

Instructional Materials/Program Adoption Procedure

1. 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/curriculum administrator of the content area to be reviewed.
2. The curriculum coordinator will compile and present all suggestions listed in Step 1 to the review committee. The review committee will be comprised of the curriculum committee and at least two parents selected by the curriculum coordinator to represent elementary and secondary levels.
3. 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.
4. 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.
5. 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.
6. The cabinet will review the recommended adoption and ensure that:
 - a. Appropriate procedures have been complied with;
 - b. Compatibility exists with other texts or skills presented at the same grade level in other curriculum areas;
 - c. 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.

7. The superintendent will decide after reviewing the recommendation to either send the proposal back to the committee for further review or to forward it to the Board for approval.
8. The Board may rule on the adoption recommendation or direct the superintendent to further action as it deems appropriate or conducive to reach established goals and objectives.
9. It is the building 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:
 - a. 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. 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;
 - b. If a building administrator has a concern regarding the effectiveness/appropriateness of the program adoption, or if the building administrator would like to field test/pilot a specific program, the concern or the request to pilot/field test must be submitted to the superintendent for a decision. Should any pilot or field test justify continuation beyond a single school year, the continued use requires the superintendent's approval.

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
1. Is the author's viewpoint consistent with the Board of Education's Statement of Educational Philosophy?	<input type="checkbox"/>	<input type="checkbox"/>
2. Is the author's viewpoint consistent with the teaching and learning objectives for the subject?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the book substantially meet these 10 criteria for selection?		
a. Is the material needed by the school, department or course?	<input type="checkbox"/>	<input type="checkbox"/>
b. Is it among the best of its kind available for the use intended?	<input type="checkbox"/>	<input type="checkbox"/>
c. Does it help to implement the course of study?	<input type="checkbox"/>	<input type="checkbox"/>
d. Are its contents, vocabulary and format generally suitable for the students?	<input type="checkbox"/>	<input type="checkbox"/>
e. Does it have literary merit and interest appeal?	<input type="checkbox"/>	<input type="checkbox"/>
f. Have any available reviews been examined?	<input type="checkbox"/>	<input type="checkbox"/>
g. Have staff members read and examined the material and recommended the title for purchase?	<input type="checkbox"/>	<input type="checkbox"/>
h. Has the area specialist or department chairman reviewed the material?	<input type="checkbox"/>	<input type="checkbox"/>
i. Does it contribute to a balanced presentation of the subject matter?	<input type="checkbox"/>	<input type="checkbox"/>

		Excellent	Good	Unsatis- factory	None
4.	Appropriateness of material for student learning:				
a.	Interesting and challenging at level of student comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Correct and up-to-date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Logical organization of content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Pertinence of pictures and graphic presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Discussion topics, questions, student activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Student references and bibliographies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Tables of content, indexes, glossaries, appendixes, annotations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Summaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	Suggested student activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	Student manuals and workbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k.	Student self-tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Excellent	Good	Unsatis- factory	None
5.	Appropriateness of material for instruction:				
a.	Teacher's guide or manual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Teacher references and bibliography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Suggested supplementary materials and aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Suggested instructional methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Separately published achievement tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Separately published diagnostic tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Provision for teaching different ability groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Content generally free of material that may be considered offensive according to accepted community standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Excellent	Good	Unsatis- factory	None
6.	Physical characteristics:				
a.	Cover design and use of color throughout book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Style and size of type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Layout of pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Clear pictures and graphic illustrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Binding, quality of paper and size of book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Date: _____

Approved: _____
Department Chair/Curriculum Committee Chair