

Instructional Materials/ Program Adoption Procedure

- A. Prior to an adoption study, teachers, administrators, parents, citizens and students may suggest materials they feel should be considered for adoption. Their specific suggestions or recommendations should be submitted to the curriculum coordinator of the content area to be reviewed.
- B. The curriculum coordinator will compile and present all suggestions listed in Step A to the CIAC committee. The review committee will be comprised of the curriculum committee and at least three parents selected by the curriculum coordinator to represent elementary, middle and high school levels.
- C. In order to inform constituents of the review process, an announcement will be made at a regular Board meeting, a press release will be written and parents will be notified at each building within one month of the committee's first meeting.
- D. The committee will conduct a preliminary study of materials suitable for basic adoption. Publishers and curriculum consultants may be invited to participate in the study. Material under consideration for adoption by the committee will be available for review by district constituents upon request. An evaluation/rating instrument will be employed for all program/instructional materials considerations. The committee will decide whether to first initiate a pilot or trial use of a particular series or text or to proceed directly with an adoption. Any trial use or pilot should be coordinated and compatible with the proposed revisions in the curriculum guide. The proposed pilot or trial use must have approval of the building principal and the teachers involved.
- E. The cabinet will review the recommended adoption and ensure that:
 - 1. Appropriate procedures have been complied with;
 - 2. Compatibility exists with other texts or skills presented at the same grade level in other curriculum areas;
 - 3. The cost is within budgeted amounts.

The cabinet may forward a recommendation to the superintendent either accepting the adoption proposal or referring it back to the committee for revision or further study.

- F. After a trial use in the classroom and/or committee review, the committee will release results of its evaluation on the programs/instructional materials studied to the superintendent/cabinet. Specific recommendations will be prepared and forwarded to the superintendent/cabinet. The committee must show evidence of having used an evaluation or instrument to ensure conformity with curriculum program goals.

- G. The Board may rule on the adoption recommendation or direct the Director of to further action as it deems appropriate or conducive to reach established goals and objectives.
- H. It is the principal's responsibility to implement and maintain the district-adopted instructional materials/programs. Exceptions to the district-adopted instructional materials/programs could occur only after following the procedure defined below:
 - 1. If a teacher has a concern regarding the effectiveness/ appropriateness of the program adoption in his/her assignment area, he/she may submit that concern in writing to the building administrator or CIAC Representative. If the building administrator shares that concern, he/she may refer the concern to the superintendent. The superintendent will refer the concern to the curriculum administrator/coordinator for a recommendation. The superintendent will issue a decision on the concern after receiving the recommendation;

TEXTBOOK EVALUATION FORM

SCHOOL _____

TITLE OF MATERIAL _____

Author _____

Author's Background and Qualifications _____

Publisher _____ Copyright Date _____

Subject Field _____ List Price _____

Secondary Course Title or Elementary Grade Level _____

- | | Yes | No |
|--|-------|-------|
| A. Is the author's viewpoint consistent with the Board of Education's Statement of Educational Philosophy? | _____ | _____ |
| B. Is the author's viewpoint consistent with the teaching and learning objectives for the subject? | _____ | _____ |
| C. Does the book substantially meet these 10 criteria for selection? | _____ | _____ |
| 1. Is the material needed by the school, department or course? | _____ | _____ |
| 2. Is it among the best of its kind available for the use intended? | _____ | _____ |
| 3. Does it help to implement the course of study? | _____ | _____ |
| 4. Are its contents, vocabulary and format generally suitable for the students? | _____ | _____ |
| 5. Does it have literary merit and interest appeal? | _____ | _____ |

- | | | Yes | No |
|-----|---|-------|-------|
| 6. | Have any available reviews been examined? | _____ | _____ |
| 7. | Have staff members read and examined the material and recommended the title for purchase? | _____ | _____ |
| 8. | Has the area specialist or department chairman reviewed the material? | _____ | _____ |
| 9. | Does it contribute to a balanced presentation of the subject matter? | _____ | _____ |
| 10. | Does it fairly portray ethnic, racial, religious and sex roles? | _____ | _____ |

D. Appropriateness of material for student learning:

	Satisfactory	Unsatisfactory	None
1. Interesting and challenging at level of student comprehension	_____	_____	_____
2. Correct and up-to-date	_____	_____	_____
3. Logical organization of content	_____	_____	_____
4. Pertinence of pictures and graphic presentations	_____	_____	_____
5. Discussion topics, questions, student activities	_____	_____	_____
6. Student references and bibliographies	_____	_____	_____
7. Tables of content, indexes, glossaries, appendixes, annotations	_____	_____	_____
8. Summaries	_____	_____	_____
9. Suggested student activities	_____	_____	_____
10. Student manuals and workbooks	_____	_____	_____

11. Student self-tests	_____	_____	_____
	Satisfactory	Unsatisfactory	None
E. Appropriateness of material for instruction:			
1. Teacher's guide or manual	_____	_____	_____
2. Teacher references and bibliography	_____	_____	_____
3. Suggested supplementary materials and aids	_____	_____	_____
4. Suggested instructional methods	_____	_____	_____
5. Separately published achievement tests	_____	_____	_____
6. Separately published diagnostic tests	_____	_____	_____
7. Provision for teaching different ability groups	_____	_____	_____
8. Content generally free of material that may be considered offensive according to accepted community standards	_____	_____	_____
F. Physical characteristics:			
1. Cover design and use of color throughout book	_____	_____	_____
2. Style and size of type	_____	_____	_____
3. Layout of pages	_____	_____	_____
4. Clear pictures and graphic illustrations	_____	_____	_____
5. Binding, quality of paper and size of book	_____	_____	_____

Date _____

Approved _____
 Department Chairman/Curriculum Committee
 Chairman