



Board Action Required

No Action Required

February 22, 2011

1-3 Handwriting Textbook Adoption

On November 11, 2010, a committee of elementary teachers, literacy coaches, an RtI specialist, and a dyslexia specialist gathered to discuss the needs of our current textbook adoption in CISD. Following the meeting, the committee was split into the three adoption areas: language arts, spelling, and handwriting. Each committee was chaired by an elementary assistant principal. Rubrics for all textbook adoption areas were given to teachers for textbook evaluation. Teachers were to utilize the lessons from the textbooks with their class to help in weighting the criteria on the rubric. Rubrics specific to handwriting were given to the members of the Handwriting Committee, and members were to view the vertical alignment, handwriting supports, and other criteria established by the committee when completing their rubric. Publishers were viewed, and the Handwriting Committee met again to discuss the strengths and concerns of each publisher's handwriting program. Bid items were considered, also. The committee narrowed the handwriting adoption to two publishers and had considerable discussion regarding the benefits of the two remaining publishers. Based upon input from the rubrics and the textbook publishers, a Thinking Map was created to compare the final two handwriting choices.

Elementary Committee Actions:

- November 2010: Each of the elementary campuses was represented as the entire Adoption Committee met for its initial meeting. Rubrics were distributed and goals were discussed. The committee was then divided into three groups: Language Arts, Spelling, and Handwriting. The Handwriting Committee consisted of ten members, including the chairperson.
- December 2010: The Handwriting Committee met to discuss handwriting development supports, the need for handwriting, and points to consider when evaluating the textbooks. Committee members returned to their campuses to provide support to teachers as rubrics for all adoption areas were completed and to complete their own handwriting specific rubric.
- January 2011: Committee members convened to view the publishers' presentations for all areas of adoption. Immediately following the publishers' presentations, the Handwriting Committee met to develop a chart listing the strengths, concerns, and bid items of each publisher: Perfection Learning, Zaner-Bloser, and Handwriting Without Tears.
- January 2011: The following day, the Handwriting Committee met again to discuss the teachers' rubrics, their own rubrics, and the chart developed the previous day.
 - It was noted that many opinions had changed following the publishers' presentations. Concerns were voiced over the disparity between the completed rubrics and the current committee opinions. Committee members felt that rubrics would have been completed differently if publishers had been viewed by teachers and committee members at the onset of the adoption process.
 - Although the committee narrowed the selection to two publishers quickly, considerable discussion ensued regarding the remaining two options: Zaner-Bloser and Handwriting Without Tears.

- At a stalemate, a Double Bubble Map was created to compare and contrast the two publishers in a visual format. At the completion of the Map, committee members viewed the results and found a clear leader among the two publishers based upon the following: developmental and multisensory approach, limited visual distractions on a page, differentiated format, the ability to meet the needs of all learners, and Kindergarten affordability.
- The entire Textbook Adoption Committee reconvened on January 31, 2011, to review the choices made by the Handwriting, LA, and Spelling Committees.

This memo serves as a recommendation from the Handwriting Textbook Adoption Committee to order **Handwriting Without Tears** as our new 1-3 handwriting adoption for CISD.

Furthermore, we recommend adopting all titles.

Submitted by

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on behalf of the Handwriting committee, facilitator: Debbie Youngs