

# **Instructional Material Selection Procedures and Assessment Tools**

# CAMPBELLSPORT SCHOOL DISTRICT

## Curriculum, Instruction & Assessment

### Instructional Material Selection Procedures

Procedural Steps	Yes/No
<p>1. As part of the normal program evaluation to adoption cycle, a selection committee is formed by the Director of CIA, K-12 Curriculum Faculty Chair or Secondary Department Chair, and Building Principal(s). Each of these positions also serves as members of the selection committee.</p> <p><b>Is this curricular program up for adoption of new instructional materials? If “yes,” go to step 7, if “no,” go to step 2.</b></p>	
<p>2. Following faculty identification of need, the K-12 Curriculum Faculty Chair or Department Chair approaches Building Principal(s) regarding the instructional material need for next year by <b>October 1</b> (starting in 2008-2009). Building Principals inform the Director of CIA of the identified need.</p> <p><b>Has this step occurred? If “yes,” Go to step 3. If “no,” the concerned faculty member(s) should approach their K-12 Curriculum Faculty Chair, Department Chair or Building Principal, to discuss the instructional materials need.</b></p>	
<p>3. A team consisting of the Director of CIA, K-12 Curriculum Faculty Chair or Secondary Department Chair, and Building Principal(s) is formed to determine if a compelling need to adopt new instructional materials out of the normal evaluation to adoption cycle exists.</p> <p><b>Has the team met? If “yes,” go to step 4. If “no,” a meeting should be set.</b></p>	
<p>4. Majority of the team determines that the condition of existing instructional materials compels a new adoption (i.e. poor condition, discontinued or obsolete).</p> <p><b>Has the team determined that the condition of the existing instructional materials requires replacement? If “no,” go to step 5. If “yes,” go to step 7.</b></p>	
<p>5. Majority of the team determines that the adoption of a new or modified curriculum requires new instructional materials that were not adopted as a part of the normal program evaluation and instructional materials adoption process.</p> <p><b>Has the team determined that the current instructional materials are not adequate for delivering the new/modified curriculum? If “no,” go to step 6. If “yes,” go to step 7.</b></p>	
<p>6. The team analyzes multiple sources of student achievement data to determine if students are failing to meet curricular outcomes. Also, the team reviews and discusses if any potential instructional delivery mismatches or exist. Following this, the majority of the team determines that the instructional materials are not aligned well with the current curriculum.</p> <p><b>Has this review occurred? If either question is answered “no,” such reviews need to be done or new instructional material purchase will wait until this program enters the normal evaluation to adoption cycle. If “yes,” go to step 7.</b></p>	

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<b>Procedural Steps (continued)</b>	
<p>7. The K-12 Curriculum Faculty Chair or Department Chair, Building Principal(s), and Director of CIA collaboratively determine representation for the instructional materials (IM) selection committee. Each of them is also a member of the selection committee.</p> <p><b>Has the IM Selection Committee been set? If “yes,” go to step 8. If “no,” the IM Selection Committee must be assembled first.</b></p>	
<p>8. If this has not already occurred as a normal part of the evaluation to adoption cycle, the IM selection committee’s designee contacts textbook or software publishing representatives to obtain sample materials (including any software) for evaluation and/or schedule meetings with the IM Selection Committee to give a presentation to the IM Selection Committee. Members of the IM Selection Committee may suggest vendors for consideration.</p> <p><b>Does the IM Selection Committee have sample copies of at least two possible instructional material sets for adoption? If “yes,” go to step 9. If “no,” the committee must secure at least two sets of sample materials for evaluation.</b></p>	
<p>9. Using an <b>Instructional Materials Assessment Tool</b> developed by the committee and district curriculum documents, the IM Selection Committee completes a review of the materials by <b>February 1<sup>st</sup></b>, and comes to a consensus on the materials to purchase. Alternatively, if the purchase is for a single class or for use with an individual teacher, the teacher, working with the building principal(s) and Director of CIA, develops a report for the committee explaining their selection of instructional materials for the course. If the committee cannot come to consensus about the appropriateness of the material presented, a new set of materials will need to be found. Working with vendors, the committee also provides an instructional materials purchase recommendation and budget to the Director of CIA for inclusion in the annual instructional material adoption budget. The committee also determines if the previous materials will be kept as a supplemental text, sold to a used textbook company, donated, or simply discarded.</p> <p><b>Has the review of materials lead to consensus of the materials for inclusion?          Has the committee developed a budget for the instructional materials budget?          Has the committee determined what will be done with the previous materials? If “yes,” go to step 10. If “no,” the committee must complete these tasks by February 1<sup>st</sup>.</b></p>	

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<p>10. After compiling the annual instructional materials budget and having discussions with the Leadership Team and IT Department, the Director of CIA may come back to the committee with suggestions for potential changes in the recommendation and/or to ask for suggestions in necessary reductions the budget. The committee will come to consensus on the changes to the planned instructional materials recommendation and/or budget and submit a final recommendation and requisition to the Director of CIA by March 1<sup>st</sup>.</p> <p><b>Has the committee been able to develop a final recommendation and a requisition for the instructional materials budget? If “yes,” go to step 11. If “no,” the committee must complete this by March 1<sup>st</sup>.</b></p>	
<b>Procedural Steps (continued)</b>	
<p>The Director of CIA will submit an executive summary of the instructional materials adoption recommendation(s) and budget during the School Board Curriculum Committee Meeting or School Board Meeting immediately following the submission of the final recommendation. The summary will include the rationale for the committee’s recommendation, a plan for the previous materials used, and a total dollar amount for the adoption. Any further changes to the recommendation or budget will be done collaboratively with the committee.</p>	

Next steps:

- 1) Following the finalization of the instructional materials budget as part of the board approved budget, the requisition will be submitted for approval. If possible, arrangements will be made with vendors for the materials to be delivered to the district prior to the end of the school year.
- 2) As a part of the recommendation, the IM Selection Committee will suggest which school or department will receive delivery of the materials. The materials will be inventoried and distributed to appropriate staff. Any missing materials will be reported to the Director of CIA for communication with the vendor to secure the materials not delivered.
- 3) Based on the IM Selection Committee’s recommendation, the previously used instructional materials that are not being kept as supplemental texts will be disposed, delivered directly to the organization accepting them as a donation, or held for the used textbook company purchasing them.
- 4) In the fall, necessary inservice activities will be provided to staff utilizing the instructional materials.

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Material Ranking # \_\_\_\_\_

### Instructional Materials Assessment Tool--Textbooks

Instructional Material Rating Rubric Categories:

**Excellent (E)**—The instructional materials meet or exceed expectations and needs for the criteria being rated. The qualities that the materials exhibit in this category and its potentially strong impact for Campbellsport students make it attractive.

**Good (G)**—The instructional materials meet the expectations and needs for the criteria being rated. The qualities that the materials exhibit in this category demonstrate that it will be adequate for Campbellsport student needs.

**Deficient (D)**—The instructional materials inconsistently meet the expectations and needs for the criteria being rated. The qualities that the materials exhibit in this category demonstrate potential weakness that would need to be addressed through supplementary materials or teacher produced materials. These weaknesses make it an unattractive option for Campbellsport students.

**Unacceptable (U)**—The instructional material consistently fail to meet the expectations and needs for the criteria being rated. The qualities that the materials exhibit in this category make it improper for Campbellsport students. If a majority of the selection committee members rank an instructional material at this level for the category, this disqualifies it from consideration. If there are not at

**Not applicable (N/A)**—The criteria does not apply for this type of instructional material.

Criteria for Assessment of Instructional Materials:

<b>Overall Structure</b>	<b>E</b>	<b>G</b>	<b>D</b>	<b>U</b>	<b>N/A</b>
1. Do the materials accurately reflect the learner expectations of the District curriculum?					
2. Do the objectives of the text closely match the District's curricular expectations?					
3. Do the materials represent balance and integrity in presenting differing viewpoints on controversial questions?					
4. Do the materials depict in an accurate way the diversity and pluralistic nature of our society as well as local, national and global issues and ideas?					
5. Do the materials avoid gender or ethnic stereotyping and depict non-traditional work/life roles?					
6. Are the materials appropriate to the students who will be utilizing it?					

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7. Do the materials encourage higher level thinking skills and application/research?					
8. Do the materials provide for application of the content and skills to real life experiences and careers?					
9. Are the materials of acceptable technical, literary, artistic and/or historic quality?					
10. Are the materials of acceptable physical quality?					
11. Are the materials timely or of a lasting quality?					
12. Are the materials of suitable interest to students?					
13. Have the materials shown to be effective in other situations?					

Additional criteria can be added by the curriculum committee selecting the instructional materials.

#### Readability (for textbook adoptions)

1. Publisher Determined Grade Level Range: \_\_\_\_\_ to \_\_\_\_\_  
Average Grade Level: \_\_\_\_\_
2. Text Lexile \_\_\_\_\_
3. Other data from readability checks

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**Software Assessment – General**

Will you acquire software as part of this purchase?

YES                      NO

Provide a detailed description of the software to be obtained including technical specifications and system requirements.

Teacher Software:

Student Software:

Has the committee designee sent the description of the software to the IT staff to have it reviewed for compatibility with the district's technology resources?

YES                      NO

(If "no" this must be done before the software in the instructional materials selection can be adopted and listed as approved district software)

Who should have access to the software?

Where should the software be installed? List all labs and individual workstations.

Describe the licensing options available for this software. (single-copy, multiple copies, site/district license, web-based subscription, etc.)

Are there any other technology needs in order to engage the learner or enhance instruction?