

**Port Angeles School District**  
**Instructional Materials Committee 2006-07 Report**  
*District-Wide Instructional Materials Recommendations for 2007-08*  
**June 11, 2007**

**EXECUTIVE SUMMARY**

Several content areas are represented in this report as are multiple grade spans. Many teachers and principals in the district spent a significant amount of time in the study of and discourse on the best instructional strategies and curriculum materials for student needs. One of the most critical roles this committee played was listening to the shared expertise of district teachers and principals, and striving to support them in their conscientious and diligent pursuit of excellence for all children in our stewardship.

The Instructional Materials Committee recommends several adoptions. The committee approved and recommends the proposed writing materials intended for use at seventh and eighth grades, the proposed high school science text intended for use at the sophomore level, the proposed elementary mathematics materials intended for use at kindergarten through fifth grades, the proposed middle level mathematics text intended for use at sixth through eighth grades, and the proposed special education health materials intended for use at kindergarten through sixth grades. The following report outlines the process and rationale for these recommendations.

The Instructional Materials Committee anticipates further opportunities to review math, science and Language Arts curriculum materials as these district committees will be active in the coming year. Teachers at various grade levels in the district will be implementing instructional materials and will be sharing their thinking with the committee in a relentless focus on continuously improving our instructional capacity. As the district maintains higher expectations for powerful teaching and learning, it also pursues high support in the form of adequate resources and effective professional development.

A challenge embraced by the various district curriculum committees this year was wrestling with the essential question: “Whose interests are being served in a curriculum adoption?” This prompt proved to be illustrative of competing interests in planning effective teaching and learning experiences. Appendix E visually displays the factors necessary to manage complex change and the nature of the relationship between vision, beliefs and values, and skills and resources. This complex relationship must be in balance for instructional materials development and implementation transitions to be effectively managed.

Another point that continued to surface with regard to effective implementation of new instructional materials was the conversation around focused professional development for the competent and confident utilization of the new materials by all affected staff to nurture all affected students. The move to more constructivist instructional strategies underscores the ability of the teaching and learning experience to more effectively distinguish between the outcomes of knowledge versus the outcome of understanding for students.

Finally, all the curriculum committees worked with the ideals of three significant tenets for effective teaching and learning across the district for all students. These were: 1) an understanding that we clearly are working in a standards-based system today in education; 2) there must be coherence across the entire district with regard to the particular instructional and/or content focus; and 3) equity must exist for all student and staff within the district.

Appendices to this report are:

- Appendix A, Special Education Adoption
- Appendix B, Science Adoption
- Appendix C, Mathematics Adoption, Grades K-5
- Appendix D, Mathematics Adoption, Grades 6-8
- Appendix E, Factors Necessary to Manage Complex Change
- Appendix F, Policy No. 2020
- Appendix G, Procedure 2020P
- Appendix H, Policy No. 2021
- Appendix I, Procedure 2021P

**INSTRUCTIONAL MATERIALS COMMITTEE MEMBERSHIP**

The staff, board and community members listed below comprise the Instructional Materials Committee membership for the 2006-07 school year. The same representatives will continue their work during the upcoming 2007-08 school year. These people represent every school in the district, and include librarians, school administrators, special education staff and community members. Classroom teachers, support teachers, and administrators will continue this work by collaborating on instructional materials issues in the coming year. In keeping with established board policy and procedures, the committee will meet every other month on a schedule set by the committee at the beginning of the school year.

- |                     |                      |
|---------------------|----------------------|
| 1. Dorothy Amiot    | 14. Terri Longin     |
| 2. Karen Anderson   | 15. Nancy McHenry    |
| 3. Vicki Corson     | 16. Gary McLaughlin  |
| 4. Cindy Crumb      | 17. Nancy McLaughlin |
| 5. Eve Datisman     | 18. Kathy Millar     |
| 6. Loren Engel      | 19. Scott Moseley    |
| 7. Coya Erickson    | 20. Bryan O'Donnell  |
| 8. Karen Fluke      | 21. Trent Pomeroy    |
| 9. Mike Frick       | 22. Michelle Reid    |
| 10. Jeri Goebel     | 23. Mimi Tiderman    |
| 11. Tracy Hosselkus | 24. Alan Turner      |
| 12. Keith Johnson   | 25. Everett Young    |
| 13. Anna Lee        |                      |

**BACKGROUND**

The background for this report is primarily rooted in the purpose of this committee as noted in Board Policy and Procedures. This committee is assigned oversight of textbook adoption review, instructional materials review and challenges to instructional materials as they arise.

In keeping with Board Procedure 2020P (see Appendix G), "...the instructional materials committee has been formed to establish and monitor such procedures as may be necessary for the selecting, adopting, and discarding of instructional materials owned and used by the district. The committee will act upon requests for text approval and removal and will evaluate and act upon citizens' requests for reconsideration of instructional materials. The function of the committee is to insure that materials are selected in conformance to stated criteria." Essentially, the committee is charged with the analysis and review of district curriculum committee recommendations for the purpose of recommending adoption to the board of directors, recognizing the board alone is empowered to select and approve instructional materials for the district.

The committee is representative of multiple content areas, grade levels, perspectives, and authority levels. The role it plays is critical to the effective functioning of the district and integral to the support of teaching and learning.

**PARAMETERS**

All instructional materials must be recommended in due consideration of applicable state and federal laws, the stated goals and/or standards of the district, and procedures established by the instructional materials committee. Policy No. 2020 (see Appendix F) states that the primary objective in selecting materials is to "...implement, enrich and support the educational program of the schools."

The Instructional Materials Committee certainly pursued these tenets. Procedure 2020P requires staff to "...place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate to the instructional program." The procedure goes on to cite a number of criteria staff might reference as they endeavor to reach this informed decision.

The Instructional Materials Committee notes the modest resources to meet the growing list of materials needs. As our students are held to higher standards, the district must respond with the quality of text and materials that enable teachers to most effectively meet students' teaching and learning needs.

**PROCESS**

The Port Angeles School District Instructional Materials Committee met in the spring for textbook and curriculum review. Board Policies No. 2020 and 2021 (see Appendix H) and Procedures 2020P and 2021P (see Appendix I) govern the makeup and duties of the committee. The committee met on Tuesday, June 5. Given that there were no instructional materials challenges this year, it did not require extra meetings. The June meeting was primarily to address textbook

and curriculum adoption proposals from curriculum committees, as well as plan the calendar of meetings for the upcoming year and discuss the scope of future work.

The committee approved the recommendations of the district Language Arts Curriculum Committee and the Special Education Committee. These were all decisions made by consensus of those attending the meeting. The committee reviewed recommended middle school language arts curriculum materials and heard from teachers who had used the language arts curriculum materials. With regard to the special education health materials, the committee reviewed research and evaluation documents (see Appendix A) regarding the elementary health and maturation curriculum materials. These materials have been successfully piloted in the classroom this spring and fill an instructional need for these students and recognized health curriculum targets.

The committee also approved the recommendations of the Math Curriculum Committee to adopt elementary and middle level math curriculum materials. The Math Curriculum Committee reviewed and recommended these materials. As with the Language Arts Curriculum Committee proposals, the Instructional Materials Committee deliberated by examining the book, talking with representatives of the Math Curriculum Committee, examining state reviews and research regarding alignment of the text and the state Grade Level Expectations (GLEs) for mathematics, and reading review documents (see Appendices C & D). A great deal of time and effort on the part of many teachers produced these recommendations. The committee again made their decision by consensus of those who were in attendance.

The committee approved a recommendation from the Port Angeles High School science department to adopt a new sophomore science text, as the current text is not aligned with the freshman text and state GLEs. The science department reviewed the science text (see Appendix B). The recommended text meets state expectations and was also reviewed by the Science Curriculum Committee for the K-12 alignment purposes. It is critical that the curriculum be coherent in its scope and sequence.

### **INSTRUCTIONAL MATERIALS COMMITTEE RECOMMENDATIONS**

The recommendations of the district's Language Arts Curriculum Committee, the Science Curriculum Committee, the Math Curriculum Committee and the Special Education Committee were considered in the June 5, 2007 meeting. The Instructional Materials Committee heard, questioned and deliberated the adoption recommendations. The committee understands the recommendations must be approved by the board of directors before these materials might become part of the Port Angeles School District curricula.

The Instructional Materials Committee recognizes the need for quality professional development to support the use of these new texts and materials. While the selection and recommendation of robust and aligned curriculum materials is a necessary condition for quality teaching and learning to flourish, it is only a first order or technical change in education. The second order, or adaptive, change occurs with the advent of effective job-embedded professional development accompanying the use of the new materials. The new materials rely on new instructional strategies to enable their effectiveness. This moves into second order or adaptive change, and more effectively supports the sustainability of any new adoption.

**The committee recommends for adoption Language Arts curriculum materials:**

For grades 6-8 writing curriculum:

- Atwell, Nancy. *Lessons That Change Writers*, New Hampshire: Firsthand, 2005.

**The committee recommends for adoption math curriculum materials:**

For grades K-5 math curriculum:

- Powell, Pia Hansen. *Bridges in Mathematics*, Salem, Oregon: The Math Learning Center, 2005-2007.

For grades 6-8 math curriculum:

- Larson, Ron, Boswell, Laurie, Kanold, Timothy and Stiff, Lee. *Course 1*. Boston: McDougal Littell, 2007.
- Larson, Ron, Boswell, Laurie, Kanold, Timothy and Stiff, Lee. *Course 2*. Boston: McDougal Littell, 2007.
- Larson, Ron, Boswell, Laurie, Kanold, Timothy and Stiff, Lee. *Course 3*. Boston: McDougal Littell, 2007.
- Larson, Ron, Boswell, Laurie, Kanold, Timothy and Stiff, Lee. *Pre-Algebra*. Boston: McDougal Littell, 2007.
- Larson, Ron, Boswell, Laurie, Kanold, Timothy and Stiff, Lee. *Algebra 1*. Boston: McDougal Littell, 2007.

**The committee recommends for adoption science curriculum materials:**

For the high school science curriculum:

- BSCS Science: *An Inquiry Approach, Level 2*. Iowa: Kendall/Hunt, 2008.

**The committee recommends for adoption special education curriculum materials:**

For grades K-6 special education curriculum:

- Smith, Liz. *A Boy's Guide to Growing Up*. Kansas City, MO: Marshmedia, 2005.
- Smith, Liz. *A Girl's Guide to Growing Up*. Kansas City, MO: Marshmedia, 2005.
- Sweeney, Liz. *A Boy's Guide to Puberty and Personal Safety*. Kansas City, MO: Marshmedia, 2006.
- Sweeney, Liz. *A Girl's Guide to Puberty and Personal Safety*. Kansas City, MO: Marshmedia, 2006.

Appendix A

Special Education Adoption

PORT ANGELES SCHOOL DISTRICT  
 SUMMARY OF FORMS USED FOR TEXTBOOK EVALUATION  
 GROUP SUMMARY REPORT

SUBJECT AREA Health - Maturation TITLE 4 booklets: A Girl's (Boy's) Guide to Growing Up; A Girl's (Boy's) Guide to Puberty and Personal Safety

PUBLISHER Marsh Media COPYRIGHT DATE 2005 GRADE LEVEL K-6 Special Education

DIRECTION FOR EVALUATION

Using the average scores from the evaluations work- M-missing NA-not applicable  
 sheet rate each question on a scale of 1 to 5. High.....Low M NA

Format

- |  |          |   |   |   |   |           |   |
|--|----------|---|---|---|---|-----------|---|
| 1. Is the book sufficiently durable for 6 years of classroom use?<br>- <i>booklets go home with the students</i> | <b>5</b> | 4 | 3 | 2 | 1 | <b>NA</b> | M |
| 2. Are the page layouts uncluttered and attractive?  | <b>5</b> | 4 | 3 | 2 | 1 | NA        | M |
| 3. Are illustrations well chosen to clarify and enrich the text material?  | 5        | 4 | 3 | 2 | 1 | NA        | M |

Organization

- |   |          |          |   |   |   |    |   |
|---|----------|----------|---|---|---|----|---|
| 1. Are the materials useful in various instructional settings; i.e., large group, small group, individual instruction? <i>-not intended for large group</i> | 5        | 4        | 3 | 2 | 1 | NA | M |
| 2. Are there good chapter summaries, a bibliography, and a table of contents? <i>- In the teacher's manual</i>  | 5        | 4        | 3 | 2 | 1 | NA | M |
| 3. Are performance objectives specified?  | <b>5</b> | 4        | 3 | 2 | 1 | NA | M |
| 4. Are there activities included throughout the lesson to stimulate understanding?  | <b>5</b> | 4        | 3 | 2 | 1 | NA | M |
| 5. Are there special in-text features that contribute to student involvement and understanding?   | 5        | <b>4</b> | 3 | 2 | 1 | NA | M |

Content

- |  |          |   |   |   |   |           |   |
|--|----------|---|---|---|---|-----------|---|
| 1. Is the material appropriate to student age and maturity?  | <b>5</b> | 4 | 3 | 2 | 1 | NA        | M |
| 2. Is there a balanced presentation of any controversial material?   | 5        | 4 | 3 | 2 | 1 | <b>NA</b> | M |
| 3. Does the material support the district curriculum?  | <b>5</b> | 4 | 3 | 2 | 1 | NA        | M |
| 4. Have minority groups been presented with integrity?   | <b>5</b> | 4 | 3 | 2 | 1 | NA        | M |
| 5. Are racial, sexual, religious, and ethnic stereotypes avoided?  | <b>5</b> | 4 | 3 | 2 | 1 | NA        | M |
| 6. Are the reading level and vocabulary appropriate for the students who will be using the textbook? <i>- The first sets are 3-6. The older sets of booklets have a 4-5 level.</i> | 5        | 4 | 3 | 2 | 1 | NA        | M |

Appendix A, cont.

Special Education Adoption

**Skills and Activities**

1. Is there a plan for developing study skills?	5	4	3	2	1	NA	M
2. Is there a plan for developing thinking skills?	5	4	3	2	1	NA	M
3. Are there activities for writing, listening, speaking, and group discussion?	5	4	3	2	1	NA	M
4. Are there sufficient activities for the various ability levels within the class?	5	4	3	2	1	NA	M
5. Do the materials accommodate various learning styles?	5	4	3	2	1	NA	M
6. Are provisions made for skills maintenance and reinforcement?	5	4	3	2	1	NA	M

**Management System**

1. Is the manual accompanying the text meaningful and helpful to the teacher without being too confining?	5	4	3	2	1	NA	M
2. Is there supplementary material to accompany the book, such as audio-visual aids, transparencies, software, etc.?	5	4	3	2	1	NA	M
3. Are materials available for measurement of student achievement?	5	4	3	2	1	NA	M
4. Software evaluation (if available)	5	4	3	2	1	NA	M

**Authorship**

1. Is the author(s) an expert in the field covered by the text?	5	4	3	2	1	NA	M
2. Is the author(s) an experienced of the subject teacher(s)?	5	4	3	2	1	NA	M
3. Does the text incorporate the latest findings on the subject?	5	4	3	2	1	NA	M

Appendix A, cont.

Special Education Adoption

PORT ANGELES SCHOOL DISTRICT  
 TEXTBOOK EVALUATION WORKSHEET  
 INDIVIDUAL REPORT

DATE May 31, 2007 TITLE 4 booklets: A Girl's (Boy's) Guide to Growing Up: A Girl's (Boy's) Guide to Puberty and Personal Safety

PUBLISHER Marsh Media EVALUATOR'S NAME Maria White

DIRECTION FOR EVALUATION

On a scale of 1 to 5 rate the questions below: M—missing NA—not applicable  
 Total these ratings and determine an average for High.....Low M NA  
 each question.

Format

<b>1. Is the book sufficiently durable for 6 years of classroom use?</b>	<b>Average Score – <u>3-</u></b>					
a. Is the binding durable and flexible?	5	4	3	2	1	NA M
b. Is the paper quality heavy enough to stand up to wear?	5	4	3	2	1	NA M
c. Is the cover durable?	5	4	3	2	1	NA M
<b>2. Are the page layouts uncluttered and attractive?</b>	<b>Average Score – <u>5-</u></b>					
a. Are the type face and size suitable for the intended readers?	5	4	3	2	1	NA M
b. Is the number of ideas treated on each page appropriate for the intended audience?	5	4	3	2	1	NA M
c. Are the size and the appearance of the book appealing?	5	4	3	2	1	NA M
d. Do the pages have an adequate inner margin? <i>-for what?</i>	5	4	3	2	1	NA M
<b>3. Are illustrations, charts, and graphs well chosen to clarify and enrich the text material?</b>	<b>Average Score – <u>4.6-</u></b>					
a. Are charts, maps and tables accurate, current, and presented clearly?	5	4	3	2	1	NA M
b. Are graphics explained close to where they are presented?	5	4	3	2	1	NA M
c. Do graphics have aesthetic value to students?	5	4	3	2	1	NA M
d. Do graphics help the reader to understand and interpret the text?	5	4	3	2	1	NA M

Additional Comments: The booklets go home with the students.

Appendix A, cont.

Special Education Adoption

**Organization**

<b>1. Are the materials useful in various instructional settings; i.e., small group, individual instruction?</b>	<b>Average Score – <u>4.6</u></b>					
a. Is the material easily adapted to various class sizes?	<b>5</b>	4	3	2	1	NA M
b. Do the materials allow for individualized instruction?	5	<b>4</b>	3	2	1	NA M
c. Do the materials provide activities for cooperative learning?	<b>5</b>	4	3	2	1	NA M
d. Are the materials adapted to team-teaching, integrative curriculum and other innovative methodology?	5	4	3	2	1	<b>NA</b> M
<b>2. Are there good chapter summaries, a bibliography, and a table of contents? - The teacher's manual has theses – they are not needed in the booklets.</b>	<b>Average Score - <u>NA</u></b>					
a. Is the index sufficiently comprehensive?	5	4	3	2	1	NA M
b. Is there a glossary of new vocabulary?	5	4	3	2	1	NA M
c. Does the glossary include pronunciation?	5	4	3	2	1	NA M
d. Does the glossary indicate parts of speech (verb, noun, etc.)	5	4	3	2	1	NA M
e. Do the headings supply an outline of the chapter?	5	4	3	2	1	NA M
<b>3. Are performance objectives specified?</b>	<b>Average Score – <u>5.0</u></b>					
a. Are chapter objectives clearly delineated? - <i>in the manual</i>	<b>5</b>	4	3	2	1	NA M
b. Does the textual material meet the specified objectives?	<b>5</b>	4	3	2	1	NA M
<b>4. Are there activities included throughout the lesson to stimulate understanding?</b>	<b>Average Score – <u>5.0</u></b>					
a. Are there challenge problems, experiments, or extension activities throughout the chapters?	<b>5</b>	4	3	2	1	NA M
b. Are activity-oriented assignments an integral part of the program?	<b>5</b>	4	3	2	1	NA M
<b>5. Are there special in-text features that contribute to student involvement and understanding?</b>	<b>Average Score - <b>NA</b></b>					
a. Are there review suggestions at the end of every chapter?	5	4	3	2	1	<b>NA</b> M
b. Are there unit introductions that give focus and direction to the units? - <i>no units</i>	5	4	3	2	1	<b>NA</b> M
c. Are there chapter introductions that motivate students and provide an overview of the chapter?	5	4	3	2	1	<b>NA</b> M
d. Is there a list of supplemental reading materials at the end of every chapter?	5	4	3	2	1	<b>NA</b> M
e. Is there a list of new vocabulary within each chapter?	5	4	3	2	1	<b>NA</b> M

Appendix A, cont.

Special Education Adoption

Additional Comments: The materials will be modified as needed for individual students – such as being brailled for the blind student.

**Content**

<b>1. Is the material appropriate to student age and maturity?</b>	<b>Average Score – 5.0</b>					
a. Do activities in the text coincide with the student’s interests and backgrounds?	<b>5</b>	4	3	2	1	NA M
b. Does the content reflect the broadened experiences of today’s students?	<b>5</b>	4	3	2	1	NA M
<b>2. Is there a balanced presentation of any controversial material?</b>	<b>Average Score – NA+</b>					
a. Has this material been screened in view of the age, experience, and maturity level of the students for whom it is intended in the following areas? <i>-These are the best materials I have seen on these topics – for special education students.</i>						
- profane or obscene language	5	4	3	2	1	NA M
- graphic sexual incidents	5	4	3	2	1	NA M
- biased point of view on moral issues	5	4	3	2	1	NA M
- controversial ideology or philosophy	5	4	3	2	1	NA M
b. Does the material present several viewpoints of controversial issues?	5	4	3	2	1	NA M
c. Is information presented objectively, without bias?	<b>5</b>	4	3	2	1	NA M
<b>3. Does the material support the district curriculum?</b>	<b>Average Score – 5.0</b>					
a. Are the materials consistent with district student learning objectives and with department and course goals?	<b>5</b>	4	3	2	1	NA M
<b>4. Have minority groups been presented with integrity?</b>	<b>Average Score – NA+</b>					
a. Does the material include contributions of minority authors?	5	4	3	2	1	NA M
b. Does the material facilitate the sharing of cultural differences?	5	4	3	2	1	NA M
c. Does the material promote the positive nature of differences?	<b>5</b>	4	3	2	1	NA M
d. Does the material include the contributions, discoveries, or inventions of minorities?	5	4	3	2	1	NA M
e. Does the material present minorities in a manner that promotes ethnic pride?	5	4	3	2	1	NA M

Appendix A, cont.

Special Education Adoption

<b>5. Are racial, sexual, religious, and ethnic stereotypes avoided?</b>	<b>Average Score – 4.25</b>					
a. Does the material include the contributions, inventions, or discoveries of women and minority groups?	5	4	3	2	1	NA M
b. Does the material present non-stereotypical models?	5	4	3	2	1	NA M
c. Does the material portray various family lifestyles?	5	4	3	2	1	NA M
d. Does the material portray people with handicaps?	5	4	3	2	1	NA M
e. Does the material depict all individuals in a variety of occupations and at all levels in a profession?	5	4	3	2	1	NA M
f. Do the illustrations portray a balance of all individuals?	5	4	3	2	1	NA M
<b>6. Are the reading level and vocabulary appropriate for the students who will be using the textbook?</b>	<b>Average Score - NA</b>					
a. What was the readability score on the Fry readability graph?	5	4	3	2	1	NA M
b. What was the readability score on the McLaughlin’s SMOG formula?	5	4	3	2	1	NA M
c. If you used a different readability test, which one was it, and what was the score?	5	4	3	2	1	NA M
d. Is the vocabulary suited to the experiences of the students?	5	4	3	2	1	NA M
e. Does the book provide sufficient use of new vocabulary to promote new vocabulary growth?	5	4	3	2	1	NA M

Additional Comments: I used the publisher’s readability scores – 3.6 on the first set, 4.5 on the second set.

**Skills and Activities**

<b>1. Is there a plan for developing study skills?</b>	<b>Average Score - NA</b>					
a. Do the activities provide for the development of the skill of note-taking?	5	4	3	2	1	NA M
b. Do the activities provide for the development of the skill of outlining?	5	4	3	2	1	NA M
c. Do the activities provide for the development of the use of the library media center?	5	4	3	2	1	NA M
d. Do the materials provide for the development of time management?	5	4	3	2	1	NA M
<b>2. Is there a plan for developing thinking skills?</b>	<b>Average Score - NA</b>					
a. Are critical thinking skills included to help student learn to generalize, identify cause-and-effect, suggest hypotheses, and draw conclusions? - <i>when appropriate</i>	5	4	3	2	1	NA M
b. Does the text encourage divergent or creative thinking skills?	5	4	3	2	1	NA M

Appendix A, cont.

Special Education Adoption

c.	Is the material presented in a way that gets students to think rather than just memorizing facts? - <i>when appropriate</i>	5	4	3	2	1	NA	M
<b>3.</b>	<b>Are there activities for writing, listening, speaking, and group discussion?</b>	<b>Average Score – <u>5-</u></b>						
a.	Are writing skills, such as summarizing, outlining main ideas, and writing a report incorporated at all levels?	5	4	3	2	1	NA	M
b.	Does the material suggest appropriate listening activities?	5	4	3	2	1	NA	M
c.	Does the material suggest appropriate speaking activities?	<b>5</b>	4	3	2	1	NA	M
d.	Does the material provide opportunities for group discussion?	<b>5</b>	4	3	2	1	NA	M
e.	Does the material provide for hands-on activities?	<b>5</b>	4	3	2	1	NA	M
<b>4.</b>	<b>Are there sufficient activities for the various ability levels within the class?</b>	<b>Average Score – <u>4-</u></b>						
a.	Are there activities for students who are below grade level?	<b>5</b>	4	3	2	1	NA	M
b.	Are there activities for students who are at grade level?	5	4	3	2	1	NA	M
c.	Are there activities for students who are above grade level?	5	4	3	2	1	NA	M
<b>5.</b>	<b>Do the materials accommodate various learning styles?</b>	<b>Average Score - <u>4+</u></b>						
a.	Are there materials that accommodate auditory learners?	<b>5</b>	4	3	2	1	NA	M
b.	Are there materials that accommodate kinesthetic learners?	5	4	3	2	1	NA	M
c.	Are there materials that accommodate visual learners?	<b>5</b>	4	3	2	1	NA	M
<b>6.</b>	<b>Are provisions made for skills maintenance and reinforcement?</b>	<b>Average Score – <u>5-</u></b>						
a.	Does the material provide periodic reviews? - <i>at teacher's discretion</i>	5	4	3	2	1	NA	M
b.	Does the material provide practice of previously acquired skills?	5	4	3	2	1	NA	M
c.	Does the material provide for transfer of skills to experiences outside the classroom? - <i>I sure hope so</i>	5	4	3	2	1	NA	M

Additional Comments: 3b – the material included either on DVD or video that presents the material in the booklet – word for word      5b – There are suggested activities

Appendix A, cont.

Special Education Adoption

**Management System**

<b>1. Is the manual accompanying the text meaningful and helpful to the teacher without being too confining?</b>	<b>Average Score – <u>5</u></b>					
a. Does the teacher’s edition provide a list of materials for each activity?	<b>5</b>	4	3	2	1	NA M
b. Does the manual provide for a number of teaching styles?	<b>5</b>	4	3	2	1	NA M
c. Does the manual provide for answers for questions and quizzes?	5	4	3	2	1	<b>NA</b> M
d. Does the manual provide for a variety of answers to inferential or open-ended questions?	<b>5</b>	4	3	2	1	NA M
e. Does the teacher’s manual explain the aims and objectives of individual lessons, units, and selections?	<b>5</b>	4	3	2	1	NA M
f. Are interesting activities suggested that will challenge youngsters to do further research?	5	4	3	2	1	<b>NA</b> M
g. Are the directions for the teacher clear and detailed?	<b>5</b>	4	3	2	1	NA M
<b>2. Is there supplementary material to accompany the book, such as audio-visual aids, transparencies, software, etc.?</b>	<b>Average Score – <u>5</u></b>					
a. Will the textbook company provide in-service training?	5	4	3	2	1	<b>NA</b> M
b. Will the textbook company provide computer software?	5	4	3	2	1	<b>NA</b> M
c. Will the textbook company provide transparencies, and audio-visual aids? - <i>It comes with a DVD or video.</i>	5	4	3	2	1	NA M
d. Will the textbook company provide a challenging and appropriate workbook(s)?	5	4	3	2	1	<b>NA</b> M
e. Are there library/research materials to enhance the text?	5	4	3	2	1	<b>NA</b> M
<b>3. Are materials available for measurement of student achievement?</b>	<b>Average Score - <b>NA</b></b>					
a. Are pre-tests and post-tests available?	5	4	3	2	1	<b>NA</b> M
b. Are there several versions of each test available?	5	4	3	2	1	<b>NA</b> M
c. Are there alternative evaluations available for students with special needs?	5	4	3	2	1	<b>NA</b> M
d. Are there chapter, unit, and section quizzes and tests available?	5	4	3	2	1	<b>NA</b> M
e. Do test questions evaluate higher-level thinking skills?	5	4	3	2	1	<b>NA</b> M
f. Is the format of the measuring device consistent with the instructional format?	5	4	3	2	1	<b>NA</b> M
<b>4. Software evaluation (if available)</b>	5	4	3	2	1	<b>NA</b> M

**Authorship**

1. Is the author(s) an expert in the field covered by the text?	<b>5</b>	4	3	2	1	NA M
2. Is the author(s) an experienced subject teacher(s)?	<b>5</b>	4	3	2	1	NA M
3. Does text incorporate the latest findings on the subject?	5	4	3	2	1	<b>NA</b> M

Appendix B

Science Adoption

PORT ANGELES SCHOOL DISTRICT  
 SUMMARY OF FORMS USED FOR TEXTBOOK EVALUATION  
 GROUP SUMMARY REPORT

SUBJECT AREA Science TITLE BSCS Science – An Inquiry Approach Level 2

PUBLISHER Kendell/Hunt COPYRIGHT DATE 2007 GRADE LEVEL 10

DIRECTION FOR EVALUATION

Using the average scores from the evaluations work- M–missing NA–not applicable  
 sheet rate each question on a scale of 1 to 5. High.....Low M NA

**Format**

- |   |          |   |   |   |   |    |   |
|---|----------|---|---|---|---|----|---|
| 1. Is the book sufficiently durable for 6 years of classroom use?                             | <b>5</b> | 4 | 3 | 2 | 1 | NA | M |
| 2. Are the page layouts uncluttered and attractive?   | <b>5</b> | 4 | 3 | 2 | 1 | NA | M |
| 3. Are illustrations, charts, and graphs well chosen to clarify and enrich the text material? | <b>5</b> | 4 | 3 | 2 | 1 | NA | M |

**Organization**

- |  |          |          |   |   |   |    |   |
|--|----------|----------|---|---|---|----|---|
| 1. Are the materials useful in various instructional settings; i.e., large group, small group, individual instruction? | <b>5</b> | 4        | 3 | 2 | 1 | NA | M |
| 2. Are there good chapter summaries, an index, a glossary, a bibliography, headings, and a table of contents?          | <b>5</b> | 4        | 3 | 2 | 1 | NA | M |
| 3. Are performance objectives specified?   | <b>5</b> | 4        | 3 | 2 | 1 | NA | M |
| 4. Are there activities included throughout the lesson to stimulate understanding?                                     | <b>5</b> | 4        | 3 | 2 | 1 | NA | M |
| 5. Are there special in-text features that contribute to student involvement and understanding?                        | 5        | <b>4</b> | 3 | 2 | 1 | NA | M |

**Content**

- |  |          |          |   |   |   |    |   |
|--|----------|----------|---|---|---|----|---|
| 1. Is the material appropriate to student age and maturity?  | 5        | <b>4</b> | 3 | 2 | 1 | NA | M |
| 2. Is there a balanced presentation of any controversial material?                                   | <b>5</b> | 4        | 3 | 2 | 1 | NA | M |
| 3. Does the material support the district curriculum?  | <b>5</b> | 4        | 3 | 2 | 1 | NA | M |
| 4. Have minority groups been presented with integrity?   | <b>5</b> | 4        | 3 | 2 | 1 | NA | M |
| 5. Are racial, sexual, religious, and ethnic stereotypes avoided?                                    | <b>5</b> | 4        | 3 | 2 | 1 | NA | M |
| 6. Are the reading level and vocabulary appropriate for the students who will be using the textbook? | 5        | <b>4</b> | 3 | 2 | 1 | NA | M |

Appendix B, cont.

Science Adoption

**Skills and Activities**

1. Is there a plan for developing study skills?	5	4	3	2	1	NA	M
2. Is there a plan for developing thinking skills?	5	4	3	2	1	NA	M
3. Are there activities for writing, listening, speaking, and group discussion?	5	4	3	2	1	NA	M
4. Are there sufficient activities for the various ability levels within the class?	5	4	3	2	1	NA	M
5. Do the materials accommodate various learning styles?	5	4	3	2	1	NA	M
6. Are provisions made for skills maintenance and reinforcement?	5	4	3	2	1	NA	M

**Management System**

1. Is the manual accompanying the text meaningful and helpful to the teacher without being too confining?	5	4	3	2	1	NA	M
2. Is there supplementary material to accompany the book, such as audio-visual aids, transparencies, software, etc.?	5	4	3	2	1	NA	M
3. Are materials available for measurement of student achievement?	5	4	3	2	1	NA	M
4. Software evaluation (if available)	5	4	3	2	1	NA	M

**Authorship**

1. Is the author(s) an expert in the field covered by the text?	5	4	3	2	1	NA	M
2. Is the author(s) an experienced classroom teacher(s)?	5	4	3	2	1	NA	M
3. Does the text incorporate the latest findings on the subject?	5	4	3	2	1	NA	M

Appendix C

Mathematics Adoption, Grades K-5

PORT ANGELES SCHOOL DISTRICT  
 SUMMARY OF FORMS USED FOR TEXTBOOK EVALUATION  
 GROUP SUMMARY REPORT

SUBJECT AREA Mathematics TITLE Bridges in Mathematics

PUBLISHER The Math Learning Center COPYRIGHT DATE 2005 GRADE LEVEL K-5

DIRECTION FOR EVALUATION

Using the average scores from the evaluations work- M–missing NA–not applicable  
 sheet rate each question on a scale of 1 to 5. High.....Low M NA

Format

1. Is the book sufficiently durable for 6 years of classroom use?	5	4	3	2	1	NA	M
2. Are the page layouts uncluttered and attractive?	5	4	3	2	1	NA	M
3. Are illustrations, charts, and graphs well chosen to clarify and enrich the text material?	5	4	3	2	1	NA	M

Organization

1. Are the materials useful in various instructional settings; i.e., large group, small group, individual instruction?	5	4	3	2	1	NA	M
2. Are there good chapter summaries, an index, a glossary, a bibliography, headings, and a table of contents?	5	4	3	2	1	NA	M
3. Are performance objectives specified?	5	4	3	2	1	NA	M
4. Are there activities included throughout the lesson to stimulate understanding?	5	4	3	2	1	NA	M
5. Are there special in-text features that contribute to student involvement and understanding?	5	4	3	2	1	NA	M

Content

1. Is the material appropriate to student age and maturity?	5	4	3	2	1	NA	M
2. Is there a balanced presentation of any controversial material?	5	4	3	2	1	NA	M
3. Does the material support the district curriculum?	5	4	3	2	1	NA	M
4. Have minority groups been presented with integrity?	5	4	3	2	1	NA	M
5. Are racial, sexual, religious, and ethnic stereotypes avoided?	5	4	3	2	1	NA	M
6. Are the reading level and vocabulary appropriate for the students who will be using the textbook?	5	4	3	2	1	NA	M

Appendix C, cont.

Mathematics Adoption, Grades K-5

**Skills and Activities**

1. Is there a plan for developing study skills?	<b>5</b>	4	3	2	1	NA	M
2. Is there a plan for developing thinking skills?	<b>5</b>	4	3	2	1	NA	M
3. Are there activities for writing, listening, speaking, and group discussion?	<b>5</b>	4	3	2	1	NA	M
4. Are there sufficient activities for the various ability levels within the class?	<b>5</b>	4	3	2	1	NA	M
5. Do the materials accommodate various learning styles?	<b>5</b>	4	3	2	1	NA	M
6. Are provisions made for skills maintenance and reinforcement?	<b>5</b>	4	3	2	1	NA	M

**Management System**

1. Is the manual accompanying the text meaningful and helpful to the teacher without being too confining?	<b>5</b>	4	3	2	1	NA	M
2. Is there supplementary material to accompany the book, such as audio-visual aids, transparencies, software, etc.?	<b>5</b>	4	3	2	1	NA	M
3. Are materials available for measurement of student achievement?	<b>5</b>	4	3	2	1	NA	M
4. Software evaluation (if available)	5	4	3	2	1	<b>NA</b>	M

**Authorship**

1. Is the author(s) an expert in the field covered by the text?	<b>5</b>	4	3	2	1	NA	M
2. Is the author(s) an experienced classroom teacher(s)?	<b>5</b>	4	3	2	1	NA	M
3. Does the text incorporate the latest findings on the subject?	<b>5</b>	4	3	2	1	NA	M

Appendix C, cont.

Mathematics Adoption, Grades K-5

PORT ANGELES SCHOOL DISTRICT  
 TEXTBOOK EVALUATION WORKSHEET  
 INDIVIDUAL REPORT

DATE June 2007 TITLE Bridges in Mathematics

PUBLISHER The Math Learning Center EVALUATOR'S NAME K-5 Grade Level Teams

DIRECTION FOR EVALUATION

On a scale of 1 to 5 rate the questions below: M—missing NA—not applicable  
 Total these ratings and determine an average for High.....Low M NA  
 each question.

Format

<b>1. Is the book sufficiently durable for 6 years of classroom use?</b>	<b>Average Score - NA</b>					
a. Is the binding durable and flexible?	5	4	3	2	1	NA M
b. Is the paper quality heavy enough to stand up to wear?	5	4	3	2	1	NA M
c. Is the cover durable?	5	4	3	2	1	NA M
<b>2. Are the page layouts uncluttered and attractive?</b>	<b>Average Score – 5.00</b>					
a. Are the type face and size suitable for the intended readers?	5	4	3	2	1	NA M
b. Is the number of ideas treated on each page appropriate for the intended audience?	5	4	3	2	1	NA M
c. Are the size and the appearance of the book appealing?	5	4	3	2	1	NA M
d. Do the pages have an adequate inner margin?	5	4	3	2	1	NA M
<b>3. Are illustrations, charts, and graphs well chosen to clarify and enrich the text material?</b>	<b>Average Score – 4.75</b>					
a. Are charts, maps and tables accurate, current, and presented clearly?	5	4	3	2	1	NA M
b. Are graphics explained close to where they are presented?	5	4	3	2	1	NA M
c. Do graphics have aesthetic value to students?	5	4	3	2	1	NA M
d. Do graphics help the reader to understand and interpret the text?	5	4	3	2	1	NA M

Additional Comments: Developed with initial support from the National Science Foundation, Bridges offers a unique blend of problem solving and skill building in a clearly articulated program that moves through each grade level with common models, teaching strategies, and objectives.

Appendix C, cont.

Mathematics Adoption, Grades K-5

**Organization**

<b>1. Are the materials useful in various instructional settings; i.e., large group, small group, individual instruction?</b>	<b>Average Score – <u>5.00</u></b>					
a. Is the material easily adapted to various class sizes?	<b>5</b>	4	3	2	1	NA M
b. Do the materials allow for individualized instruction?	<b>5</b>	4	3	2	1	NA M
c. Do the materials provide activities for cooperative learning?	<b>5</b>	4	3	2	1	NA M
d. Are the materials adapted to team-teaching, integrative curriculum and other innovative methodology?	<b>5</b>	4	3	2	1	NA M
<b>2. Are there good chapter summaries, an index, a glossary, a bibliography, headings, and a table of contents?</b>	<b>Average Score – <u>4.20</u></b>					
a. Is the index sufficiently comprehensive?	5	<b>4</b>	3	2	1	NA M
b. Is there a glossary of new vocabulary?	5	<b>4</b>	3	2	1	NA M
c. Does the glossary include pronunciation?	5	<b>4</b>	3	2	1	NA M
d. Does the glossary indicate parts of speech (verb, noun, etc.)	5	<b>4</b>	3	2	1	NA M
e. Do the headings supply an outline of the chapter?	<b>5</b>	4	3	2	1	NA M
<b>3. Are performance objectives specified?</b>	<b>Average Score – <u>5.00</u></b>					
a. Are chapter objectives clearly delineated?	<b>5</b>	4	3	2	1	NA M
b. Does the textual material meet the specified objectives?	<b>5</b>	4	3	2	1	NA M
<b>4. Are there activities included throughout the lesson to stimulate understanding?</b>	<b>Average Score – <u>5.00</u></b>					
a. Are there challenge problems, experiments, or extension activities throughout the chapters?	<b>5</b>	4	3	2	1	NA M
b. Are activity-oriented assignments an integral part of the program?	<b>5</b>	4	3	2	1	NA M
<b>5. Are there special in-text features that contribute to student involvement and understanding?</b>	<b>Average Score – <u>4.00</u></b>					
a. Are there review suggestions at the end of every chapter?	5	<b>4</b>	3	2	1	NA M
b. Are there unit introductions that give focus and direction to the units?	5	<b>4</b>	3	2	1	NA M
c. Are there chapter introductions that motivate students and provide an overview of the chapter?	5	<b>4</b>	3	2	1	NA M
d. Is there a list of supplemental reading materials at the end of every chapter?	5	<b>4</b>	3	2	1	NA M
e. Is there a list of new vocabulary within each chapter?	5	<b>4</b>	3	2	1	NA M

Additional Comments: Math is more than arithmetic; Bridges includes such topics as patterns, geometry, statistics and probability, estimation, measuring and number sense.

Appendix C, cont.

Mathematics Adoption, Grades K-5

Content

<b>1. Is the material appropriate to student age and maturity?</b>	<b>Average Score – <u>5.00</u></b>					
a. Do activities in the text coincide with the student’s interests and backgrounds?	<b>5</b>	4	3	2	1	NA M
b. Does the content reflect the broadened experiences of today’s students?	<b>5</b>	4	3	2	1	NA M
<b>2. Is there a balanced presentation of any controversial material?</b>	<b>Average Score - <b>NA</b></b>					
a. Has this material been screened in view of the age, experience, and maturity level of the students for whom it is intended in the following areas?						
- profane or obscene language	5	4	3	2	1	<b>NA</b> M
- graphic sexual incidents	5	4	3	2	1	<b>NA</b> M
- biased point of view on moral issues	5	4	3	2	1	<b>NA</b> M
- controversial ideology or philosophy	5	4	3	2	1	<b>NA</b> M
b. Does the material present several viewpoints of controversial issues?	5	4	3	2	1	<b>NA</b> M
c. Is information presented objectively, without bias?	5	4	3	2	1	<b>NA</b> M
<b>3. Does the material support the district curriculum?</b>	<b>Average Score – <u>5.00</u></b>					
a. Are the materials consistent with district student learning objectives and with department and course goals?	<b>5</b>	4	3	2	1	NA M
<b>4. Have minority groups been presented with integrity?</b>	<b>Average Score – <u>4.40</u></b>					
a. Does the material include contributions of minority authors?	5	<b>4</b>	3	2	1	NA M
b. Does the material facilitate the sharing of cultural differences?	<b>5</b>	4	3	2	1	NA M
c. Does the material promote the positive nature of differences?	5	<b>4</b>	3	2	1	NA M
d. Does the material include the contributions, discoveries, or inventions of minorities?	5	<b>4</b>	3	2	1	NA M
e. Does the material present minorities in a manner that promotes ethnic pride?	<b>5</b>	4	3	2	1	NA M

Appendix C, cont.

Mathematics Adoption, Grades K-5

<b>5. Are racial, sexual, religious, and ethnic stereotypes avoided?</b>	<b>Average Score – <u>4.33</u></b>					
a. Does the material include the contributions, inventions, or discoveries of women and minority groups?	<b>5</b>	4	3	2	1	NA M
b. Does the material present non-stereotypical models?	<b>5</b>	4	3	2	1	NA M
c. Does the material portray various family lifestyles?	5	<b>4</b>	3	2	1	NA M
d. Does the material portray people with handicaps?	5	<b>4</b>	3	2	1	NA M
e. Does the material depict all individuals in a variety of occupations and at all levels in a profession?	5	<b>4</b>	3	2	1	NA M
f. Do the illustrations portray a balance of all individuals?	5	<b>4</b>	3	2	1	NA M
<b>6. Are the reading level and vocabulary appropriate for the students who will be using the textbook?</b>	<b>Average Score – <u>5-</u></b>					
a. What was the readability score on the Fry readability graph?	<b>5</b>	4	3	2	1	NA M
b. What was the readability score on the McLaughlin’s SMOG formula?	<b>5</b>	4	3	2	1	NA M
c. If you used a different readability test, which one was it, and what was the score?	5	4	3	2	1	<b>NA</b> M
d. Is the vocabulary suited to the experiences of the students?	<b>5</b>	4	3	2	1	NA M
e. Does the book provide sufficient use of new vocabulary to promote new vocabulary growth?	<b>5</b>	4	3	2	1	NA M

Additional Comments: Math – for understanding as well as accuracy

**Skills and Activities**

<b>1. Is there a plan for developing study skills?</b>	<b>Average Score – <u>4.75</u></b>					
a. Do the activities provide for the development of the skill of note-taking?	<b>5</b>	4	3	2	1	NA M
b. Do the activities provide for the development of the skill of outlining?	5	<b>4</b>	3	2	1	NA M
c. Do the activities provide for the development of the use of the library media center?	<b>5</b>	4	3	2	1	NA M
d. Do the materials provide for the development of time management?	<b>5</b>	4	3	2	1	NA M
<b>2. Is there a plan for developing thinking skills?</b>	<b>Average Score – <u>5.00</u></b>					
a. Are critical thinking skills included to help student learn to generalize, identify cause-and-effect, suggest hypotheses, and draw conclusions?	<b>5</b>	4	3	2	1	NA M
b. Does the text encourage divergent or creative thinking skills?	<b>5</b>	4	3	2	1	NA M
c. Is the material presented in a way that gets students to think rather than just memorizing facts?	<b>5</b>	4	3	2	1	NA M

Appendix C, cont.

Mathematics Adoption, Grades K-5

<b>3. Are there activities for writing, listening, speaking, and group discussion?</b>	<b>Average Score – <u>5.00</u></b>
a. Are writing skills, such as summarizing, outlining main ideas, and writing a report incorporated at all levels?	5 4 3 2 1 NA M
b. Does the material suggest appropriate listening activities?	5 4 3 2 1 NA M
c. Does the material suggest appropriate speaking activities?	5 4 3 2 1 NA M
d. Does the material provide opportunities for group discussion?	5 4 3 2 1 NA M
e. Does the material provide for hands-on activities?	5 4 3 2 1 NA M
<b>4. Are there sufficient activities for the various ability levels within the class?</b>	<b>Average Score – <u>5.00</u></b>
a. Are there activities for students who are below grade level?	5 4 3 2 1 NA M
b. Are there activities for students who are at grade level?	5 4 3 2 1 NA M
c. Are there activities for students who are above grade level?	5 4 3 2 1 NA M
<b>5. Do the materials accommodate various learning styles?</b>	<b>Average Score – <u>5.00</u></b>
a. Are there materials that accommodate auditory learners?	5 4 3 2 1 NA M
b. Are there materials that accommodate kinesthetic learners?	5 4 3 2 1 NA M
c. Are there materials that accommodate visual learners?	5 4 3 2 1 NA M
<b>6. Are provisions made for skills maintenance and reinforcement?</b>	<b>Average Score – <u>4.60</u></b>
a. Does the material provide periodic reviews?	5 4 3 2 1 NA M
b. Does the material provide practice of previously acquired skills?	5 4 3 2 1 NA M
c. Does the material provide for transfer of skills to experiences outside the classroom?	5 4 3 2 1 NA M

Additional Comments: Opportunities for formal and informal student assessment are also included. There are realistic practical tips for teachers as they evaluate student work. These assessments are incorporated into daily sessions and include individual interviews, paper and pencil tasks and assignments that have been earmarked as key samples of work.

Appendix C, cont.

Mathematics Adoption, Grades K-5

**Management System**

<b>1. Is the manual accompanying the text meaningful and helpful to the teacher without being too confining?</b>	<b>Average Score – <u>5.00</u></b>					
a. Does the teacher’s edition provide a list of materials for each activity?	<b>5</b>	4	3	2	1	NA M
b. Does the manual provide for a number of teaching styles?	<b>5</b>	4	3	2	1	NA M
c. Does the manual provide for answers for questions and quizzes?	<b>5</b>	4	3	2	1	NA M
d. Does the manual provide for a variety of answers to inferential or open-ended questions?	<b>5</b>	4	3	2	1	NA M
e. Does the teacher’s manual explain the aims and objectives of individual lessons, units, and selections?	<b>5</b>	4	3	2	1	NA M
f. Are interesting activities suggested that will challenge youngsters to do further research?	<b>5</b>	4	3	2	1	NA M
g. Are the directions for the teacher clear and detailed?	<b>5</b>	4	3	2	1	NA M
<b>2. Is there supplementary material to accompany the book, such as audio-visual aids, transparencies, software, etc.?</b>	<b>Average Score – <u>4.80</u></b>					
a. Will the textbook company provide in-service training?	<b>5</b>	4	3	2	1	NA M
b. Will the textbook company provide computer software?	<b>5</b>	4	3	2	1	NA M
c. Will the textbook company provide transparencies, and audio-visual aids?	<b>5</b>	4	3	2	1	NA M
d. Will the textbook company provide a challenging and appropriate workbook(s)?	<b>5</b>	4	3	2	1	NA M
e. Are there library/research materials to enhance the text?	5	<b>4</b>	3	2	1	NA M
<b>3. Are materials available for measurement of student achievement?</b>	<b>Average Score – <u>4.80</u></b>					
a. Are pre-tests and post-tests available?	<b>5</b>	4	3	2	1	NA M
b. Are there several versions of each test available?	5	<b>4</b>	3	2	1	NA M
c. Are there alternative evaluations available for students with special needs?	<b>5</b>	4	3	2	1	NA M
d. Are there chapter, unit, and section quizzes and tests available?	<b>5</b>	4	3	2	1	NA M
e. Do test questions evaluate higher-level thinking skills?	<b>5</b>	4	3	2	1	NA M
f. Is the format of the measuring device consistent with the instructional format?	<b>5</b>	4	3	2	1	NA M
<b>4. Software evaluation (if available)</b>	5	4	3	2	1	<b>NA</b> M

**Authorship**

1. Is the author(s) an expert in the field covered by the text?	<b>5</b>	4	3	2	1	NA M
2. Is the author(s) an experienced classroom teacher(s)?	<b>5</b>	4	3	2	1	NA M
3. Does the text incorporate the latest findings on the subject?	<b>5</b>	4	3	2	1	NA M

Appendix D

Mathematics Adoption, Grades 6-8

PORT ANGELES SCHOOL DISTRICT  
 SUMMARY OF FORMS USED FOR TEXTBOOK EVALUATION  
 GROUP SUMMARY REPORT

SUBJECT AREA Mathematics TITLE Math Course 1, 2, and 3

PUBLISHER McDougal Littell COPYRIGHT DATE 2007 GRADE LEVEL 6-8

DIRECTION FOR EVALUATION

Using the average scores from the evaluations work- M–missing NA–not applicable  
 sheet rate each question on a scale of 1 to 5. High.....Low M NA

**Format**

- |   |   |   |   |   |   |    |   |
|---|---|---|---|---|---|----|---|
| 1. Is the book sufficiently durable for 6 years of classroom use?                             | 5 | 4 | 3 | 2 | 1 | NA | M |
| 2. Are the page layouts uncluttered and attractive?   | 5 | 4 | 3 | 2 | 1 | NA | M |
| 3. Are illustrations, charts, and graphs well chosen to clarify and enrich the text material? | 5 | 4 | 3 | 2 | 1 | NA | M |

**Organization**

- |  |   |   |   |   |   |    |   |
|--|---|---|---|---|---|----|---|
| 1. Are the materials useful in various instructional settings; i.e., large group, small group, individual instruction? | 5 | 4 | 3 | 2 | 1 | NA | M |
| 2. Are there good chapter summaries, an index, a glossary, a bibliography, headings, and a table of contents?          | 5 | 4 | 3 | 2 | 1 | NA | M |
| 3. Are performance objectives specified?   | 5 | 4 | 3 | 2 | 1 | NA | M |
| 4. Are there activities included throughout the lesson to stimulate understanding?                                     | 5 | 4 | 3 | 2 | 1 | NA | M |
| 5. Are there special in-text features that contribute to student involvement and understanding?                        | 5 | 4 | 3 | 2 | 1 | NA | M |

**Content**

- |  |   |   |   |   |   |    |   |
|--|---|---|---|---|---|----|---|
| 1. Is the material appropriate to student age and maturity?  | 5 | 4 | 3 | 2 | 1 | NA | M |
| 2. Is there a balanced presentation of any controversial material?                                   | 5 | 4 | 3 | 2 | 1 | NA | M |
| 3. Does the material support the district curriculum?  | 5 | 4 | 3 | 2 | 1 | NA | M |
| 4. Have minority groups been presented with integrity?   | 5 | 4 | 3 | 2 | 1 | NA | M |
| 5. Are racial, sexual, religious, and ethnic stereotypes avoided?                                    | 5 | 4 | 3 | 2 | 1 | NA | M |
| 6. Are the reading level and vocabulary appropriate for the students who will be using the textbook? | 5 | 4 | 3 | 2 | 1 | NA | M |

Appendix D, cont.

Mathematics Adoption, Grades K-5

**Skills and Activities**

1. Is there a plan for developing study skills?	<b>5</b>	4	3	2	1	NA	M
2. Is there a plan for developing thinking skills?	<b>5</b>	4	3	2	1	NA	M
3. Are there activities for writing, listening, speaking, and group discussion?	<b>5</b>	4	3	2	1	NA	M
4. Are there sufficient activities for the various ability levels within the class?	5	<b>4</b>	3	2	1	NA	M
5. Do the materials accommodate various learning styles?	5	<b>4</b>	3	2	1	NA	M
6. Are provisions made for skills maintenance and reinforcement?	<b>5</b>	4	3	2	1	NA	M

**Management System**

1. Is the manual accompanying the text meaningful and helpful to the teacher without being too confining?	<b>5</b>	4	3	2	1	NA	M
2. Is there supplementary material to accompany the book, such as audio-visual aids, transparencies, software, etc.?	5	4	<b>3</b>	2	1	NA	M
3. Are materials available for measurement of student achievement?	<b>5</b>	4	3	2	1	NA	M
4. Software evaluation (if available)	<b>5</b>	4	3	2	1	NA	M

**Authorship**

1. Is the author(s) an expert in the field covered by the text?	<b>5</b>	4	3	2	1	NA	M
2. Is the author(s) an experienced classroom teacher(s)?	5	<b>4</b>	3	2	1	NA	M
3. Does the text incorporate the latest findings on the subject?	<b>5</b>	4	3	2	1	NA	M

Appendix D, cont.

Mathematics Adoption, Grades 6-8

PORT ANGELES SCHOOL DISTRICT  
 TEXTBOOK EVALUATION WORKSHEET  
 INDIVIDUAL REPORT

DATE June 2007 TITLE Math Course 1, 2, and 3

PUBLISHER McDougal Littell EVALUATOR'S NAME Middle School Math Team

DIRECTION FOR EVALUATION

On a scale of 1 to 5 rate the questions below: M—missing NA—not applicable  
 Total these ratings and determine an average for High.....Low M NA  
 each question.

Format

- |  |                             |   |   |   |   |      |
|--|-----------------------------|---|---|---|---|------|
| <b>1. Is the book sufficiently durable for 6 years of classroom use?</b>                             | <b>Average Score – 4.66</b> |   |   |   |   |      |
| a. Is the binding durable and flexible?  | 5                           | 4 | 3 | 2 | 1 | NA M |
| b. Is the paper quality heavy enough to stand up to wear?  | 5                           | 4 | 3 | 2 | 1 | NA M |
| c. Is the cover durable?   | 5                           | 4 | 3 | 2 | 1 | NA M |
| <b>2. Are the page layouts uncluttered and attractive?</b>   | <b>Average Score – 4.25</b> |   |   |   |   |      |
| a. Are the type face and size suitable for the intended readers?                                     | 5                           | 4 | 3 | 2 | 1 | NA M |
| b. Is the number of ideas treated on each page appropriate for the intended audience?                | 5                           | 4 | 3 | 2 | 1 | NA M |
| c. Are the size and the appearance of the book appealing?  | 5                           | 4 | 3 | 2 | 1 | NA M |
| d. Do the pages have an adequate inner margin?   | 5                           | 4 | 3 | 2 | 1 | NA M |
| <b>3. Are illustrations, charts, and graphs well chosen to clarify and enrich the text material?</b> | <b>Average Score – 4.00</b> |   |   |   |   |      |
| a. Are charts, maps and tables accurate, current, and presented clearly?                             | 5                           | 4 | 3 | 2 | 1 | NA M |
| b. Are graphics explained close to where they are presented?   | 5                           | 4 | 3 | 2 | 1 | NA M |
| c. Do graphics have aesthetic value to students?   | 5                           | 4 | 3 | 2 | 1 | NA M |
| d. Do graphics help the reader to understand and interpret the text?                                 | 5                           | 4 | 3 | 2 | 1 | NA M |

Additional Comments: McDougal Littell Math makes it easier than ever to teach a teacher's individual style – from dynamic learning activities to flexible lesson planning to constructive, on-going assessment.

Appendix D, cont.

Mathematics Adoption, Grades 6-8

**Organization**

<b>1. Are the materials useful in various instructional settings; i.e., large group, small group, individual instruction?</b>	<b>Average Score – <u>4.25</u></b>					
a. Is the material easily adapted to various class sizes?	5	<b>4</b>	3	2	1	NA M
b. Do the materials allow for individualized instruction?	<b>5</b>	4	3	2	1	NA M
c. Do the materials provide activities for cooperative learning?	5	<b>4</b>	3	2	1	NA M
d. Are the materials adapted to team-teaching, integrative curriculum and other innovative methodology?	5	<b>4</b>	3	2	1	NA M
 <b>2. Are there good chapter summaries, an index, a glossary, a bibliography, headings, and a table of contents?</b>	<b>Average Score – <u>4.80</u></b>					
a. Is the index sufficiently comprehensive?	<b>5</b>	4	3	2	1	NA M
b. Is there a glossary of new vocabulary?	<b>5</b>	4	3	2	1	NA M
c. Does the glossary include pronunciation?	<b>5</b>	4	3	2	1	NA M
d. Does the glossary indicate parts of speech (verb, noun, etc.)	5	<b>4</b>	3	2	1	NA M
e. Do the headings supply an outline of the chapter?	<b>5</b>	4	3	2	1	NA M
 <b>3. Are performance objectives specified?</b>	<b>Average Score – <u>5.00</u></b>					
a. Are chapter objectives clearly delineated?	<b>5</b>	4	3	2	1	NA M
b. Does the textual material meet the specified objectives?	<b>5</b>	4	3	2	1	NA M
 <b>4. Are there activities included throughout the lesson to stimulate understanding?</b>	<b>Average Score – <u>5.00</u></b>					
a. Are there challenge problems, experiments, or extension activities throughout the chapters?	<b>5</b>	4	3	2	1	NA M
b. Are activity-oriented assignments an integral part of the program?	<b>5</b>	4	3	2	1	NA M
 <b>5. Are there special in-text features that contribute to student involvement and understanding?</b>	<b>Average Score – <u>4.20</u></b>					
a. Are there review suggestions at the end of every chapter?	<b>5</b>	4	3	2	1	NA M
b. Are there unit introductions that give focus and direction to the units?	5	<b>4</b>	3	2	1	NA M
c. Are there chapter introductions that motivate students and provide an overview of the chapter?	5	<b>4</b>	3	2	1	NA M
d. Is there a list of supplemental reading materials at the end of every chapter?	5	<b>4</b>	3	2	1	NA M
e. Is there a list of new vocabulary within each chapter?	5	<b>4</b>	3	2	1	NA M

Appendix D, cont.

Mathematics Adoption, Grades 6-8

Additional Comments: *This text helps students connect to essential math concepts with integrated print and technology support that captures the imagination and provides a vital link to real-life problem solving.*

**Content**

<b>1. Is the material appropriate to student age and maturity?</b>	<b>Average Score – 5.00</b>					
a. Do activities in the text coincide with the student’s interests and backgrounds?	<b>5</b>	4	3	2	1	NA M
b. Does the content reflect the broadened experiences of today’s students?	<b>5</b>	4	3	2	1	NA M
 <b>2. Is there a balanced presentation of any controversial material?</b>	 <b>Average Score – 4.16</b>					
a. Has this material been screened in view of the age, experience, and maturity level of the students for whom it is intended in the following areas?						
- profane or obscene language	5	<b>4</b>	3	2	1	NA M
- graphic sexual incidents	5	<b>4</b>	3	2	1	NA M
- biased point of view on moral issues	5	<b>4</b>	3	2	1	NA M
- controversial ideology or philosophy	5	<b>4</b>	3	2	1	NA M
b. Does the material present several viewpoints of controversial issues?	<b>5</b>	4	3	2	1	NA M
c. Is information presented objectively, without bias?	5	<b>4</b>	3	2	1	NA M
 <b>3. Does the material support the district curriculum?</b>	 <b>Average Score – 4.00</b>					
a. Are the materials consistent with district student learning objectives and with department and course goals?	5	<b>4</b>	3	2	1	NA M
 <b>4. Have minority groups been presented with integrity?</b>	 <b>Average Score – 4.00</b>					
a. Does the material include contributions of minority authors?	5	<b>4</b>	3	2	1	NA M
b. Does the material facilitate the sharing of cultural differences?	5	<b>4</b>	3	2	1	NA M
c. Does the material promote the positive nature of differences?	5	<b>4</b>	3	2	1	NA M
d. Does the material include the contributions, discoveries, or inventions of minorities?	5	<b>4</b>	3	2	1	NA M
e. Does the material present minorities in a manner that promotes ethnic pride?	5	<b>4</b>	3	2	1	NA M

Appendix D, cont.

Mathematics Adoption, Grades 6-8

<b>5. Are racial, sexual, religious, and ethnic stereotypes avoided?</b>		<b>Average Score – <u>4.00</u></b>					
a. Does the material include the contributions, inventions, or discoveries of women and minority groups?	5	<b>4</b>	3	2	1	NA	M
b. Does the material present non-stereotypical models?	5	<b>4</b>	3	2	1	NA	M
c. Does the material portray various family lifestyles?	5	<b>4</b>	3	2	1	NA	M
d. Does the material portray people with handicaps?	5	<b>4</b>	3	2	1	NA	M
e. Does the material depict all individuals in a variety of occupations and at all levels in a profession?	5	<b>4</b>	3	2	1	NA	M
f. Do the illustrations portray a balance of all individuals?	5	<b>4</b>	3	2	1	NA	M
<b>6. Are the reading level and vocabulary appropriate for the students who will be using the textbook?</b>		<b>Average Score – <u>4.00</u></b>					
a. What was the readability score on the Fry readability graph?	5	<b>4</b>	3	2	1	NA	M
b. What was the readability score on the McLaughlin’s SMOG formula?	5	<b>4</b>	3	2	1	NA	M
c. If you used a different readability test, which one was it, and what was the score?	5	<b>4</b>	3	2	1	NA	M
d. Is the vocabulary suited to the experiences of the students?	5	<b>4</b>	3	2	1	NA	M
e. Does the book provide sufficient use of new vocabulary to promote new vocabulary growth?	5	<b>4</b>	3	2	1	NA	M

Additional Comments: *It has flexible planning tools that help you easily adapt each lesson to your teaching style and your students’ abilities.*

**Skills and Activities**

<b>1. Is there a plan for developing study skills?</b>		<b>Average Score – <u>4.75</u></b>					
a. Do the activities provide for the development of the skill of note-taking?	<b>5</b>	4	3	2	1	NA	M
b. Do the activities provide for the development of the skill of outlining?	<b>5</b>	4	3	2	1	NA	M
c. Do the activities provide for the development of the use of the library media center?	5	<b>4</b>	3	2	1	NA	M
d. Do the materials provide for the development of time management?	<b>5</b>	4	3	2	1	NA	M
<b>2. Is there a plan for developing thinking skills?</b>		<b>Average Score – <u>5.00</u></b>					
a. Are critical thinking skills included to help student learn to generalize, identify cause-and-effect, suggest hypotheses, and draw conclusions?	<b>5</b>	4	3	2	1	NA	M
b. Does text encourage divergent or creative thinking skills?	<b>5</b>	4	3	2	1	NA	M
c. Is the material presented in a way that gets students to think rather than just memorizing facts?	<b>5</b>	4	3	2	1	NA	M

Appendix D, cont.

Mathematics Adoption, Grades 6-8

<b>3. Are there activities for writing, listening, speaking, and group discussion?</b>		<b>Average Score – <u>4.80</u></b>						
a. Are writing skills, such as summarizing, outlining main ideas, and writing a report incorporated at all levels?	5	<b>4</b>	3	2	1	NA	M	
b. Does the material suggest appropriate listening activities?		<b>5</b>	4	3	2	1	NA	M
c. Does the material suggest appropriate speaking activities?		<b>5</b>	4	3	2	1	NA	M
d. Does the material provide opportunities for group discussion?		<b>5</b>	4	3	2	1	NA	M
e. Does the material provide for hands-on activities?		<b>5</b>	4	3	2	1	NA	M
<b>4. Are there sufficient activities for the various ability levels within the class?</b>		<b>Average Score – <u>4.00</u></b>						
a. Are there activities for students who are below grade level?	5	<b>4</b>	3	2	1	NA	M	
b. Are there activities for students who are at grade level?	5	<b>4</b>	3	2	1	NA	M	
c. Are there activities for students who are above grade level?	5	<b>4</b>	3	2	1	NA	M	
<b>5. Do the materials accommodate various learning styles?</b>		<b>Average Score – <u>4.00</u></b>						
a. Are there materials that accommodate auditory learners?	5	<b>4</b>	3	2	1	NA	M	
b. Are there materials that accommodate kinesthetic learners?	5	<b>4</b>	3	2	1	NA	M	
c. Are there materials that accommodate visual learners?	5	<b>4</b>	3	2	1	NA	M	
<b>6. Are provisions made for skills maintenance and reinforcement?</b>		<b>Average Score – <u>4.66</u></b>						
a. Does the material provide periodic reviews?	5	<b>4</b>	3	2	1	NA	M	
b. Does the material provide practice of previously acquired skills?		<b>5</b>	4	3	2	1	NA	M
c. Does the material provide for transfer of skills to experiences outside the classroom?		<b>5</b>	4	3	2	1	NA	M

Additional Comments: *This text addresses various learning styles with stepped-out activities and visuals that use color to promote understanding.*

Appendix D, cont.

Mathematics Adoption, Grades 6-8

**Management System**

<b>1. Is the manual accompanying the text meaningful and helpful to the teacher without being too confining?</b>	<b>Average Score – <u>4.85</u></b>					
a. Does the teacher’s edition provide a list of materials for each activity?	5	4	3	2	1	NA M
b. Does the manual provide for a number of teaching styles?	5	4	3	2	1	NA M
c. Does the manual provide for answers for questions and quizzes?	5	4	3	2	1	NA M
d. Does the manual provide for a variety of answers to inferential or open-ended questions?	5	4	3	2	1	NA M
e. Does the teacher’s manual explain the aims and objectives of individual lessons, units, and selections?	5	4	3	2	1	NA M
f. Are interesting activities suggested that will challenge youngsters to do further research?	5	4	3	2	1	NA M
g. Are the directions for the teacher clear and detailed?	5	4	3	2	1	NA M
<b>2. Is there supplementary material to accompany the book, such as audio-visual aids, transparencies, software, etc.?</b>	<b>Average Score – <u>3.20</u></b>					
a. Will the textbook company provide inservice training?	5	4	3	2	1	NA M
b. Will the textbook company provide computer software?	5	4	3	2	1	NA M
c. Will the textbook company provide transparencies, and audio-visual aids?	5	4	3	2	1	NA M
d. Will the textbook company provide a challenging and appropriate workbook(s)?	5	4	3	2	1	NA M
e. Are there library/research materials to enhance the text?	5	4	3	2	1	NA M
<b>3. Are materials available for measurement of student achievement?</b>	<b>Average Score – <u>5.00</u></b>					
a. Are pre-tests and post-tests available?	5	4	3	2	1	NA M
b. Are there several versions of each test available?	5	4	3	2	1	NA M
c. Are there alternative evaluations available for students with special needs?	5	4	3	2	1	NA M
d. Are there chapter, unit, and section quizzes and tests available?	5	4	3	2	1	NA M
e. Do test questions evaluate higher-level thinking skills?	5	4	3	2	1	NA M
f. Is the format of the measuring device consistent with the instructional format?	5	4	3	2	1	NA M
<b>4. Software evaluation (if available)</b>	5	4	3	2	1	NA M

**Authorship**

1. Is the author(s) an expert in the field covered by the text?	5	4	3	2	1	NA M
2. Is the author(s) an experienced classroom teacher(s)?	5	4	3	2	1	NA M
3. Does text incorporate the latest findings on the subject?	5	4	3	2	1	NA M

Appendix E

Factors Necessary to Manage Complex Change

Managing Complex Change

$\boxed{\text{Skills}} + \boxed{\text{Incentive}} + \boxed{\text{Resources}} + \boxed{\text{Action Plan}} + \boxed{\text{Evaluation}} = \text{Confusion}$

$\boxed{\text{Vision, Beliefs \& Values}} + \boxed{\text{Incentive}} + \boxed{\text{Resources}} + \boxed{\text{Action Plan}} + \boxed{\text{Evaluation}} = \text{Anxiety}$

$\boxed{\text{Vision, Beliefs \& Values}} + \boxed{\text{Skills}} + \boxed{\text{Incentive}} + \boxed{\text{Resources}} + \boxed{\text{Evaluation}} = \text{False Starts}$

$\boxed{\text{Vision, Beliefs \& Values}} + \boxed{\text{Skills}} + \boxed{\text{Incentive}} + \boxed{\text{Action Plan}} + \boxed{\text{Evaluation}} = \text{Frustration}$

## Appendix F

## Policy No. 2020

**CURRICULUM DEVELOPMENT AND  
ADOPTION OF INSTRUCTIONAL MATERIALS**

The board recognizes its responsibility for the improvement and growth of the educational program of the schools. To this end, the curriculum shall be evaluated, adapted and developed on a continuing basis and in accordance with a plan for curriculum growth. Instructional materials shall be selected to assist students in attaining the basic skills and work skills as required by the District and state curriculum.

All new courses or major modifications to existing courses must be approved by the superintendent prior to implementation. The superintendent, in turn, shall inform the board before the new course or major revision to an existing course is implemented.

The superintendent shall establish procedures for curriculum development which provide for involvement of community representatives and staff members at appropriate times, the timely review of selected areas, and any suggested changes that should be made as a result of the curriculum study.

***Selection and Adoption of Instructional Materials***

The board is legally responsible for the selection of all instructional materials used in the district. Instructional materials shall be defined as all printed, filmed or recorded materials furnished by the district for student use and/or included on students' reading lists. The primary objective in selecting instructional materials is to implement, enrich and support the educational program of the schools. All instructional materials shall be selected in conformance with:

- A. Applicable state and federal laws,
- B. The stated goals and/or standards of the district, and
- C. Procedures established by the instructional materials committee.

***Criteria for Selection of Instructional Material***

Staff shall rely on reason and professional judgment in the selection of materials of high quality materials that comprise a comprehensive collection appropriate for the instructional program. Instructional materials selected shall include, but are not limited to, those which:

- A. Enrich and support the curriculum, taking into consideration the varied instructional needs, abilities, interests, and maturity levels of the students served.
- B. Stimulate student growth in conceptual thinking, factual knowledge, physical fitness and literary and ethical standards.
- C. Provide sufficient variety so as to present opposing views of controversial issues in order that students may develop the skills of critical analysis and informed decision making.
- D. Contribute to the development of an understanding of the ethnic, cultural, and occupational diversity of American life, and the world beyond

**Appendix F, cont.**

**Policy No. 2020**

- E. Present objectively the concerns of and build upon the contributions, current and historical, of both sexes, and members of religious, ethnic and cultural groups. The district recognizes that under certain conditions biased materials may represent appropriate resources in presenting contrasting and differing points of view.
- F. Provide models which may be used as a vehicle for the development of self-respect, ethnic pride and appreciation of cultural differences, based on respect for the worth, dignity, and personal values of every individual.

Any requests from organizations which provide instructional materials and/or aids must be examined to insure that such materials meet the criteria above. The principal shall review for accuracy and educational value to the total school program all materials or activities proposed by outside sources for student or staff use.

Textbooks shall be adopted by the board prior to their use in schools except for trial-use texts of a pilot nature, which may be authorized by the superintendent for use for a period of no more than one school year prior to board adoption. Materials approved for trial use shall be restricted to classes specified. The responsibility for preparing all student reading lists and for examining, evaluating and selecting all supplementary materials is delegated to the professional staff of the district.

The superintendent shall insure that a listing of all textbooks used within the school curriculum is maintained in every district school and is available for public review.

Cross References:	Board Policy 6881	Disposal of surplus property
Legal References:	RCW 28A.405.060 RCW 28A.320.230  RCW 28A.150.230  RCW 28A.640  WAC 392-190-055 WAC 180-44-010  RCW 28A.59.180(5) WAC 392-190-050	Course of study and regulations Instructional materials — Instructional materials committee Basic Education Act of 1977 — District school directors as accountable for proper operation of district — Scope — Responsibilities — Publication of Guide Sexual Equality Mandated for Public Schools  Textbooks and instructional materials Responsibilities related to instruction  Additional powers of the board Course offerings-- Separate sessions

**Adoption Date: 8/08/2005**

**Appendix G**

**Procedure 2020P**

**SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS COMMITTEE:**

Scope and Schedule

The instructional materials committee has been formed to establish and monitor such procedures as may be necessary for the selecting, adopting, and discarding of instructional materials owned and used by the district. The committee will act upon requests for text approval and removal and will evaluate and act upon citizens' requests for reconsideration of instructional materials. The function of the committee is to insure that materials are selected in conformance to stated criteria.

Regular committee meetings will be held every other month on a schedule to be set by the committee secretary at the beginning of each school year. The district will be responsible for arranging released time for committee members. Special meetings may be called by the committee chairman if necessary.

Instructional Materials: Definition of Basic Textbook Adoption

Instructional materials basic adoptions shall be defined as all printed, computerized, filmed, or recorded materials furnished by the district for student use and/or included on students' required reading lists.

Basic Adoption Textbooks are defined as instructional materials comprising the instructional material for a given course and either of the following criteria. When a course is built around a collection of pamphlets, periodicals, etc., rather than a single text, the collection shall be considered a text.

Selection of Instructional Materials: Responsibilities

The principal is responsible for insuring the continuing familiarity of his/her certificated staff with the requirements of this policy and procedure. The district office shall provide such technical assistance as may be necessary to accomplish this.

**INITIAL SELECTION**

Texts shall be initially selected by such certificated staff as the superintendent may designate, usually the K-12 curriculum committee responsible for the subject area.

**APPROVAL**

Texts shall be approved by the Instructional Materials Committee. Additional paperbacks used as required reading at the secondary level are subject to approval.

**Appendix G, cont.****Procedure 2020P**

## SUPPLEMENTARY MATERIALS

Definition

Supplementary materials are defined as those which enhance or extend the basic textbook adoption beyond those supplied as part of the program. Supplementary includes both those materials used on an on-going basis or short term for reasons of timelines.

Selections shall be selected by certificated staff using such materials with the understanding that while such materials do not require Instructional Materials Committee approval, they must be selected under the criteria detailed below and are subject to building administration approval and removal.

Approval shall not require Instructional Materials Committee approval. Questions on appropriateness of sensitive nature materials generated at the building level should first be submitted to the principal, then the Curriculum Committee and lastly to the Instructional Materials Committee.

Criteria for Selection of Instructional Material

All staff members are expected to place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the instructional program. Instructional materials selected shall include, but not be limited to, those which:

1. Enrich and support the curriculum, taking into consideration the varied instructional needs, abilities, interests, and maturity levels of the students served.
2. Stimulate student growth in conceptual thinking, factual knowledge, physical fitness, and literary and ethical standards.
3. Provide sufficient variety so as to present opposing views of controversial issues in order that young citizens may develop the skills of critical analysis and informed decision making.
4. Contribute to the development of an understanding of the ethnic, cultural, and occupational diversity of American life.
5. Present objectively the concerns of and build upon the contributions, current and historical, both sexes, and members of the several specific religious, ethnic and cultural groups. The district recognizes that under certain conditions biased materials may represent appropriate resources in presenting contrasting and differing points of view.

**Appendix G, cont.****Procedure 2020P**

6. Provide models which may be used as a vehicle for the development of self-respect, ethnic pride and appreciation of cultural differences, based on respect for the worth, dignity, and personal values of every individual.

Content and format criteria are developed for any particular subject area prior to study and selection of a text. The checklists both below and in this section are provided to help text selectors follow the above listed criteria. If materials uniquely suited to an important purpose fail to meet the above criteria, they may be used in conjunction with countervailing materials.

Bias Content:

1. Presents more than one viewpoint of controversial issues.
2. Presents minorities realistically.
3. Includes contributions of minority authors.
4. Presents non-stereotypic models.
5. Facilitates the sharing of cultural differences.
6. Promotes the positive nature of differences.
7. Includes the contributions, inventions, or discoveries of minorities.
8. Includes the contributions, inventions, or discoveries of women.
9. Presents minorities in a manner that promotes ethnic pride.
10. Facilitates an environment open to discovery and experimentation.

To evaluate materials by these criteria, text selectors may find the following steps helpful:

1. Read reviews in the professional periodicals through the curriculum office, state superintendent of public instruction, etc.
2. Review copies of other available texts. The district curriculum office will order samples on request.
3. Check the reading level of the text through use of a standard readability formula.
4. Use tentatively selected materials according to pilot-use procedures.

(Trial-use texts of an experimental, pilot nature may be authorized for use by the superintendent for a period of no more than one school year prior to board approval for general use throughout the district.)

Review of Instructional Materials

Citizen Review is invited to review any instructional materials in current use or proposed for district purchase. Such review may be accomplished at the school or in the District's Central Service Building. The review and examination process should be arranged in a way to avoid disrupting the educational program. The review of materials should be undertaken with the knowledge of district objectives in mind. The following activities will be employed to help citizens become familiar with instructional materials.

**Appendix G, cont.****Procedure 2020P**

1. A variety of learning materials will be available for immediate perusal at any time in the district learning resource center.
2. Displays of learning materials may be provided in schools during P.T.A. meetings, parent-teacher conferences and public meetings during the school year.

A citizen wishing to protest use of any instructional materials in the school system must use the form for requesting reconsideration of instructional materials. These forms are available from the district curriculum office. The complainant will deliver the completed request form to the Assistant Superintendent for Instruction, who will take the following steps to assure timely consideration of requests:

1. Set a time and place for an open hearing of the complaint by the Instructional Materials Committee. Such hearing shall be within 30 days of the committee secretary's receipt of the completed request form.
2. Notify the complainant and appropriate staff, including those using the materials, of the time and place of the meeting. Such notification shall include an invitation to present relevant information, oral or written.
3. Assemble such data, including reviews and professional opinions of the materials, the staff member's objectives in using the materials, and the specific objections of the complainant, as may be necessary for the committee to properly judge the request for consideration.

Hearings of a citizen's request for reconsideration shall be open to the public. The committee shall consider all matters presented and give reasonable credit to such matters according to the weight to which they are in reason entitled. Decisions shall be by majority vote of the committee. Decisions of the committee shall be delivered in writing to the complainant and affected staff within 10 days.

**Instructional Materials Committee Membership**

The maximum membership for an effective working committee is 25. The largest schools including the high school may have more than 1 representative at the recommendation of the Assistant Superintendent for Instruction and Personnel. Membership should include representatives of librarians, special education, and building administration.

**Appendix H**

**Policy 2021**

**INSTRUCTIONAL RESOURCES**

The board is legally responsible for the selection of all instructional materials used in the district. Each school shall be provided with a variety of textbooks and other learning resource materials to meet the unique needs of the students. A library/media center will be used to support and extend the classroom program of instruction. Print and non-print materials, audio-visual equipment and supplies, and other instructional aids will be catalogued in a manner that will enable such materials, equipment and supplies to be accessible to students and teachers throughout the school year.

The superintendent shall establish procedures for the selection of materials. Citizens who wish to express a concern about specific material included in the collection may do so in accordance with the procedures outlined in 2020P.

Legal Reference:	RCW 28A.04.134	Rules and regulations integrating library and media services
	WAC 180-46	Learning Resources Centers
	392-190-055	Textbooks and instructional materials--Scope--Elimination of sex bias--Compliance timetable

**Adoption Date: 8/08/2005**

## Appendix I

## Policy 2021P

**INSTRUCTIONAL RESOURCES**

All textbooks will be selected in a manner described in policy and procedure 2311. Materials to be included in a library/media center shall be selected as outlined.

Suggestions for Acquisition. Suggestions may originate from students and teachers. Those suggestions are considered by the library/media staff member who weighs requests, evaluates materials and selects those which fulfill the needs of the instructional program.

Criteria for Selection. Selection of materials is a continuous process. New materials become available daily. The factors to be employed in selection are:

1. Needs of the school, curriculum and/or individual student. (The program should provide for a wide range of materials on appropriate levels of difficulty with a diversity of appeal and presentation of a variety of viewpoints);
2. Artistic and literary quality;
3. Reliability and breadth of information with particular concern for the contributions (current and historical) of both sexes and members of the several specific religious, ethnic, political and cultural groups;
4. Accents on sex, profanity, obscenity subjected to a stern test of literary merit and reality; and,
5. Professional reviews. (The library/media staff member employs professional reviewing materials, the judgments of other professions—teachers and librarians—to aid in the selection process. Professional reviewing materials include:
  - a. Current reviews – Library Journal and School Library Journal, Booklist, Hornbook, English Journal, Choice and other professional and commercial periodicals which review materials objectively.
  - b. Published lists of appropriate materials – H.W. Wilson's Children's Catalog, ALA Basic Book Collection series, Bowker's Best Books for Children, AAAS Science Book List for Young Adults; materials suggested by the National Councils of Teachers of English and Social Studies; plus Washington Superintendent of Public Instruction Books for School Libraries; and other professional publications which evaluate material.)

Complaints or Concerns about Materials. Complaints and/or concerns about the use and/or availability of specific materials should be directed to the principal. The complainant wishing to protest the use and/or availability of specific materials shall use the form requesting reconsideration of instructional materials. (See Form 2311F.)

**Date: 8/08/2005**