

Textbook selection process used by LCUSD

During the past two years, we have been reviewing/ piloting several publishers' instructional materials in LCUSD in effort to adopt a rigorous CCSS aligned math textbooks. We have reviewed textbooks that are on the state adoption list and others that are not on that list. After reviewing all of these materials, an adoption committee was formed to represent all three elementary sites and their administrators. Three teachers from each site representing K-2, 3-4 and 5-6 grades, two of the elementary TOSAs, and all three principals formed the committee. They used a textbook rating form aligned with the CCSS to evaluate these materials and invited other grade level colleagues to review the materials so that they could contribute to the decision making process.

Materials earning the two highest scores became their top two choices. Looking at all grade levels, three publishers rose to the top. We invited representatives from those publishers to present to the teachers and explain how their materials could support teaching and learning.

Then we invited parents to review the materials that have been evaluated by the teachers and provide input. 26 parents were present but only 17 provided feedback. A few parents felt unqualified to rate these materials and chose not to fill out the rating forms. I collected their forms, reviewed their comments and presented their input to the committee when they got together for the final time to make their recommendations.

The committee discussed the must haves/non negotiables for the teachers and the District. Rigor, robust and frequent assessments, strong digital component and home support were the must haves that were identified by the committee. Teachers identified the strengths and weaknesses of each of the three publishers' materials and eliminated one of the three that did not have all of the must haves on our list. Then they discussed in detail the remaining two publishers' materials and shared input gathered from grade level colleagues. All K-5 teachers except for 2nd grade chose Everyday Math as their top choice and 6th grade chose Math in Focus.

Since the District asked that teachers come to a consensus on the K-5 materials, 2nd grade agreed to go with the majorities' recommendation.

Teachers liked Everyday Math for K-5 because it was the most rigorous, had robust and frequent assessments, offered a strong digital component and home support for students and parents. 6th grade teachers thought Math in Focus was the best choice for them.

