

**GUIDELINES FOR SELECTION OF INSTRUCTIONAL RESOURCES**

**1. Definition of Instructional Resources**

- a. *Library/Media Resources* include all resources available from the school library media center for student and/or teacher use, including print, nonprint or electronic resources. These resources include printed media such as books, pamphlets, magazines, newspapers, etc., and nonprinted materials such as videos, audiotapes, computer software, or information received over telecommunications networks, etc.
- b. *Textbook Series* include the book or digital set of instructional resources that serve as the foundation for a curriculum area or course content. Included are the textbooks, on-line resources, workbooks, practice masters, test materials, etc., that are parts of the basic series.
- c. *Supplementary Resources* include resources that are use beyond the basic texts and workbooks to extend student opportunities for mastery of learning outcomes or enrich student learning opportunities. Included are other books, educational games, charts, information received over telecommunications networks, software, etc.

**2. Criteria for Selection of Instructional Resources**

The objectives of the selection process shall be to accurately reflect the district educational goals, curriculum program goals, and learning outcomes for the grade level or course involved as well as provide for the varying needs and interest of students.

The instructional resources (print, nonprint, electronic format) which are selected, should meet the following general criteria:

- a. Depict in an accurate and balanced way the cultural diversity and pluralistic nature of American Society as well as global awareness.
- b. Represent artistic, historic, and literary qualities.
- c. Reflect problems, aspirations, attitudes and ideals of society as well as community values.
- d. Contribute to the objectives of the instructional program.
- e. Be appropriate to the level of the user's knowledge and maturity.
- f. Represent balance and integrity in the presentation of differing viewpoints on controversial questions.
- g. Provide a stimulus to encourage creative application of materials to the student's life.
- h. Be of acceptable literary or technical quality (with adequate documentation).
- i. Be timely and/or of lasting value.
- j. Focus on topics of high interest to students.
- k. Have a physical format and appearance suitable for their intended use.
- l. Conduct a readability on all textbooks to be considered for adoption.
- m. Allow students with special needs the ability to access the educational opportunities and benefits in a manner that is as timely, effective, and integrated as it is for other students.

Specific evaluation forms built upon the above general criteria shall be developed and utilized in the selection process for textbooks, AV resources and computer software, databases, and other Internet resources and be available for review if requested. Reputable, unbiased, and professionally prepared selection aids should be consulted as guides in the selection process.

### **3. Process and Responsibility for the Selection of Instructional Resources**

The responsibility for the selection of instructional resources and making the recommendation for adoption and/or purchase rests with the professional personnel of the district.

#### **a. Textbook Series**

In selecting and adopting a textbook series for a particular course, grade, or grade levels, the following process is to be utilized:

- 1) Assess curriculum needs in terms of course or grade level learning outcomes.
- 2) Evaluate the appropriateness of existing resources.
- 3) Pilot or preview potential textbook choices.
- 4) Evaluate the potential textbooks using the suggested criteria; such evaluations are to be completed in writing for the given content area or course involved. The use of additional specific criteria as appropriate is encouraged.
- 5) Recommend the desired textbook or adoption to the curriculum coordinator.
- 6) The school board shall make the final decision as to textbooks to be adopted. The textbook adoptions are to follow the long-range curriculum development and evaluation timetable.

An adoption is defined as the selection of a textbook series for a specific course, grade level, or multigrade level. It is expected that the adopted textbook(s) will be utilized by all teachers for a given course of study or grade level.

Whenever it is feasible, pilot studies of potential text adoptions shall be conducted, particularly for grade level, multigrade level, or course level adoptions. The curriculum committee, together with the pilot study teachers, will determine the text series to be recommended for purchase. The Assistant Superintendent of Instruction and/or building principal is/are responsible for the budgeting of recommended text adoptions and budgetary approval at the board level. Appropriate in-service relative to the adopted text series shall be provided as necessary.

#### **b. Supplementary Resources**

The responsibility for selection of supplementary resources rests with the building level staff. The classroom teachers, library media specialists, reading specialists, school counselors, and other support staff will review such purchases with the building principal for approval and inclusion in the budgetary process. Curriculum committees may formulate a list of recommended supplementary resources to be used by teachers in a given content area.