

Instructional Materials Selection

Philosophy of Selection

Instructional materials includes all materials and equipment used in the classroom for instructional purposes.

Instructional materials selection is based broadly upon the school district “Statement of Goals” adopted by the Board and the respective program goals of the district curriculum. To guide the implementation of the district’s philosophy, the Board accepts the principles of The American Library Association’s “Bill of Rights,” and “The Students’ Right to Read” statement of the National Council of Teachers of English.

The district shall maintain for all students their full freedom to read and freedom to learn, and for educators, freedom to teach, advise, encourage, and direct students in developing habits toward life-long learning.

Responsibility for Selection

The administrative team, considering input from teachers, parents and citizens, shall be the committee through which the review, coordination and development of curriculum and instructional materials needs is facilitated.

Designated personnel in charge of an area of instruction shall make the final decision on materials for that area. As applied to the classroom, this means the teacher shall be responsible for the materials used in the classroom, subject to the approval of the principal or his/her designee and counsel of the appropriate subject specialist, coordinator or consultant. As applied to building media centers, the media specialist shall be responsible for selecting the materials in cooperation with the building professional staff.

Criteria for Selection

The basic factors influencing selection are the curriculum, interests, abilities, and backgrounds of students. Specific criteria on procedures for different areas of instruction and for building learning resource centers may vary to meet differing needs.

Instructional materials shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses. Such resources shall be chosen to enrich and support the curriculum and the personal needs of users.

Instructional materials shall meet high standards of quality in:

1. Presentation;
2. Physical format;

3. Educational significance;
4. Readability;
5. Authenticity;
6. Artistic quality and/or literary style;
7. Factual content.

Instructional materials shall be appropriate for the subject area and the age, emotional development, ability level, learning styles and social development of the students for whom the materials are selected.

Instructional materials shall be designed to provide a background of information which will motivate students and staff to examine their own attitudes and behavior, to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society and to make intelligent judgments in their daily lives.

Instructional materials shall provide information on opposing sides of controversial issues so that users may develop under guidance the practice of critical analysis.

Procedures for Selection

In selecting instructional materials, committee personnel will evaluate available resources and curriculum needs and will consult reputable, professionally prepared aids and other appropriate sources. Among sources to be consulted are: