

# LIVONIA PUBLIC SCHOOLS

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*Academic Services Department  
World Languages*

**DATE:** Wednesday, March 18, 2018

**TO:** Tony Abbate, Principal, Frost  
Kevin Etue, Principal, Churchill  
Gary Harper, Principal, Stevenson  
Ann Owen, Principal, Emerson  
Andrew Pesci, Principal, Franklin  
Eric Stromberg, Principal, Holmes

**FROM:** Matthew Miga  
World Language Facilitator

**SUBJECT:** **Textbook Recommendation for Spanish I**

## **Committee Members**

Kira Gulledge, Churchill  
Kristina Lank, Emerson  
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## **Recommended Textbook**

**Auténtico A**, 2018, Pearson Education, Inc.

**Lakisha Flowers, Account General Manager**

**Pearson Education, Inc.**

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## **Supplemental Materials**

Que Tal (Scholastic) Classroom Magazine subscription supported through Secondary Teaching Supplies.

## **Estimated distribution of textbooks (Estimated total 825)**

Churchill: 110

Franklin: 110

Stevenson: 105

Emerson: 180

Frost: 155

Holmes: 165

## **Summary of Course**

Spanish 1 introduces students to the Spanish language and Hispanic culture through the study and use of the three modes of communication (interpersonal, presentational, and interpretive).

Students aim to develop proficiency in the five focus areas of second-language acquisition (communication, cultures, connections, comparisons, and communities). Students will develop an intercultural awareness of the world around them and an understanding that proficiency in a world language is a powerful tool to help them succeed in our interconnected world.

### **Overview**

The current textbook represents an outdated mindset of how languages should be taught. Pedagogy has evolved to a more communicative approach which is well-represented by the Auténtico textbook. This textbook was clearly designed with the Common Core State Standards and best practices in mind. It was developed with input from Spanish teachers based on current pedagogical research that will allow students opportunities for growth in interpersonal, presentational, and interpretive communication.

### **Evaluation Process**

All world language teachers met together to review research and best practices. It was agreed upon that the best situation would be one in which each language adopted a series, thereby the concepts would flow coherently and we would anticipate fewer gaps in content coverage. After reading contemporary best-practice research and second-language acquisition research, the team developed its needs assessment summary. The team designed a cohesive graphic to help guide further exploration of the texts. Next, the team developed a rubric to guide evaluation of texts. Finally, languages broke off to explore the available texts and evaluate them using the developed rubric.

The Spanish team was composed of teachers from both the high school and middle school level, representing levels 1-5. All district Spanish teachers met to discuss the research studied by the group. Additionally, all district Spanish teachers were given an opportunity to browse through all levels of the two series being considered. Finally, all district Spanish teachers were given an opportunity to create a sample lesson to teach to their classes in order to provide feedback to the team.

**Needs Assessment Summary**

- Based on the best-practice and second-language acquisition research, the team developed the following graphic to guide our needs assessment:

<b>BALANCED</b>			
	<b>Planning with Themes</b>	<b>Instruction via Contextualized Communication</b>	<b>Assessment Continuum</b>
<b>I N P U T</b>	Authentic texts and materials Culturally appropriate Spiraled Age-appropriate Engaging Cross-curricular connections	Focus on Form (Grammar) Balance (implicit vs explicit instruction, of modalities) Tasks and activities Learning continuum advancement appropriate accuracy	Rubric-based approach Focused on proficiency levels Tasks Can-do vs Knowing Feedback
<b>OUTPUT</b>			

**Evaluation Criteria**

We evaluated the textbooks on six main categories: Technology, Thematic Approach, Supplemental Ancillaries, Appeal to Students, Cultural Integration, and the American Council on the Teaching of Foreign Languages’ 5Cs (Culture, Communication, Connections, Comparisons, and Community). Within each of these categories, were several indicators related to that domain. This rubric was developed using our needs assessment and principles of Five Dimensions of Teaching and Learning. The full evaluation rubric is attached.

**Topics Evaluated**

- Family members (Level 1)
- Clothing and expressing costs (Level 2)
- Giving and receiving directions to and from a place (Level 2)
- Discussing near future events [going to...] (Level 1)
- Food (Level 1)
- Environment and good citizenship (Level 3)

## **Textbooks Evaluated**

- *Así se dice*, McGraw Hill
- *Aula Internacional*, Difusion
- *Auténtico*, Pearson
- *Avancemos*, Houghton Mifflin Harcourt
- *EntreCulturas*, Wayside Publishing
- *Exploremos*, Cengage/National Geographic
- *Gente Joven*, Difusion
- *Qué chevere*, EMC
- *Senderos*, Vista Higher Learning

## **Evaluation Rubric Outcome**

Using our evaluation criteria, we rated seven textbook series. Of the 23 indicators on our rubric, our top two choices met almost all of our indicators and it was a challenging decision. World language teachers taught mini-lessons on similar topics from each text and submitted their thoughts and critiques. We considered this data as well student data and pros and cons from our top two choices to decide on our overall recommendation. In the final discussion, the committee had consensus that *Auténtico* was the right choice when ancillary and cost components were factored into the decision.

## **Student Rating**

1180 students throughout the district participated in the evaluation process. Students were given an opportunity to review a complementary unit from each textbook and complete a survey of four questions on Google about their opinions as well as explain which book they liked best and why. They were encouraged to leave comments.

The data showed the student's preferences were statistically insignificant with an almost a 50/50 split on every question, mirroring our own evaluation.

## **Student Comment Samples**

- "Very easy to understand and learn from; gives lots of good and easy to learn examples (*Auténtico*)."
- "I like the triangle book best because it's what I'm used to doing in school example wise and practice wise"
- "It looks like I could just pick up whatever we are learning even if I wasn't at school"
- "It is more modern and the book layout is very new and updated and I just really like the layout and everything! For example, one of the pictures has an iPhone in it that connects to me because I have an iPhone."

## **Professional Development Needs**

- Training of all online components
- Overview of print resources
- Time for collaboration and planning
- Time to create common student learning objectives
- Time for establishing new common assessments

### **Technology Considerations**

- Class set of Chromebooks (larger screen) and charging station for each Spanish Level 1 instructor to utilize the comprehensive online component.
  - Auténtico offers engaging and authentic online ancillaries in the target language: lesson presentations, interactive practices and activities, videos, music and assessments that are woven throughout the curriculum and support each communicative mode. Having access to Chromebooks on a daily basis allows teachers to take advantage of the wealth of online content as well as scaffold and differentiate based on individual student needs and interests. Without Chromebooks, teachers have the ability to project the interactive textbook, but students would be moving at a group pace, not necessarily at a pace that is best for them and not allowing for differentiation.

### **Additional Considerations**

- Need for increased access to technology, especially to Chromebooks.
- This is for an eight year license to the online component and e-book; in seven years, the district will need to evaluate the availability of online resources.

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