

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

Criteria for Selection and Adoption of Instructional Materials

In recommending textbooks or other instructional materials for adoption by the Governing Board, the Superintendent or designee shall ensure that such materials:

1. Are aligned to any applicable academic content standards adopted by the State Board of Education (SBE) pursuant to Education Code 60605 and/or Common Core Standards adopted pursuant to Education Code 60605.8

For grades K-8, the Superintendent or designee shall select instructional materials from among the list of materials adopted by the SBE and/or other materials that have not been adopted by the SBE but are aligned with the state academic content standards and/or the Common Core Standards.

2. Do not reflect adversely upon persons because of their race or ethnicity, gender, religion, disability, nationality, sexual orientation, occupation, or other characteristic listed in Education Code 220, nor contain any sectarian or denominational doctrine or propaganda contrary to law
3. To the satisfaction of the Board, are accurate, objective, current, and suited to the needs and comprehension of district students at their respective grade levels
4. With the exception of literature and trade books, use proper grammar and spelling
5. Do not expose students to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate based on one of the following:
 - a. The commercial brand name, product, or corporate or company logo is used in text for an educational purpose as defined in guidelines or frameworks adopted by the SBE.
 - b. The appearance of a commercial brand name, product, or corporate or company logo in an illustration is incidental to the general nature of the illustration.
6. If the materials are technology-based materials, are both available and comparable to other, equivalent instructional materials
7. Meet the requirements of Education Code 60040-60043 for specific subject content
8. Support the district's adopted courses of study and curricular goals
9. Contribute to a comprehensive, balanced curriculum

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10. Demonstrate reliable quality of scholarship as evidenced by:
 - a. Accurate, up-to-date, and well-documented information
 - b. Objective presentation of diverse viewpoints
 - c. Clear, concise writing and appropriate vocabulary
 - d. Thorough treatment of subject
11. Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities, and developmental levels
12. Include materials that stimulate discussion of contemporary issues and improve students' thinking and decision-making skills
13. Contribute to the proper articulation of instruction through grade levels
14. As appropriate, have corresponding versions available in languages other than English
15. Include high-quality teacher's guides
16. Meet high standards in terms of the quality, durability, and appearance of paper, binding, text, and graphics
17. When available, include options for lighter weight materials in order to help minimize any injury to students by the combined weight of instructional materials

Instructional Materials Evaluation Committee

The Superintendent or designee may establish an instructional materials evaluation committee to evaluate and recommend instructional materials for Board approval.

The committee shall review instructional materials using criteria provided above and in law, and shall provide the Board with documentation supporting its recommendations.

Selection of Representatives

1. Board committee representatives are selected, as is applicable.

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2. The principal at each school site conducts the election of staff representatives who will serve on curriculum committees. The Educational Resource Center staff develops the ballot according to association guidelines.
3. All special needs representatives including ELL, Special Education, GATE, etc. are included on ballots during the selection process. District teaching staff have an equal opportunity to choose these staff members during the district democratic voting process structured through association guidelines. (Representatives of GATE student needs are expected to emerge from the general selection process of representatives.) Special Education districtwide representatives are selected separately by a vote of their peers using a districtwide ballot.
4. Parents/guardians are selected through principal/school site selection processes and/or committee members may invite parents/guardians to participate.
5. A timeline is developed by the committee chairs to include a presentation on curriculum committee "work" to District Advisory Council (DAC) members early on in the instructional materials adoption process. DAC members are an official academic and instructional review committee that includes parents/guardians.
6. School Site Councils and PTA members are notified of the instructional materials committee meeting dates. Parent/guardian representatives may decide to participate as representatives from these groups.

Investigation and Research

1. The committee members investigate best instructional practices and look for the most effective instructional materials that support current research.
2. Information is collected about instructional materials adoptions in other like districts and the effectiveness of the materials in classrooms. This review is used to discuss the strengths and weaknesses of the materials for classroom use.
3. Instructional materials adoption committee members develop a rubric listing quality criteria for selecting materials for classroom use.
4. Committee members invite publishers and review materials. The committee representatives ask questions of publishers using the rubric to evaluate material effectiveness.
5. Combination classroom needs are investigated and some recommendations for materials development use are made to meet the needs of combination classrooms.

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6. Base prices for instructional materials are provided and the committee makes recommendations about core curriculum purchases.

Committee Logistics and Development of District Vision

1. The budget for the committee is developed by the Assistant Superintendent of Educational Services conferring with committee chairs to determine allocation needs for the year. This budget is provided as is possible before or in the early stages of the committee convening.

The committee chair prepares a timeline and dates for committee meetings with input from various stakeholders including the Assistant Superintendent of Educational Services and committee representatives. This timeline includes all processes necessary and outlined here in order for the committee to make instructional materials recommendations to the Board by the end of the academic year.

2. Ongoing input is provided to the Board and all stakeholders on the committee's operational timeline. The timeline includes all elements outlined in the administrative procedures and regulations for instructional materials adoption processes.
3. Committee representatives review and develop local district standards aligned with State standards in the specific subject area and submit a districtwide standards draft to the Board members for approval.
4. Principals are involved as instructional leaders in dialogues about "best instructional practices" and the vision in the specific curriculum areas in which instructional materials are being adopted. Principal feedback is used in committee discussions and recommendations.
5. Out of the vision, the committee develops a charge and a rubric. A checklist of critical elements is created in the rubric. The committee's rubric is used for evaluating quality instructional materials that support the vision. A question the committee needs to ask in this phase is: "What's our vision for science instruction in this district over the next five to eight years? What do students need to be successful in the next twenty years and what instructional and material support will provide this student success?"

Sample critical elements of a rubric might include:

- a. Integrates best instructional practices
- b. Is teacher friendly
- c. Uses supplementary materials appropriately for differentiation

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- d. Has multicultural characteristics
- e. Provides for GATE student instructional needs
- f. Suggests a variety of adaptations for special needs students
- g. Integrates up-to-date technology to prepare students for the future
- h. Includes opportunities for updating materials often
- i. Develops solid professional development for staff
- j. Offers a clear alignment to standards

Obtaining Stakeholder Feedback

1. Potential stakeholder group: School Board members, curriculum experts, principals, pilot representatives, committee representatives, administrators, site staff, parents/guardians, official parents groups (DAC, SSC, PTA).
2. The committee makes a recommendation to adopt on specific instructional materials. Principals, pilot representatives, staff parent/guardian groups, and committee members are responsible for district or site needs in adoption processes. Committee members are also responsible for collecting input from staff and bringing this input back to committee meetings for analysis helpful in making instructional materials.
3. Committee decides on a pilot process and timeline that insures that all grade levels for the adoption are represented and all teachers are notified in case they wish to pilot materials. Staff member representatives from all sites are provided the opportunity to pilot materials. A written bulletin announces the place, process and responsibilities. These responsibilities include using the rubric to evaluate materials and providing reports to the committee on materials effectiveness as requested.
4. Pilot representatives provide feedback to the entire committee at the same time that feedback is provided for staff on the strengths and weaknesses of the material as supported or in conflict with the rubric.
5. Principals are provided with input from the piloting staff and analyze the information for feedback and input to the committee on the upcoming instructional materials adoption recommendations.
6. Principals provide time for instructional materials discussions in staff meetings, emphasizing curriculum committee “work” and outcome recommendations.

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7. The Board is continually kept apprised of the piloting process and any decisions made by the committee.
8. Parent/guardian review is solicited and documented. Parent/guardian presentations on instructional materials are made including to formal groups such as DAC.
9. Information about the adoption process is placed on the Educational Services website.

Approval Process

1. After the investigation process in which the committee reviews the materials, pilot input, staff feedback and principal information, the committee members make a recommendation to all stakeholders on the instructional materials that meet the charge/philosophy and vision of the committee and integrates the feedback of “critical” teaching elements in the rubric.
2. Principals, the School Board and staff members at all school sites are apprised of the committee recommendations and provide input.
3. The instructional materials are then displayed and the voting process begins. Every teacher has a vote on the instructional materials recommendation made by the committee. Official dates are scheduled for a presentation on the critical elements of the adoption recommendation to all staffs. Staff members are invited to vote at these presentation meetings. Staff who do not attend the presentation of recommended materials lose their vote option. Every effort will be made by ERC staff to develop presentations convenient for site staff.
4. A two-thirds majority vote is needed by district staff in order to recommend selection of materials to the Board. More than 60 percent of eligible staff must vote to recommend materials to the Board.
5. Each curriculum committee will discuss and decide if the vote should be taken by content teachers, grade levels, or the entire district staff.
6. Instructional materials are placed on display for parents/guardians, Board members, teachers, and staff, and a presentation is made to parents/guardians. Bulletins are sent to DAC, SSC and PTA members to view materials, see displays, to attend the presentations, ask questions, and provide their input. Each curriculum committee member will receive the input in writing.
7. A presentation is made to the Board on the committee’s final recommendation and the results of the vote.

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8. The Board is officially invited to review the materials.
9. Once the Board has had an official viewing period, materials are taken to the Board for final approval.

Ordering of Materials

1. Materials are ordered once approval is completed.
2. Multiple levels of materials are ordered as is available for potential combination or special education classrooms.
3. Teacher editions are ordered so teachers may have these materials during professional development.

Professional Development

1. Staff development dates are scheduled at the end of the school year, in the summer and at the beginning of the school year for certificated staff and for classified staff, as is necessary, for implementation of the materials in the following school year.
2. Professional development is ongoing to address the needs of students and teachers in order to implement a quality program using the materials and to enhance student achievement.

Implementation and Assessment

1. Implementation and additional staff development needs are determined.
2. An assessment to determine program effectiveness and student achievement is developed for the second year of implementation.
3. The assessment is implemented. Student achievement is analyzed.
4. Additional staff development is planned if assessment needs are not met.

Guides for Instructional and Classroom Use

Curriculum Guide Development is completed.

The approved standards are revised for parents in “parent/guardian language” in the year after Board approval and distributed to the parent community.

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Conflict of Interest

To ensure integrity and impartiality in the evaluation and selection of instructional materials, any district employee participating in the evaluation of instructional materials and not otherwise designated in the district's conflict of interest code shall sign a disclosure statement indicating that he/she:

1. Accept any emolument, money, or other valuable thing or inducement to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material

Sample copies of instructional materials are excepted from this prohibition.

2. Be employed by or receive compensation from any person, firm, organization, or any of its subsidiaries or controlling entities submitting instructional materials to the district
3. Have or negotiate a contractual relationship with any person, firm, or organization or any of its subsidiaries or controlling entities submitting instructional materials to the district
4. Have an interest as a contributor, author, editor, or consultant in any textbook or other instructional material submitted to the district