

Port Angeles School District
Instructional Materials Committee 2008-09 Report
District-Wide Instructional Materials Recommendations for 2009-10
June 22, 2009

EXECUTIVE SUMMARY

In an attempt to thoughtfully summarize this report, there are several points that are most noteworthy. Several content areas are represented as are multiple grade spans, truly inclusive of the K-12 system. Many teachers and principals in the district have spent a significant amount of time in the study and discourse regarding best practice instructional strategies and curriculum materials for the particular identified student needs. **It is important to note that our teachers and principals are committed professionals who have the respect of this committee and whose thought, spirit, passion and expertise will continue to sustain us long into the future we can yet only imagine.** One of the most critical roles this committee played was listening to the shared expertise of our own teachers and principals, and striving to support them in their conscientious and diligent pursuit of excellence for all children in our stewardship.

In the end, the Instructional Materials Committee recommends several adoptions to the board of directors. The committee approved the proposed high school math texts as a formal recommendation. The district piloted both an AP Calculus text and a Pre-Calculus text from the same publisher. These currently piloted math texts are now being formally recommended for district adoption at the high school level (primarily junior and senior level), as it is a continuation of the current math curriculum sequence. At least one new novel being proposed for approval in the high school American Studies course was piloted in one section of the course this past year. The other novel being proposed for approval will be a required text in the ninth grade English classes. The forensic text being proposed for approval is one to be used in an upper level science course at the high school level. A pre-school curriculum was also approved by the committee. The following report text will outline both 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 piloting instructional materials and will be sharing their thinking with the committee in a relentless focus on continuously improving our instructional capacity as a system. Assessments for these content areas will also be reviewed as we recognize assessment drives instruction.

A challenge embraced by the district staff this year was wrestling with the essential question of “Whose interests are being served in a curriculum adoption?” This prompt proved to be illustrative of the often competing interests in planning effective teaching and learning experiences. The attached Appendix C captures in chart form the necessary factors in managing complex change and the nature of the relationship between vision, beliefs and values with skills and resources. This tenuous, symbiotic relationship must be in balance for instructional materials development and implementation transitions to be effectively managed.

Another salient 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 inquiry and 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.

Professional development was a key factor in the effective roll-out of new curricula in the past two years. The curriculum adoption specialists were instrumental in maintaining fidelity of implementation across the district.

Finally, the staff continues to work with the ideals of three significant tenets for effective teaching and learning across the district for all students. These are 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 students and staff within the district. These guiding principles are remarkable in their simplicity; but exacting in their implications.

INSTRUCTIONAL MATERIALS COMMITTEE MEMBERSHIP

The staff, board and community members listed below represent the Instructional Materials Committee membership for the current 2008-09 school year. The representative list also will continue their work during the upcoming 2009-10 school year. These hard-working professionals represent every school in the district, librarians, building administrators, the special education department and the community. Classroom teachers, support teachers, and administrators began their work this winter and will continue their work by collaborating on instructional materials issues in the coming year.

- | | |
|---------------------|----------------------|
| 1. Vicki Corson | 13. Jenni McCaslin |
| 2. Cindy Crumb | 14. Nancy McHenry |
| 3. Eve Datisman | 15. Gary McLaughlin |
| 4. Loren Engel | 16. Nancy McLaughlin |
| 5. Coya Erickson | 17. Kathy Millar |
| 6. Ericha Kuch | 18. Scott Moseley |
| 7. Mike Frick | 19. Brian ODonnell |
| 8. Tracy Hosselkus | 20. Trent Pomeroy |
| 9. Keith Johnson | 21. Michelle Reid |
| 10. Anna Lee | 22. Mimi Tiderman |
| 11. Terri Longin | 23. Alan Turner |
| 12. Melissa McBride | 24. Everett Young |

BACKGROUND

The background for this report is primarily rooted in the purpose of this committee as stated in Board Policy and Procedures. This committee has long been the group assigned the oversight

with regard to textbook adoption review, instructional materials review and challenges to instructional materials as they might occur in the course of events. It is a committee with significant longevity and stature, perhaps at some level, the backbone of curriculum and instructional oversight for the district.

In keeping with Board Procedure 2020P, Selection and Adoption of Instructional Materials, 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 Instructional Materials 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 has the authority to select and approve instructional materials for the district.

The committee is representative of multiple content areas, grade levels, perspectives, and authority levels; yet, the committee does respectfully find agreement in even the most challenging circumstances. The role they play is critical to the effective functioning of the district and integral to the support of teaching and learning in the Port Angeles School District.

PARAMETERS

In accordance with Board Policy 2020, Selection and Adoption of Instructional Materials, it is understood that the board of directors is legally responsible for the selection of all instructional materials used in the district.

It is understood that 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 further states that the primary objective in selecting materials is to "implement, enrich and support the educational program of the schools."

The Instructional Materials Committee kept these tenets front and center as they deliberated. Further, Procedure 2020P clearly extols 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 policy goes on to cite a number of criteria staff might reference as they endeavor to reach this informed decision.

The Instructional Materials Committee is ever mindful of the modest resources to meet the growing list of materials needs. It is also worthwhile to note that as our students are held more publicly accountable to ever rising standards, we must respond in kind with the quality of text and materials that enable our earnest and hardworking staff to most effectively meet their teaching and learning needs.

PROCESS

The Port Angeles School District Instructional Materials Committee met this year for textbook and curriculum review. Essentially, Board Policy No. 2020 and 2021 and Procedures 2020P and 2021P govern the makeup and duties of the committee essentially its form and function.

While the Procedure 2020P notes regular meetings of this committee should meet every other month, the committee did not have review tasks warranting this level of time and attention. As for the academic year 2009-10, we have set three formal meetings with the understanding that a special meeting may need to be called if a particular situation warrants the committee's level of oversight this committee is responsible for ensuring. The three formally set meetings will be November 17, 2009; February 16, 2010 and May 25, 2010. These meetings are on Tuesdays after school from 3:30-5:00 p.m., at the Central Services Building.

During the June 16, 2009 meeting, the committee approved the recommendation of the various math texts for high school math course use. The committee also approved two novels for use in high school language arts classrooms, a preschool curriculum to be taught at the developmental preschool programs in the district and collaboratively taught in the community, and a forensic science textbook for use in a proposed new high school science course. The committee further approved the pilot of a statistics text. While the committee did review a life skills curriculum currently being used in our sixth grade classrooms, this curriculum was viewed as supplemental and therefore not necessary to approve formally; therefore, the committee took no action on this recommendation. The committee again made their decision by consensus of those who were in attendance after reviewing the criteria rating sheet (see Appendix A-B).

INSTRUCTIONAL MATERIALS COMMITTEE RECOMMENDATIONS

As outlined in the previous section, the reports and recommendations from the math content area (with the tacit understanding that their adoption needs were time sensitive, given graduation and college entrance requirements, and late course changes from the state) were considered at the June meeting. The English department requests and science department request were also reviewed at the June meeting, along with the Life Skills and pre-school curricula. The Instructional Materials Committee did hear, question and deliberate with all due diligence regarding the reasoned adoption recommendations, fully understanding the recommendation must yet pass muster with the board of directors before these materials might become part of the Port Angeles School District curricula. Further, the committee knows we are operating with unprecedented fiscal constraints.

This year's instructional materials need has been the higher level high school math texts. Sample math texts are currently being collected for Statistics and AP Statistics. Two high school math teachers will be attending the Advanced Placement Statistics conference in Bellevue later this summer. We expect to view recommended texts at this event. Likely, we will endeavor to pilot several texts in these upper level courses next year. We are working collaboratively with both district high schools.

The Instructional Materials Committee recognizes the profound need for quality professional development to support the use of these newly recommended texts and materials. While the selection and recommendation of robust, researched 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 the manner in which we do business. The second order change, or adaptive change, occurs with the advent of effective job-embedded professional development accompanying the use of the new materials. Often, and in particular in these cases, the new materials rely on new instructional strategies to enable their effectiveness. This new way of both understanding and utilizing materials moves into the second order or adaptive change realm and likely more effectively supports the sustainability of any new adoption recommendation.

The recommended adoption for the high school forensic text is the following:

- *Criminalistics*. New Jersey: Prentice Hall, 2001.

The recommended adoption for the high school English novels is the following:

- *The Things They Carried*. Tim O'Brien. Broadway, New York, 1998.

The high school English Department is recommending this text for American Studies (Grade 11) to replace *Hiroshima*. Two sections of American studies piloted this book this year. Student response was overwhelmingly positive. 38 out of 40 students responding to a survey (out of about 50 students in the two sections) said it was a good book. They liked reading a text more modern in style and in its use of language. Girls responded to the book as strongly as did boys. The book would be used in the "war section" of the course.

The committee voted unanimously to approve this as a required text for American studies.

Book Summary

One of the first questions people ask about *The Things They Carried* is this: Is it a novel, or a collection of short stories? The title page refers to the book simply as "a work of fiction," defying the conscientious reader's need to categorize this masterpiece. It is both: a collection of interrelated short pieces which ultimately reads with the dramatic force and tension of a novel. Yet each one of the twenty-two short pieces is written with such care, emotional content, and prosaic precision that it could stand on its own. *The Things They Carried* depicts the men of Alpha Company: Jimmy Cross, Henry Dobbins, Rat Kiley, Mitchell Sanders, Norman Bowker, Kiowa, and of course, the character Tim O'Brien who has survived his tour in Vietnam to become a father and writer at the age of forty-three. They battle the enemy (or maybe more the idea of the enemy), and occasionally each other. In their relationships we see their isolation and loneliness, their rage and fear. They miss their families, their girlfriends and buddies; they miss the lives they left back home. Yet they find sympathy and kindness for strangers (the old man who leads them unscathed through the mine field, the girl who grieves while she dances), and love for each other, because in Vietnam they are the only family they have. We hear the voices of the men and build images upon their dialogue. The way they tell stories about others, we hear them telling stories about themselves. With the creative verve of the greatest fiction and the intimacy of a searing autobiography, *The Things They Carried* is a testament to the men who risked their lives in America's most controversial war. It is also a mirror held up to the frailty of humanity. Ultimately *The Things They Carried* and its myriad protagonists call to order the courage, determination, and luck we all need to survive.

The recommended adoption for the high school English novels is the following:

- *The Absolutely True Diary of a Part-Time Indian*. Sherman Alexi. Little Brown & Company, New York, 2007.

The high school English Department is recommending this text as one of the novels available for English 9 teachers to use. (English 9 has a list of novels, from which teachers must select two to teach). There are currently no books by Native American authors in the high school English curriculum. Native American counselors at the high school reviewed this book and recommended it. In the high school library it is very popular with Native American students. The committee voted unanimously to approve this as an addition to this list of novels available for English 9.

School Library Journal Review

Starred Review. Gr 7–10—Exploring Indian identity, both self and tribal, Alexie's first young adult novel is a semiautobiographical chronicle of Arnold Spirit, aka Junior, a Spokane Indian from Wellpinit, WA. The bright 14-year-old was born with water on the brain, is regularly the target of bullies, and loves to draw. He says, "I think the world is a series of broken dams and floods, and my cartoons are tiny little lifeboats." He expects disaster when he transfers from the reservation school to the rich, white school in Reardan, but soon finds himself making friends with both geeky and popular students and starting on the basketball team. Meeting his old classmates on the court, Junior grapples with questions about what constitutes one's community, identity, and tribe. The daily struggles of reservation life and the tragic deaths of the protagonist's grandmother, dog, and older sister would be all but unbearable without the humor and resilience of spirit with which Junior faces the world. The many characters, on and off the rez, with whom he has dealings are portrayed with compassion and verve, particularly the adults in his extended family. Forney's simple pencil cartoons fit perfectly within the story and reflect the burgeoning artist within Junior. Reluctant readers can even skim the pictures and construct their own story based exclusively on Forney's illustrations. The teen's determination to both improve himself and overcome poverty, despite the handicaps of birth, circumstances, and race, delivers a positive message in a low-key manner. Alexie's tale of self-discovery is a first purchase for all libraries.—*Chris Shoemaker, New York Public Library*

The recommended adoption for the preschool curriculum is the following:

- *The Creative Curriculum for Preschool*. Washington D.C.: Teaching Strategies, Inc., 2002.

Mary Hebert gave the background for this material. The various agencies involved in early learning would benefit from some direction from the district about the best material to use with preschool-age children. Libby Correll, who has been a literacy resource person for the district, recommends this material.

The committee voted unanimously to approve this material.

The recommended adoption for the high school mathematics texts are the following:

- Algebra 1. New York: Holt, Rinehart & Winston: 2007.
- Geometry. New York: Holt, Rinehart & Winston: 2007

- Algebra 2. New York: Holt, Rinehart & Winston: 2007
- Pre-Calculus. Boston: Pearson, Addison Wesley: 2007
- AP Calculus. Boston: Pearson, Addison Wesley: 2007

The recommended pilot for the high school mathematics text is the following:

- Statistics Through Applications. New York: W. H. Freeman and Company, 2005.

This recommendation is made with the conviction that understanding is the desired outcome for the teaching and learning expectations in the district. The Instructional Materials Committee continues its commitment to supporting the essential vision and mission of the district. The aforementioned recommendation has been thoughtfully visited and spiritedly discussed. Like a crucible, the final recommendation(s) are better for having been passionately debated. This work is not easy work; but, it is the right work.

Appendices to this report are:

- Appendix A, Math Adoption Summary of Forms
- Appendix B, Science Adoption Summary of Forms
- Appendix C, Managing Complex Change

Appendix A

Math Adoption
SUMMARY OF FORMS USED FOR TEXTBOOK EVALUATION
GROUP SUMMARY REPORT

SUBJECT AREA MATH TITLE Precalculus

PUBLISHER Pearson, Addison Wesley COPYRIGHT DATE 2007 GRADE LEVEL 11-12

DIRECTION FOR EVALUATION: Scale of 1 to 5: High.....Low, M-missing NA-not applicable

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. Is there a good chapter summary, index, glossary, bibliography, headings, and 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 |

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 groups? | 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 A

Math Adoption
SUMMARY OF FORMS USED FOR TEXTBOOK EVALUATION
GROUP SUMMARY REPORT

SUBJECT AREA MATH TITLE AP Calculus

PUBLISHER Pearson, Addison Wesley COPYRIGHT DATE 2007 GRADE LEVEL 11-12

DIRECTION FOR EVALUATION: Scale of 1 to 5: High.....Low, M-missing NA-not applicable

Format

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

Organization

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

Content

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

Skills and Activities

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

Management System

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

Authorship

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

Appendix A

Math Adoption
SUMMARY OF FORMS USED FOR TEXTBOOK EVALUATION
GROUP SUMMARY REPORT

SUBJECT AREA MATH TITLE Algebra 2

PUBLISHER Holt Rinehart & Winston COPYRIGHT DATE 2007 GRADE LEVEL 10-12

DIRECTION FOR EVALUATION: Scale of 1 to 5: High.....Low, M-missing NA-not applicable

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. Is there a good chapter summary, index, glossary, bibliography, headings, and 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 |

Skills and Activities

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|---|----------|---|----------|---|---|----|---|
| 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 groups? | 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 A

Math Adoption
SUMMARY OF FORMS USED FOR TEXTBOOK EVALUATION
GROUP SUMMARY REPORT

SUBJECT AREA MATH TITLE Geometry

PUBLISHER Holt Rinehart & Winston COPYRIGHT DATE 2007 GRADE LEVEL 9-10

DIRECTION FOR EVALUATION: Scale of 1 to 5: High.....Low, M-missing NA-not applicable

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. Is there a good chapter summary, index, glossary, bibliography, headings, and 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 |

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 groups? | 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 A

Math Adoption
SUMMARY OF FORMS USED FOR TEXTBOOK EVALUATION
GROUP SUMMARY REPORT

SUBJECT AREA MATH TITLE Algebra 1

PUBLISHER Holt Rinehart & Winston COPYRIGHT DATE 2007 GRADE LEVEL 9

DIRECTION FOR EVALUATION: Scale of 1 to 5: High.....Low, M-missing NA-not applicable

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. Is there a good chapter summary, index, glossary, bibliography, headings, and 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 |

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 groups? | 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 B

**Science Adoption
SUMMARY OF FORMS USED FOR TEXTBOOK EVALUATION
GROUP SUMMARY REPORT**

SUBJECT AREA SCIENCE TITLE Criminalistics

PUBLISHER Prentice Hall COPYRIGHT DATE 2001 GRADE LEVEL 11-12

DIRECTION FOR EVALUATION: Scale of 1 to 5: High.....Low, M-missing NA-not applicable

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. Is there a good chapter summary, index, glossary, bibliography, headings, and 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

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

Managing Complex Change

