



## **2025-2026 World Languages Adoption**

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**2025-2026**  
**World Languages**  
**Adoption**  
**Timeline**

CCDS Adoption Process Checklist		2025-2026 World Languages Adoption		
Step	Date Expected	Responsible Person(s)	NOTES	Date Completed
Follow FLD OE adoption cycle >Review FLD OE Course Call for Next Year	Fall	IR Supervisor		
Meet with Curriculum Specialists to create a plan for the adoption	Summer	IR Supervisor	Met with Chief Secondary Officer as CCDS does not have a specialist for WL.	September 4, 2025
<b>Build Preselection Committee</b> to include each grade band, grade level, and subject area via application through principals for representatives to serve. Include ESOL and ESE Departments in notification of meetings.	Fall	Curriculum Specialists	Included ALL WL teachers	November 2025
<b>Create Rubric</b> for the review process	August - September	Curriculum Specialists		December 2025
Set up face-to-face <b>Preselection Committee Date(s)</b>	January Inservice/Planning Day	IR Supervisor		January 2, 2026
Updates to the adoption are placed on the IR Website	As needed	IR Supervisor		As needed
<b>Build and manage adoption in Google</b>	Summer/Fall	IR Supervisor/IR Specialist		Fall 2025
<b>Send out Course Call</b> to Publishers and request IT survey be completed by publishers.	August/September	IR Supervisor/IR Specialist		September 8, 2025
<b>Round 1 Elimination:</b> IT reviews survey responses. Eliminate unacceptable technology systems.	September	IR Supervisor/IR Specialist		September 22, 2025
<b>Request copies from publishers:</b> both physical and online access of materials (Include teacher reviewer and public reviewer).	After IT review	IR Supervisor/IR Specialist		October 6, 2025
<b>Round 2 Elimination:</b> Curriculum Specialists review materials to eliminate those that do not meet the district requirements. Include ESOL and ESE Departments in notification of meetings.	Fall	Curriculum Specialists	Parents invited Notice Meeting- website	N/A
Organize publisher presentations - if requested	As needed	IR Supervisor/IR Specialist		N/A
Create Preselection Committee Review Teams	Fall	Curriculum Specialists		N/A
<b>Round 3 Elimination:</b> Preselection Committees review materials, complete rubrics, narrow down to top 2. Include ESOL and ESE Departments in notification of meetings.	January Inservice Day	Curriculum Specialists	Parents invited Notice Meeting- website	January 2, 2026
<b>Round 4 Elimination:</b> Top choices are sent to teachers (same grade level/subject area) for review and feedback.	January	IR Supervisor/IR Specialist	District website, allow for parent comments	January 15, 2026 to February 9, 2026
<b>Round 5 Elimination:</b> Teacher recommendations are sent to the District Selection Committee for review and preparation of final selection to the Superintendent. Include ESOL and ESE Departments in notification of meetings.	February/March	IR Supervisor/IR Specialist/Curriculum Specialists	Parents invited Notice Meeting- website	February 26, 2026
<b>Permission to Publish:</b> Top Choice is sent to the Superintendent and the Board for public review and comments. Must be 30 (20 working days) days from date of publish to hearing.	February/March At least 30 days before Board vote	IR Supervisor		February 5, 2026 Board Meeting
Send advertisement to Clay Today	At least 30 days before Board vote	IR Assistant/IR Supervisor		February 19, 2026 Clay Today
Final selection presented to the Board for public comment and the Board's vote.	March/April	IR Supervisor		April 2, 2026
Must allow 30 days for comments before the selection is final	After Board Vote	IR Specialist		
Purchase as necessary	May - July	IR Supervisor/Other Admin		

**District Adoption  
Committee  
Recommendation  
to the  
Board**

# 2025-2026 World Language Adoption

## District Adoption Committee Recommendation

### First Choice

<b>American Sign Language</b>	Sign Media, <i>Master ASL -Level one</i>
<b>French 1 &amp; 2</b>	TPRS Books, <i>TPRS Digital Curriculum</i>
<b>Spanish 1-4</b>	Vista Higher Learning, <i>Encuentros</i>

### Second Choice

<b>American Sign Language</b>	Dawn Sign Press, <i>Signing Naturally</i>
<b>French 1 &amp; 2</b>	Klett World Languages, <i>Reporters Francophones</i>
<b>Spanish 1-4</b>	Klett World Languages, <i>Reporteros</i>

### Third Choice

<b>American Sign Language</b>	Not Applicable
<b>French 1 &amp; 2</b>	Not Applicable
<b>Spanish 1-4</b>	Wayside Publishing, <i>Entre Culturas</i>

# **Teacher Feedback**

Rank Dawn Sign Press, Signing Naturally Level 2, 3 & (1-6) & (7-12) according to your preference.	Rank Sign Media, Master ASL - Level One according to your preference.	Please provide a comment regarding the reason for your ranking preference. For instance, what made your first choice stand out above your second choice?
		While I did rank these they are of equal rank and importance.
		For ASL Level 1 & 2 the top choice is Sign Media, Master ASL- Level One. We use Dawn Sign Press, Signing Naturally (1-6) & (7-12) to enhance/ support. (If we needed to choose between the two for our level 1 & 2 classes I would choose Master ASL as my top choice)
		ASL Level 3 uses Dawn Sign Press, Signing Naturally Level 2.
		ASL Level 4 was not included in the adoption, however, we use Dawn Sign Press, Signing Naturally Level 3.
		We have not found any other editions/ or materials that serve our standards, students and curriculum better than the options listed above!
Second Choice	First Choice	Thank you!
Second Choice	First Choice	We use both for different levels of ASL class.
Second Choice	First Choice	I use Master ASL One and Signing Naturally (1-6) & (7-12) as support for my ASL 2 courses, and our ASL level 3 & 4 courses use Signing Naturally Level 2 and Level 3.
		ASL One and Two - Master ASL One and Signing Naturally (1-6) & (7-12) as support.
		ASL Three - Signing Naturally Level 2
Second Choice	First Choice	ASL Four - Signing Naturally Level 3

Rank Klett World Languages, Inc according to your preference.	Rank TPRS according to your preference.	Please provide a comment regarding the reason for your ranking preference. For instance, what made your first choice stand out above your second choice?
		The TPRS Curriculum is my first choice because it follows the current teaching practice of comprehensible input. Students are able to see the definitions of all new vocab and grammar structure while simultaneously producing the language to show proficiency and acquisition. The editable design allow teachers to create, add or delete according to their preferences and the needs of their current students. The assessments are written with high frequency in mind and they test comprehension with accuracy making them a valid measure of student progress.
Second Choice	First Choice	

Rank Klett World Languages, Inc. - Reporteros according to your preference.	Rank Vista Higher Learning (Encuentros) according to your preference.	Rank Wayside Publishing - EntreCulturas according to your preference.	Please provide a comment regarding the reason for your ranking preference. For instance, what made your first choice stand out above your second choice?
First Choice	Third Choice	Second Choice	Easy to understand, appealing to the learners and easy to manage as a teacher.
Second Choice	First Choice	Third Choice	i personally think all are fairly the same. None are really great in my opinion, so I am choosing Encuentros like my colleagues at Ridgeview HS because they are the school that produces the most talented linguist in the county. I believe they should have the materials they prefer.
Third Choice	First Choice	Second Choice	I have only used ENCIENTROS
Second Choice	First Choice	Third Choice	First choice: The format is similar and it will make the transition easier
Second Choice	First Choice	Third Choice	As an IB, AICE, and Standard-level teacher, I need a digital textbook with a platform that allows me to differentiate instruction for all the levels I teach. The Encuentros textbook stands out because it allows us to edit assignments and provide different tasks to students according to their individual needs. This flexibility is what made it my first choice over the others.
Second Choice	First Choice	Third Choice	As an IB, AICE, and standard-level teacher, I need a digital textbook with a platform that allows me to differentiate instruction for all the levels I teach. The Encuentros textbook stands out because it allows us to edit assignments and provide different tasks to students according to their individual needs. This flexibility is what made it my first choice over the others.
Second Choice	First Choice	Third Choice	A world language class needs to meet several standards that are difficult to put together in one place. As an advanced and standard-level teacher, I need a digital textbook that provides as many resources as possible. This textbook provides all the resources I need and includes a platform that allows me to differentiate instruction for all levels, which is essential for meeting diverse student needs. The Encuentros textbook stands out because it will enable us to edit assignments, assign different tasks, and also provide feedback to students. This flexibility is what made it my first choice.
First Choice	Third Choice	Second Choice	I chose reporteros as a first choice because it offers learning through projects and it also is modern but with reference to the past. Entreculturas offers great insight into the different cultures within the hispanic world and Encuentros is also a great book but I feel that is similar to Descubre and Senderos and I would like to try something different.
Second Choice	First Choice	Third Choice	Encuentros provides the best approach for my students.
Third Choice	First Choice	Second Choice	I chose VHL as my first choice primarily because the pacing that the n the activities that are provided scaffold the content in a more palatable way than the other two options. However, I do much more like the range of activities that Wayside has. Honestly my top two are interchangeable I just prefer VHL because my students and I are already more familiar with the platform as a whole.

**Preselection  
Committee  
Summary  
of  
Recommendation  
Forms**

## French Committee Overall Recommendation

As part of the review process, committees were asked to rank their choices from first through third. The rankings are presented below.

Publisher	Title	Overall Rating by Review Group (1 Group)		
		First Choice	Second Choice	Third Choice
Carnegie Learning, Inc. dba EMC	<i>T'es Branché</i>	0	0	0
Klett World Languages	<i>Reporters Francophones</i>	0	1	0
Lincoln Learning Solutions	<i>FL Empowered French 1</i>	0	0	0
Lingco Learning Labs, Inc	<i>Lingco Classroom</i>	0	0	0
TPRS books	<i>Look I Can Talk</i>	1	0	0
Vista Higher Learning	<i>Chemins</i>	0	0	0
Wayside Publishing	<i>Entre Cultures</i>	0	0	0

## ASL Committee Overall Recommendation

As part of the review process, committees were asked to rank their choices from first through third. The rankings are presented below.

Publisher	Title	Overall Rating by Review Groups (3 Groups)		
		First Choice	Second Choice	Third Choice
eDynamic Holdings LP	ASL 1a/1b, 2a/2b, and 3a/3b	0	0	1
Dawn Sign Press	Signing Naturally Level 2, 3 & (1-6) & (7-12)	0	1	0
Sign Media	Master ASL - Level One	1	0	0

## Spanish Committee Overall Recommendation

As part of the review process, committees were asked to rank their choices from first through third. The rankings are presented below.

Publisher	Title	Overall Rating by Review Groups (3 Groups)		
		First Choice	Second Choice	Third Choice
Carnegie Learning, Inc. dba EMC	Que chevere	0	0	0
Edinumen USA	Mundo en Accion	0	0	0
Klett World Languages	Reporteros	1	0	0
Lingco Learning Labs, Inc	Lingco for Spanish	0	0	0
McGraw Hill LLC	Asi se dice	0	0	0
Vista Higher Learning	Encuentros	2	1	1
Vista Higher Learning	Senderos	0	2	0
Wayside Publishing	Entre Culturas	0	0	1

**Specialists,  
Coaches  
and  
Preselection  
Committee  
Rubric  
Summary**

2025-2026 Adoption Committee Review Summaries

World Languages: American Sign Language		Category Average			Link to Rubric Used for Review	
Publisher Information	Product Title	Content	Presentation	Learning	Grand Totals <i>Highlighted cells move to TEACHER FEEDBACK round.</i>	Reviewer Overall Comments
eDynamic Holdings LP	ASL 1a/1b, 2a/2b, and 3a/3b	46	19	35	100	This course is clearly designed for online self-study and does not offer sufficient content depth to function as a primary classroom text for in person instruction.
Dawn Sign Press	Signing Naturally Level 2, 3 & (1-6) & (7-12)	89	30	46	165	We use Signing Naturally Level 2 for our ASL 3 course. We use Signing Naturally Levels (1-6 & 7-12) in conjunction with Master ASL for our ASL 1 & 2 courses. These textbooks provide extensive vocabulary, structural rules, built in practice, examples and supports that align with our standards.
Sign Media	Master ASL - Level One	93	29	46	168	We have found that Master ASL is the ideal solution for our program. It bridges the gap between language mechanics and cultural competency by blending structural rules and vocabulary with meaningful practice. Crucially, it also ensures students gain a deep appreciation for ASL history and culture.

2025-2026 Adoption Committee Review Summaries

World Languages: French		Category/Average			Link to Rubric Used for Review	
Publisher Information	Product Title	Content	Presentation	Learning	Grand Totals Highlighted cells move to TEACHER FEEDBACK round.	Reviewer Overall Comments
Carnegie Learning, Inc. dba EMC	T'es Branché	69	21	40	130	This textbook has a great variety of material. The culture is the strongest. The vocabulary presented is too fast. There is not enough repetition. Many activities include vocabulary that is not defined and students have to look up the words. This would be discouraging for them.
Klett World Languages	Reporters Francophones	68	22	41	131	The approach to have 6 teenagers (one per chapter) report on a French speaking region is refreshing. The activities surround that theme but do not neglect the other essential topics. The students may relate to this approach better than others.
Lincoln Learning Solutions	FL Empowered French 1	56	21	36	113	I think this is a poor choice because languages are meant to communicate interpersonally and this content does not promote interaction.
Lingco Learning Labs, Inc	Lingco Classroom	61	19	35	115	The content is too large. The cultural information is dominant. There is not enough practice for the language features. The language is presented disjointedly. There is not enough communicative interaction.
TPRS books	Look I Can Talk	66	22	43	131	The curriculum is highly adaptive since it's digital and editable. The content advances slowly at first which greatly lowers the students' affective filter. The pictures are engaging and the variety of characters facilitates interest. Since the curriculum encourages input on the part of the students, the co-creation of stories is the hook that the students need to buy in to the class, engage, and acquire the language. This is the best one of all the textbooks that I reviewed.
Vista Higher Learning	Chemins	62	20	39	121	I think this is too advanced for high school. The vocabulary presented is too much.
Wayside Publishing	Entre Cultures	65	23	39	127	The textbook really focused on communication with a lot of partner work. This interpersonal communication is highly motivating for students. Some of the material is presented only in French and students have to deduce what it means. I suspect a lot of searching in the glossary or questions for the teacher would quickly become frustrating for the students.

World Languages: Spanish		Category Average				Link to Rubric Used for Review
Publisher Information	Product Title	Content	Presentation	Learning	Grand Totals Highlighted cells move to TEACHER FEEDBACK round.	Reviewer Overall Comments
Carnegie Learning, Inc. dba EMC	<i>Que chevere</i>	74	19	34	127	This textbook is very similar to our current text. It does not support current best practices for second language acquisition and focus on comprehensible learning. ¡Qué Chévere! is a solid and reliable instructional resource that meets district and state requirements. However, it does not represent a significant change from the current textbook nor does it introduce innovative features that would meaningfully enhance instruction over the next five years. As a result, while it remains a viable option, it does not stand out as a transformative adoption. No reason to switch to this one since it's similar to current textbook
Edinumen USA	<i>Mundo en Accion</i>	84	27	50	161	Connection to AP Spanish and Culture themes + supports the IB program. Another good option
Klett World Languages	<i>Reporteros</i>	97	31	59	187	I think these the best book yet, is very appealing for every learner and also have differentiation, give smaller vocabulary and useful vocabulary. The way the book is set is easy to finish in a school year compare to the one we use right now. I hope we can have at least one class set, one workbook and online access. The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. I do not like this material. We have better options that are "student friendly". This book is a good combination of legacy teaching styles with up-to-date methodology. My number ONE textbook option. This is a wonderful curriculum. It follows a logical sequence and shelters vocabulary, not grammar, as is recommended for language learning. This submission represents a strong and comprehensive instructional program that effectively supports language acquisition for diverse learners. The materials are well aligned with standards, integrate meaningful cultural content, and provide multiple opportunities for differentiation, including resources for heritage speakers. The engaging visuals, interactive components, and end-of-unit mini-projects promote student engagement and authentic learning. While teacher supplementation will always be necessary to address specific classroom needs, this program stands out as a high-quality option for district adoption and long-term implementation.
Lingo Learning Labs, Inc	<i>Lingco for Spanish</i>	72	20	38	130	It does not appear that there is a lot on culture and more than needed on explicit grammar instruction. Not my choice
McGraw Hill LLC	<i>Asi se dice</i>	55	13	26	94	I do not support or like this material. I do not want this publisher/material for my classroom. The suggested pacing seems unrealistic. This textbook would not be one of my options.
Vista Higher Learning	<i>Encuentros</i>	90	28	55	174	I like the grammar breakdown. I like that the culture is more embedded throughout the unit. This curriculum is an improvement on Senderos, but is still more legacy-teaching based than following current best practices for second-language acquisition. This is by far the best option, from standard (at junior high level, even) to accelerated (IB/AICE) I feel Encuentros best meets our needs. This is our number one choice! visuals for vocab, embedded culture and familiarity with vhl central are pros
Vista Higher Learning	<i>Senderos</i>	82	22	39	143	Although teachers are familiar with this textbook and vhlcentral website, there has been very little change or improvement to this new edition. This is not a top choice for me. This is a great material and easy to use. I highly recommend keeping VHL (Either Senderos or Encuentros. I would like us to purchase consumable workbooks. We do not need or want the printed textbooks.) Senderos is a strong and dependable instructional program that continues to meet the needs of the district. While the materials remain effective and well-aligned, they do not represent a substantial instructional shift or innovation that significantly expands beyond current practices. For this reason, while it is a good option for continued use, it does not fully demonstrate transformative changes that would strongly redefine instruction over the next five years.
Wayside Publishing	<i>Entre Culturas</i>	96	29	56	181	This package would be good if all the online options were included. This is an adequate curriculum and follows best practices for second language acquisition and comprehensible learning. I like that the readers are also embedded in the curriculum. It would be great to have Nualang also included in the package. Great proficiency based textbook! The additional Nualang tool would really help students speak with confidence. The available online readers would provide students with more comprehensible input. Another possible number ONE choice.

# **Evaluation Rubric**

<b>5-POINT RATING SCALE DEFINED:</b>	
<b>1= Does not meet the Standards</b>	<b>4=More than meets</b>
<b>2=Somewhat meets</b>	<b>5=Far exceeds the Standards</b>
<b>3=Meets</b>	
<b>Core Questions Rubric</b>	
<i>This serves as the rubric used for evaluation of all instructional materials bid for state adoption.</i>	
1. A. Alignment with curriculum: The content aligns with the state’s standards, benchmarks and clarifications for subject, grade level and learning outcomes.	1 2 3 4 5
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards, benchmarks and clarifications in the course.	1 2 3 4 5
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	1 2 3 4 5
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	1 2 3 4 5
5. B. Level of Treatment: The content matches the standards.	1 2 3 4 5
6. B. Level of Treatment: The content matches the student abilities and grade level.	1 2 3 4 5
7. B. Level of Treatment: The content matches the time period allowed for teaching.	1 2 3 4 5
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	1 2 3 4 5
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	1 2 3 4 5
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors.)	1 2 3 4 5
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature.)	1 2 3 4 5
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards and models used with the subject area.)	1 2 3 4 5
13. D. Accuracy of Content: The content of the material is factually accurate. (Materials should be free of mistakes and inconsistencies.)	1 2 3 4 5
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	1 2 3 4 5
15. E. Currency of Content: The content is presented to the curriculum, standards and benchmarks in an appropriate and relevant context.	1 2 3 4 5
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	1 2 3 4 5
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	1 2 3 4 5
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	1 2 3 4 5
19. G. Accurate Representation: The portrayal of sex, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section.)	1 2 3 4 5
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values, and exclude pornography, materials harmful to minors under s. 847.012, F.S., and inhumane treatment. (An exception may be necessary for units covering animal welfare.)	1 2 3 4 5
21. In general, is the content of the benchmarks and standards for this course covered in the material?	1 2 3 4 5
<b>Presentation</b>	
1. A. Comprehensiveness of Student and Teacher Resources: The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	1 2 3 4 5
2. B. Alignment of Instructional Components: All components of the major tool align with the curriculum and each other.	1 2 3 4 5

2025-26 WL Adoption Evaluation Rubric Copy for Notetaking

3. C. Organization of Instructional Materials: The materials are consistent and logical organization of the content for the subject area.	1 2 3 4 5
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	1 2 3 4 5
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	1 2 3 4 5
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire.)	1 2 3 4 5
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section.)	1 2 3 4 5
<b>Learning</b>	
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	1 2 3 4 5
2. B. Explicit Instruction: The materials contain clear statements of information and outcomes.	1 2 3 4 5
3. C. Guidance and Support: The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	1 2 3 4 5
4. C. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	1 2 3 4 5
5. D. Active Participation of Students: The materials engage the physical and mental activity of students during the learning process.	1 2 3 4 5
6. D. Active Participation of Students: The materials include organized activities that are logical extensions of content, goals and objectives.	1 2 3 4 5
7. E. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	1 2 3 4 5
8. E. Targeted Instructional Strategies: The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	1 2 3 4 5
9. F. Targeted Assessment Strategies: The materials correlate assessment strategies to the desired learning outcomes.	1 2 3 4 5
10. F. Targeted Assessment Strategies: The assessments incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	1 2 3 4 5
11. Universal Design for Learning: This submission incorporates strategies, materials, activities, etc. that consider the needs of all students.	1 2 3 4 5
12. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	1 2 3 4 5
13. In general, does the submission satisfy LEARNING requirements? (The comments should support your response to the questions in the Learning section.)	1 2 3 4 5