

INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION

The Board shall approve, purchase, and distribute, without cost, all textbooks, supplementary books, and other instructional materials for student use. No materials shall be used in the classroom without Superintendent review and Board approval.

The instructional materials selected for the Pennsville Public School District shall be in accordance with the following principles:

1. Instructional materials, print or non-print, shall be chosen for values of interest and enlightenment of all students in the community. Instructional materials shall not be excluded because of the race, nationality, political, or religious views of the writer.
2. Every effort will be made to provide material that presents all points of views concerning the problems and issues of our time: international, national, and local. Current and proposed curriculum guides, textbooks, and materials will be reviewed to detect any bias based upon race, sex, religion, national origin, ancestry, or culture. It must also be ascertained whether supplemental materials singly, or taken as a whole, fairly depict the contribution of both sexes and the various races, ethnic groups, and the like, towards development of the human society.

The evaluation, selection, and adoption of basic textbooks in the Pennsville Public Schools is part of a continuing, comprehensive program of curriculum development. The primary consideration in the selection process is the degree to which the book or books will help teachers and students fulfill the requirements of courses of study which are designed to achieve established district instructional goals and objectives.

Criteria which shall be used to establish the suitability of proposed instructional materials include but are not limited to:



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1. Will the material as presented, hold student interest?
  - a. Style of presentation
  - b. Illustrations
  - c. Motivation
  - d. Stimulation of personal activity
  - e. Relation to other subjects
2. Is the material comprehensible to the students' level?
  - a. Vocabulary
  - b. Complexity of concepts
3. Does the book support sequential development in the subject area?
  - a. Point of view in selection
  - b. Consistency in emphasis on both child and adult values
  - c. Grade placement of subject matter
4. Does the book provide teacher guides?
  - a. Adaptation of method to subject matter
  - b. Recognition of individual differences
  - c. Clear statement of procedure
  - d. Criteria for correct practices
  - e. Provisions of suitable factual and interpretive material
5. Is the material attractive, easy to read and handle, durable?
  - a. Size
  - b. Coverings
  - c. Binding
  - d. Paper
  - e. Typography
  - f. Illustrations

The Superintendent shall develop a system of instructional material review and evaluation which will result in the recommendation of the most suitable available material for Board approval. This system shall involve those who are charged with guaranteeing the quality of instruction and with using the materials--that is, administrators, coordinators, department chairmen, and classroom teachers.

INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION (continued)

Date: January 18, 1983

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Legal References: N.J.S.A. 18A:34-1 Textbooks; Selections  
N.J.A.C. 6:4-1.3 Equal Educational Opportunities  
N.J.A.C. 6:8-4.5(b) Board to Adopt Instructional  
Materials and Equipment Selection  
Policy

Cross Reference: 6144 Controversial issues

## INSTRUCTIONAL MATERIAL SELECTION

### INTRODUCTION

For the purpose of this regulation "instructional materials" are defined as any support data (printed, filmed or otherwise) used in conjunction with teaching strategies for all programs and courses offered to students (pre-school through 12th grade) to provide opportunity to learn in a thorough and efficient manner.

The selection, adoption and evaluation of instructional materials in the Pennsville Public School District is part of its continuing, comprehensive process for the development of program and course curricula. The primary consideration of this process is the degree to which instructional materials assist students in achieving previously established program and course goals and objectives.

It is the belief of all responsible professional staff that this process will aid in ensuring students a quality opportunity to learn. Therefore, for the purpose of satisfying the criteria in Policy 6161.1, the following process will be employed in the selection, adoption and evaluation of all instructional materials.

### BASIC CRITERIA FOR IMPACT ASSESSMENT

The following criteria shall be employed to assess the impact of instructional materials on student learning. These lists have not been placed in any order of priority.

- A. Student Interests
  - 1. Motivation
  - 2. Illustrations
  - 3. Style of presentation
  - 4. Relation to other subjects
  - 5. Stimulation of personal activity



- B. Difficulty of Comprehension
  - 1. Vocabulary
  - 2. Syntax
  - 3. Use of vague and/or unusual concepts
- C. Importance of Subject Matter
  - 1. Points of view on concepts and issues
  - 2. Consistency in emphasis on child and adult values
  - 3. Grade placement of subject matter
  - 4. Adaption of instructional methods to subject matter
  - 5. Recognition of individual differences
  - 6. Clear statements of procedure
  - 7. Criteria for correct practices
  - 8. Provisions of suitable factual and content material
- D. Physical and Mechanical Features
  - 1. Size of the text
  - 2. Cover
  - 3. Binding
  - 4. Paper
  - 5. Typography
  - 6. Illustrations
- E. Bias based on race, sex, national origin, color, creed, religion, ancestry, social status and economic status.

ANALYSIS FOR RACIAL/SEXIST ATTITUDES SHOULD INCLUDE BUT NOT BE LIMITED TO THE FOLLOWING TEN GUIDELINES:

- A. Check the Illustrations
  - 1. Look for stereotypes
  - 2. Look for tokenism
  - 3. Role situations being depicted - e.g. active vs passive, by female/minority
- B. Storylines
  - 1. Standard for success and how it depicted and/or displayed
  - 2. Resolution of problems
  - 3. How are problems presented, conceived and resolved?
  - 4. Role of women

- C. Depiction of Life Styles
  - 1. Unfavorable contrast with unstated norms of society
  - 2. Depiction of minority homes, living conditions
  - 3. Oversimplification of life styles
  - 4. Clothing, behavior, values
- D. Relationship between people
  - 1. Who is in leadership roles?
  - 2. How are family relationships depicted?
- E. Notation of "heroes"
  - 1. Cross section of heroes being depicted based on groups own concepts and struggle for justice
  - 2. Admiration of heroes because of the same qualities also because interests of all us being served
- F. Effects on Child's Self Image
  - 1. Book counteracts and reinforces positive association with color e.g. white/negative black positive
- G. Author's or Illustrators Background
  - 1. Background of author or illustration reflects ability to deal with the subject because of personal qualifications and experiences
- H. Author's Perspective
  - 1. Determine whether the direction of the author's perspective substantially weakens or strengthens the value of his/her written work
  - 2. Is perspective patriarchal or feminist?
  - 3. Do minority cultural perspectives also receive respect?
- I. Loaded Words
  - 1. Insulting overtones
  - 2. Sexist language and adjectives that exclude or ridicule women e.g. generic use of the word "man"
- J. Copyright Date
  - Prior to 1970 did not reflect the realities of multiracial society; however, more recent copyright date not an absolute.

Note: See publication from OEEC to facilitate the selection process.

ROLE OF THE SUPERINTENDENT

- A. (S)He proposes and seeks the approval of written policies for selection of instructional material
- B. (S)He provides for systematic reviews of adoption schedules
- C. (S)He provides leadership for instructional material evaluation and selection. The tasks under the leadership role are:
  - 1. After a consultation with his/her staff, selection a competent committee or professional staff members;
  - 2. Making provisions for ample, released time for the committee to conduct its work carefully and without pressure;
  - 3. Setting the tone for evaluation and selection;
  - 4. Helping the instructional material selection committee define and sharpen its goals
- D. (S)He translates the recommendations of the committee into action

ROLE OF DIRECTOR OF INSTRUCTION

When an adoption is contemplated/scheduled, the Director of Instruction should work closely with Department Supervisor/Principal and committee. Facilitation of the process and communication with the Superintendent are key responsibilities.

ROLE OF THE PRINCIPAL/DEPARTMENT SUPERVISOR

Review for the Principal/Department Supervisor is an on-going process. If and when, however, an adoption is necessary, the responsibilities of the Principal/Department Supervisor are many and varied.

- A. To the Superintendent and his central office staff:
  - 1. Inform Superintendent of the need for committee action;
  - 2. Recommend teaching personnel to be considered for committee membership;
  - 3. Keep the Superintendent and his staff informed as to the committee's progress;
  - 4. Submit the recommendations of the committee

- B. To the publishers or publishers' representatives:
1. Inform them of pending adoption as to area, level, and the procedure to be followed;
  2. Arrange for sampling of material and related information in sufficient quantity to facilitate the task of evaluation;
  3. Arrange for pre-adoption presentations if deemed desirable and/or necessary;
  4. Arrange for final presentation if deemed desirable and/or necessary;
  5. Notify publishers of adoption and return examination material
- C. To the teaching staff:
1. Establish and maintain lines of communication between the teaching staff and the committee;
  2. Keep the staff informed of committee's progress;
  3. Involve as many of the staff members as possible in the evaluation process
- D. As committee chairperson:
1. Participate in the formation of committee;
  2. Collect and disseminate necessary material;
  3. Conduct all committee meetings;
  4. Organization of the committee for effective operation;
  5. Act as liaison between the committee and all outside persons or agencies

#### ROLE OF THE PRINCIPAL

When an adoption is contemplated in an area where there is no Department Supervisor, the responsibility for the orderly evaluation of material in that area will be that of the Building Principal or Principals.

#### COMPOSITION OF THE SELECTION COMMITTEE

The composition of this committee will depend on whether a single textbook, a series of textbooks, or a continuity of textbooks is under consideration. Permanent membership on the committee will always be held by the Department Supervisor and/or the building principal. If a textbook for a single grade is to be selected, a classroom teacher from the grade above and the grade below the designated level of the textbook will be included as well as teachers who will use the book. If a series of textbooks or a continuity of textbooks is to be selected, each grade affected must be represented.



Choosing and naming personnel for the textbook committee is the responsibility of the Superintendent. This responsibility may be exercised by the Superintendent personally or delegated to an administrative staff member. In either case, Principals and Department Supervisors in the school system will be consulted and invited to recommend competent classroom teachers to work on the committee.

e.g. Textbook adoption - Series of books - Elementary level

Committee membership:

Department Supervisor	1	Grade level teacher - K-6 (One for each grade level involved)
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Administrator	1	Above grade level teachers - 1 or 2
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e.g. Textbook adoption - Series of books - Secondary level

Committee membership:

Administrator		
Department Supervisor		Grade level teachers - 7-12

The Superintendent shall designate a chairperson for this committee. The chairperson will be personally responsible for keeping the Director of Instruction informed of the committee's work.

SELECTION COMMITTEE - ITS FUNCTION AND AREAS OF RESPONSIBILITY

The selection committee shall:

a. formulate, define and clarify the goals to be achieved in the school system through the selection of instruction material;

b. formulate a rating scale to be used in evaluating the instructional material under consideration. Specific criteria to evaluate the material for bias based on race, sex, national origin, color, creed, religion, ancestry, social or economic status must be included or a separate instrument designed for this specific purpose can be utilized. The Affirmative Action Office has available a variety of instruments applicable to all disciplines and types of material.

- c. formulate a simple evaluative instrument for use by the teaching personnel in their review of the instruction material being considered;
- d. review examination materials submitted by interested publishers to decide which of the material or series of material merit further consideration based on the pre-established criteria;
- e. hear presentations by the representatives of the companies whose materials are under serious consideration for selection and adoption;
- f. make available examination copies of all materials still under consideration to all appropriate staff members as well as the instrument for evaluation of same;

The committee will then make its recommendation, for adoption, after a careful examination of the materials and a tabulation of all assessment data submitted by appropriate staff members. The recommendation of the committee along with supporting reasons, shall be communicated directly to the Director of Instruction for review and forwarding to the Superintendent of the District.

#### CONCLUDING STATEMENT

Publishers and their representatives are requested to direct all inquiries and sample instructional materials to the Director of Instruction and/or the designated Principal or Department Supervisor. This will facilitate the distribution of these materials to the proper individuals without unnecessary duplication.

Publishers will be notified of any pending adoptions, as early as possible so as to ensure them of the opportunity of presenting their programs to the appropriate school personnel. This notification will include such information as subject area, type of instructional material needed, grade level, examination quantities desired, date for presentation, etc. At the conclusion of the adoption committee's work, all examination materials will be returned to the individual publishing companies, if so requested. All companies involved in this adoption procedure will be notified of the committee's recommendation at this time.

Board Approval: October 4, 1988