbox"/> Other (specify: _____) | |
- _____ 5. Do questions encourage thoughtful responses? Is critical thinking encouraged?
- _____ 6. Does the text suggest activities for students to practice using new concepts or procedures?
- _____ 7. Do the pictures, graphic aids, charts or graphs clearly relate to the important concepts/ideas of the chapter and promote visual literacy?
- _____ 8. Are there summaries that clarify?
- _____ 9. Does the text match curriculum goals and objectives?

IV. EXAMINE THE WAY THE BOOK IS WRITTEN (1 - 5 Responses)**

- _____ 1. Does the textbook use clear, readable language?
(The DRP is _____.)
- _____ 2. Is the level of vocabulary appropriate for the background of your students?
(Challenging is better than too low!)
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- _____ 8. Does it provide materials in alternative formats? (i.e., any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a disabled student enrolled in the district, including, but not limited to, Braille, large print, open and closed captioned, audio, or an electronic file in an approved format).

V. SUMMARY OF WEAKNESS AND STRENGTHS

1. What are the chief weaknesses of this text?
None identified
Yearly purchase of consumable materials for Kindergarten only
2. What are the major strengths of this text?
- Supports our expectations and non-negotiables
 - Pre-K through 6 selection (Treasures was rated as one of the top three choices on each grade level)
 - Technology
 - Authentic literature and wide variety of genre
 - Supports traits of good writing
 - Supports RTI process
 - Addresses the five components of reading

**** Treasures was in the top 3 choices for all grade levels (PreK-6) from a pool of seven (7) programs. Consensus regarding Treasures (PreK-6) was achieved.**

Approved; July 1, 2001

Revised and Approved by Administrative Council: Feb. 20, 2003; Sept. 13, 2007

ELA Adoption Summary

Date	Event/Activity
2/9/10	Preliminary voluntary meeting at District office prior to sending out the charge and the offering of in-services. Purpose of the meeting was to provide information about the ELA adoption process and create interest in serving on the committee.
2/12/10	Charge goes out to form the committee (responsibilities, timeline, configuration, etc...). Big Five and Reading/Writing in-service dates included in the initial announcement.
2/24/10 2/25/10 2/26/10 3/2/10 3/3/10	Staff Chats by Alice and Virginia to answer questions about the committee charge. Question and Answer document created and shared with staff after each staff chat
2/12/10- 3/5/10	Committee was formed following the contractual process. Members of the committee included: Lisa Barnstead, Heather Henry, Mari Palmer, Jillian Sekella, Kim Conklin, Kim Malone Kelly Murray, Laurie Pica, Sarah Potter, Kelly Schrage, Karen Alexander, Julie Aquilio, Lori Cady, Christel Harris, Michelle Tillinghast, Kim Clark, Kelli French, Jill Nelson, Maria Pearte, Danielle Aepelbacher, Elaine Benton, Lisa Comer, Jessica Shutter, Patty Stevenson, Stephanie Lewis, Carly Tremblay, Jamie VanZile, Michael Bostwick, Lisa O'Connell, Nicole Remchuk, Jeremy Wheeler, Kevin O'Brian, William Hynes, Linda Hooper, Louisa McNaney, Jan Przybylski, Jennifer Cavannagh- Wheeler, Beth Heidrich, Kristin Miller, Cindi DeRichie, Elizabeth Scaptura, Bobbi Brock, Robin Doubrava
3/23/10	Full Day Meeting: <ul style="list-style-type: none"> • Reviewed Board of Education Textbook adoption policy • Discussed ELA data observations from 5th grade • Reviewed feedback from March 2009 ELA Fair • Brainstormed: "What do we want in a reading, writing, handwriting and spelling program (to identify criteria) • Discussed our work with Dr Walmsley to revise ELA curriculum
Spring 2010-TBD	Two required In-services : <ul style="list-style-type: none"> • 1) Big 5 Components of Reading Instruction • 2) Writing, Spelling, and Handwriting, research and discussion
June 1,2 (Release Days) June 30 July 1 July 2 8:30 – 12:30	Under the direction of Dr Sean Walmsley from the reading department at SUNY Albany, the committee identified <u>expectations</u> for curriculum and <u>non-negotiables</u> for instruction (continued on page 2) <u>Expectations</u> define what we want students to know, do, understand and have experienced for reading, writing, listening, speaking, viewing and representing <u>Non-negotiables</u> identify what all educators need to provide students through instructional activities that are research based and/or best practice.

<p>July 7,8,9,12 (8:30 – 12:30)</p>	<p>Completed the following activities to analyze ELA programs:</p> <ul style="list-style-type: none"> • Compared our <u>Expectations</u> to the scope and sequence (topic comparison,) • Determined to what extent our <u>Non- negotiables</u> were prevalent in each program (concept trace) • Examined ELA programs for evidence of the committee’s criteria and Board of Education policy, using a prepared rubric. • Determined readability scores of programs being evaluated <p>The topic trace, concept trace and rubric score results were gathered using Survey Monkey. Using this tool gave the committee data to consider.</p>
<p>August 12 (8:30 - 3:30)</p>	<p>Committee met to:</p> <ul style="list-style-type: none"> • Consider data collected from the topic comparison, concept trace, criteria rubric, and readability analysis. • Hear presentations from program sales’ representatives • Review technology resources for each program, presented by Mary Hancock (Instructional Technology Support Teacher) • Reach consensus to recommend Macmillan, McGraw Hill’s <i>Treasures</i> . This scientifically researched based comprehensive program includes all of the components (reading, writing, spelling, handwriting) for grades Pre K through 6.
<p>September ongoing</p>	<p>Professional development planning for program implementation with company rep and district committee</p>
<p>October 6</p>	<p>Recommendation to purchase Macmillan, McGraw Hill’s <i>Treasures</i> program will go to Outcomes and Assessment</p>
<p>November 18</p>	<p>Recommendation to Board of Education</p>
<p>December January, On-going</p>	<p>Material acquisition planning with elementary Principals Begin professional development</p>
<p>September 2011</p>	<p>Implement program; continue professional development</p>

Strategic Intent: 1.4.2; 1.4.5
1/6/2010; 1/7/10; 1/12/10 ;9/28/2010
Grades PreK – 6 Language Arts Committee

AL/VA/nc

ELA ADOPTION COMMITTEE MEMBERS

Big Flats

Danielle Aepelbacher
Lisa Barnstead
Jennifer Cavanaugh-Wheeler
Kim Clark
Lisa Comer
Christel Harris
Kelly Schrage
Jillian Sekella

Center Street

Julie Aquilio
Elaine Benton
Louisa McNaney
Kristen Miller
Sara Potter

Gardner Road

Karen Alexander
Cindi DeRichie
Kelli French
Heather Henry
Kim Malone
Maria Pearte
Laurie Pica
Jessica Shutter
Michelle Tillinghast

Ridge Road

Lori Cady
Kim Conklin
Linda Hooper
Kelly Murray
Jill Nelson
Mari Palmer
Patty Stevenson

Intermediate School

Michael Bostwick
Beth Heidrich
Stephanie Lewis
Lisa O'Connell
Jan Przybyłski
Nicole Remchuk
Carly Tremblay
Jamie VanZile
Jeremy Wheeler

Middle School

Kevin O'Brian

High School

William Hynes

Elizabeth Scaptura
Bobbi Brock
Robin Doubrava

Big Flats
Intermediate
Intermediate

Alice Learn
Virginia Abrunzo

ESC
ESC