

Selection, Evaluation, and Adoption of Instructional Materials



Carroll County Public Schools
125 North Court Street
Westminster, Maryland 21157

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Selection, Evaluation, and Adoption of Instructional Materials

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Selection, Evaluation, and Adoption of Instructional Materials

Introduction

Judicious selection of instructional materials requires a well-defined procedure, encourages community participation, reflects local educational philosophy, and complies with legislated mandates.

This policy document describes the adoption process, provides selection criteria, and delineates procedures for reconsideration requests.

The Board of Education recognizes its responsibility for selecting and acquiring instructional materials in accordance with Public School Laws of Maryland, (See Appendix A). Acceptance of this responsibility is established by Board of Education resolution.

Carroll County Board of Education Policy – IIAA

The Board of Education of Carroll County recognizes that instructional materials should effectively support and enrich the educational programs of the school system. Instructional materials are defined as instructional content approved for system-wide use and provided to the student regardless of format, including printed or digital materials.

Approved: November, 1975
Revised: February, 1978
April, 2017

The policy and procedures detailed in this document are aligned with the Board of Education goals and they reflect the mission, beliefs, and core values of Carroll County Public Schools. Additionally, this document addresses all instructional materials that are used for instruction during pilot project or grants.

Selection, Evaluation, and Adoption of Instructional Materials

Definition of Instructional Materials

Instructional materials are those items such as books, other printed matter, video and audio recordings, computer software, and digital content which are used as part of the instructional process. While the format of instructional materials has evolved and will continue to change, the purpose remains the same.

Textbooks

Textbooks are those books that are designated as the **primary source of instruction** for students in a course, or unit of instruction within a course. The textbook definition also includes those materials pertaining to textbooks that are an integral part of the textbook. They include, but are not limited to, textbooks, trade books, slides, compact discs, computer software, CD-ROMS, and digital content. The Curriculum Council recommends materials for adoption by the Board of Education.

Supplemental Materials

Supplemental materials are those items used to extend and support instruction and address the needs of all learners. They include, but are not limited to, books, periodicals, pamphlets, visual aids, video recordings, sound recordings, compact discs, computer software, and other digital content and peripherals. Supplemental materials, print or non-print, do not require approval by the Curriculum Council or adoption by the Board of Education.

All library media materials are supplemental. The selection and acquisition of new library media materials will be based upon the needs of each school library media center as determined by a collection assessment process, the curriculum needs, and the availability of funding. The Carroll County Library Media Collection Development Plan is a systematic process that has been developed to assess and shape quality library media collections in our schools. Collection development is the ongoing process of identifying strengths and weaknesses of library media collections in terms of the needs of the learning community. It is an organized method for collecting statistics on the titles in the collection and the ability of the collection to meet curricular needs.

Selection, Evaluation, and Adoption of Instructional Materials

General Selection Criteria

Proper instruction in any subject discipline may bring students in contact with ideas, beliefs, values, and practices other than those that their backgrounds may have led them to accept. Each item is judged on its merits as an entire piece, not by portions or out-of-context selection.

The following are the general criteria used in selecting and evaluating instructional materials and will support multiple means of representation:

- aligned to the curriculum and the objectives of the instructional program;
- appropriate for recommended age/grade levels;
- accurate in terms of content;
- reflective of the pluralistic nature of American society;
- representative of differing viewpoints;
- appropriate format for the subject matter;
- recent copyright date as appropriate to the subject;
- acceptable literary style and technical quality;
- cost effective in terms of use.

Additionally, this selection process incorporates the criteria and procedures outlined in the following legal documents:

COMAR 13A.04.05.01-03

Education That Is Multi-Cultural

(See Appendix B)

COMAR 13A.04.18.03

Program in Comprehensive Health Education

C - Selection of Curricular Materials for Family Life and Human Development

(See Appendix C)

COMAR 13A.05.02

Administration of Services for Students with Disabilities

(See Appendix D)

Supreme Court Decision *Island Trees Union Free School District V. Pico*

(See Appendix E)

Selection, Evaluation, and Adoption of Instructional Materials

General Selection Procedures

Textbooks

Primary responsibility for identifying and evaluating textbook materials is delegated to the instructional supervisor.

Within the framework of the general criteria, the supervisor develops specific review criteria and procedures for his/her content area of responsibility. Generally, the supervisor works with a committee of teachers to review textbooks under consideration. Prior to Curriculum Council review, digital textbooks or print texts that include digital resources will be reviewed by Technology Services to ensure network compatibility. These materials will also be reviewed by the Instructional Technology Resource Team (ITRT). Administrators, parents, and students may also be involved in the evaluation process as appropriate.

After textbooks have been evaluated, the supervisor will submit recommended titles to the Director of Curriculum and Instructional Resources. A completed “*Record of Evaluation and Adoption of Instructional Materials*” form shall accompany each text, (See Appendix H). The deadline for submitting materials will be established by the Director of Curriculum and Instructional Resources at the beginning of the school year.

With the approval of the instructional supervisor, schools may purchase up to a maximum of five copies of a text that has not been adopted by the Board of Education. The purchase and use of six or more copies requires the full approval process.

Curriculum Council

The Curriculum Council examines the textbook materials that have been recommended by the instructional supervisors. Curriculum Council members review materials for the following factors:

- meets community standards for language content;
- provides appropriate, accurate, and non-biased subject and grade level content;
- provides accurate and appropriate recognition cultural diversity;
- represents appropriate and current technologies; and,
- provide for a stereotype-free presentation, except when historically appropriate.

Council members are vital to this process, and they are the vehicle for community voice and representation. Chaired by the Director of Curriculum and Instructional Resources, the Curriculum Council is comprised of representatives from:

- Parents of each school
- Board of Education
- Carroll County Council of PTA
- School Principals or Assistant Principals
- Students from each high school
- Carroll County Education Association
- Interested Citizens

Additionally, all instructional supervisors are members of the Curriculum Council. Only those council members who have been approved by the Board of Education shall have voting rights during the approval process.

Selection, Evaluation, and Adoption of Instructional Materials

Timeline

Timeline for the Adoption Process

When	Who	What
March	-Curriculum Council -Director of Curriculum and Instructional Resources -Supervisors	Supervisor's present recommended titles to the Council.
March through May	-Curriculum Council -General Public	Textbooks for adoption are available for review.
May	-Curriculum Council -Director of Curriculum and Instructional Resources -Board of Education	Council approves and presents recommended textbooks for adoption to the Board of Education
June	-Board of Education	The Board of Education will adopt textbooks for use in Carroll County Public Schools.

Newly adopted titles will be added to the approved list of textbooks.

The Director of Curriculum and Instructional Resources may grant temporary approval of textbooks to meet urgent needs. Formal review shall then occur by the Curriculum Council during the next possible cycle.

Supplemental Materials

Supplemental materials do not require approval by the Curriculum Council or adoption by the Board of Education. They are approved for use at one or more levels (elementary, middle, high) in one of the following ways:

- recommended by the appropriate instructional supervisor;
- appeared as suggested resources in Carroll County Public Schools' curriculum guides or Maryland State Department of Education publications;
- received favorable media evaluations by two professional staff members; or
- received favorable reviews in at least two standard sources.

All library media center materials are supplemental. The primary responsibility for selection of media materials rests with the media specialist. As orders arrive, the media specialist will examine items one more time based on the established selection criteria (page 3). As needed the media specialist will seek review and input by other school community members including the principal. The media specialist will share the reviewers' recommendations with the principal before shelving the item(s). The media specialist and principal will collaborate to decide whether to place the book on the media center shelves for circulation. If agreement cannot be reached, a decision will be made by the Supervisor of Library Media.

Selection, Evaluation, and Adoption of Instructional Materials

Instructional Multi-Media Content and Digital Resources

Teachers may request approval to use multi-media content or digital resources by entering their request into the Technology Request System and providing the information required for the “Review and Approval of Digital Content” (see Appendix G). All items submitted to the Technology Request System will be subject to a thorough review as outlined in Appendix F. Content-based websites that are not blocked can be used with the professional discretion of the teacher.

Exemption for One-Time Use of Multi-Media

Exemption for one-time use of multi-media content (i.e. videos / DVD’s) may be granted by the school-based administrator(s). These exemptions are granted after careful consideration of the following:

- Elementary
 - G-rated
 - PG-rated with careful review
- Middle
 - G-rated
 - PG-rated with careful review
- High
 - G-rated
 - PG-rated
 - PG-13 rated with careful review

Family Life and Human Development Materials

Primary responsibility for identifying and evaluating curricular material for Family Life and Human Development programs is delegated to the Supervisor of Physical Education/Health. Selection of these materials will follow Code of Maryland Regulations Bylaw 13A.04.18.03. (See Appendix C)

The Family Life and Human Development Instructional Materials Review Committee, a joint committee of educators and representatives of the community, will examine all printed and audiovisual materials proposed for use in Family Life and Human Development programs. This procedure is a separate process since materials for Family Life and Human Development programs do not go through the Curriculum Council. The recommendations of this committee will be submitted to the Board of Education for adoption.

Selection, Evaluation, and Adoption of Instructional Materials

Reconsideration of Instructional Materials

Process and Guidelines

From time to time, a citizen may question the use of instructional or supplemental material. Procedures for requesting reconsideration of a material are in place for any citizen, parent, student, teacher, or school administrator. These procedures will be published yearly in the Carroll County Public Schools Informational Calendar and on the Carroll County Public Schools website. This process will parallel other established appeal procedures within Carroll County Public Schools. The Reconsideration Committee will judge the appealed material on its merits as an entire piece, not by portions or out-of-context selection.

Reconsideration Guidelines

- Once a formal request for reconsideration has been filed, the principal of the school from which the appeal originated may make a written request to the Director of Curriculum and Instructional Resources to remove the material from that school's media collection during the reconsideration process. If the appellant withdraws the request or the Reconsideration Committee recommends that the material be retained, then it shall be returned for use.
- Any reconsideration decision to withdraw a material will apply to all schools at the specified level(s) – elementary, middle, high.
- All parties must adhere to the time frame for the appeals process.
- Any material which has gone through the reconsideration process may not be re-evaluated until at least three (3) years have elapsed from the date of the initial request for reconsideration.
- The Supervisor of Library Media will notify appropriate personnel of reconsideration results.
- The Supervisor of Library Media shall maintain files on challenged material for six (6) years.

Roles within the Reconsideration Process

Role of the Principal and Media Specialist

When the appropriateness of an instructional material is questioned, the principal or the media specialist will explain the selection process and the process for requesting reconsideration to the concerned individual. Materials shall not be removed from a school as a result of this discussion.

If the appellant wishes to request reconsideration of the material, the media specialist or the principal will provide him/her with a copy of the selection policy, including the "*Request for Reconsideration of Instructional Materials*" form (See Appendix I). They may also wish to put the individual in touch with the Supervisor of Library Media.

Selection, Evaluation, and Adoption of Instructional Materials

Role of the Supervisor of Library Media

No material will be reconsidered until the completed “*Request for Reconsideration of Instructional Materials*” form is forwarded to the Supervisor of Library Media, who will notify members of the Reconsideration Committee and the Director of Curriculum and Instructional Resources that a request for reconsideration has been received.

Role of the Reconsideration Committee

The Reconsideration Committee will be a standing committee appointed for a two-year term by the Superintendent of Schools whose purpose is to provide due process to the appellant. Committee appointments will reflect a broad-based balance of levels, geographic regions, and interests. It is desirable to have a rotational appointment schedule of these twelve members in order to maintain a degree of familiarity with the process. Chaired by the Supervisor of Library Media (non-voting), the committee will be comprised of:

- 2 school media specialists
 - 2 administrators (school-based)
 - 1 instructional supervisor
 - 1 teacher - at the appropriate level for material
 - 3 parents
 - 3 high school students

Members of the Reconsideration Committee who initiate a request for reconsideration shall recuse themselves from any vote about the text in question. Alternate members will be identified to handle conflicts of interest.

In addition to testimony from the appellant, the Reconsideration Committee may also hear statements from the supervisor of the curriculum area involved, the principal of the school, and the media specialist/teacher of the school from which the reconsideration request originated. Only committee members present during deliberation may vote. Members will vote to retain the material, remove the material, or remove the material from a particular level.

If the vote is not unanimous, concerns from the dissenting voters will be captured and forwarded to the Superintendent or designee in the event of a later appeal.

The Reconsideration Committee will meet within thirty (30) school days after the “*Request for Reconsideration of Instructional Materials*” form is received in the office of the Supervisor of Library Media.

The Supervisor of Library Media will send written notification of the Committee’s decision to the appellant and the Director of Curriculum and Instructional Resources within ten (10) school days after the Committee has met and completed their review of the material.

Selection, Evaluation, and Adoption of Instructional Materials

Role of the Superintendent

The Reconsideration Committee's decision may be appealed to the Superintendent within ten (10) school days of the date of the Committee's written response. The Superintendent or designee will render a written decision to the appellant and the Reconsideration Committee within thirty (30) school days of receiving the appeal.

Role of the Board of Education

The Superintendent's decision may be appealed within thirty (30) school days of the date of the response, in writing, to the Board of Education.

Selection, Evaluation, and Adoption of Instructional Materials

Appendices –

Appendix A – Textbooks, Materials of Instruction, and Supplies

Public School Laws of Maryland

Section 7-106

Textbooks, Materials of Instruction and Supplies

- A. Selection and purchase of school materials.—On the recommendation of the county superintendent and subject to the provisions of this article, each county board shall adopt procedures for the selection and purchase of the following necessary items, at the lowest price consistent with good quality, for use in the public schools:
- (1) Textbooks;
 - (2) Supplementary readers;
 - (3) Materials of instruction;
 - (4) Visual and auditory aids;
 - (5) Stationery; and
 - (6) School supplies.
- B. Purchase of books and other materials concerning African American history—
- a. Each county board shall adopt procedures for the selection and purchase for use in each public school library or media center of a collection of books and auditory and visual materials concerning African American history.
 - b. The collection in each library or media center shall be appropriate for students in each age group and reading level in the school.
- C. Materials to be furnished free of charge and in sufficient quantities—Each county board shall furnish the materials and supplies listed in subsection (a) of this section:
- a. Free of cost for use in the public school's; and
 - b. In sufficient quantities for the different grades in the public schools.

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Appendix B – Education That is Multicultural

13A.04.05.05 Education That is Multicultural .05 Criteria for Instructional Resources.

A. Goal: To provide instructional resources which assists students in demonstrating an understanding of and appreciation for cultural groups.

B. Selection of multicultural resources includes all of the following minimal criteria:

- (1) Materials that avoid stereotyping, discrimination, bias, and prejudice;
- (2) Materials that reflect the diverse experiences relating to cultural groups and individuals;
- (3) Instructional materials in all content areas that represent society as multicultural; and
- (4) Human resources to help students demonstrate an understanding of and respect for cultural diversity.

Selection, Evaluation, and Adoption of Instructional Materials

Appendix C – Program in Comprehensive Health Education

13A.04.18.03 Program in Comprehensive Health Education .03 Implementation of the Goal and Sub-goals of Regulation .02F

C. Selection of Curricular Material.

(1) The local school system shall establish procedures for evaluating and selecting instructional materials to be used in all courses.

(2) The local school system shall appoint a joint committee of educators and representatives of the community that shall examine all instructional materials proposed to be used in the schools. The committee's recommendations shall be submitted to the local superintendent of schools and the local board of education for final action. The local school system shall use its existing procedures for evaluating reading levels, factual content, and general suitability of material for different levels of instruction.

(3) The instructional materials shall meet the following established criteria:

(a) Material may not be used in the elementary grades that portray the male and female sex organs in juxtaposition, and material may not be used at any level that discusses or portrays erotic techniques of sexual intercourse;

(b) The school shall provide special opportunities for parents/guardians to view all instructional materials to be used in the program before the materials are used in the classroom;

(c) Materials used shall be consistent with the goal and sub goals described in Regulation .02F of this chapter;

(d) The materials shall be chosen with regard to reading ability and level of understanding of students who are to use the materials;

(e) The local school system shall publish at regular intervals a list of its approved instructional materials.

Selection, Evaluation, and Adoption of Instructional Materials

Appendix D – Administration of Services for Students with Disabilities

13A.05.02 Administration of Services for Students with Disabilities .03B Definitions

(5) “Technology-based instructional products” means instructional software, on-line resources, and computer-based equipment.

.13 Local Public Agency Administration

H. Accessibility of Technology-Based Instructional Products

(1) A public agency shall ensure that a request for bid, request for proposal, and local public agency guidelines for the selection and evaluation of technology-based instructional products used by students include the requirements governing equivalent access consistent with Subpart B, Technical Standards, Section 508 of the Rehabilitation Act of 1973, as amended.

(2) A public agency shall ensure that technology-based instructional products provide students with disabilities equivalent access unless doing so would:

- (a) Fundamentally alter the nature of the instructional activity;
- (b) Result in undue financial and administrative burdens on the public agency;
or
- (c) Not meet other specifications.

(3) If a technology-based instructional product meets the criteria in H(2) of this regulation or is not available, the public agency shall implement an alternative method of instruction designed to enable a student with a disability to access the general curriculum and meet the student’s IEP goals and objectives as specified in COMAR 13A.05.01.09A.

What Does This COMAR Cover

Technology-based instructional products used by students:

- Software applications and operating systems
- Commercial web-based intranet and Internet information and applications used by students
- Computer-based equipment that provides the following functions within the instructional program:
 - Telecommunications
 - Video and multimedia
- Stand alone computer based electronic products
- Desktop and portable computers

Important Terminology

Equivalent Access

The functional outcome of using a technology-based instructional product results in students with disabilities being able to access the same instructional content.

Selection, Evaluation, and Adoption of Instructional Materials

Alternative Method of Instruction

Given a particular curricular area in which a school wants to use technology-based instructional materials and a student with a disability is not able to access the materials, the instructor and school need to answer the following questions:

- What is it about the product that is not accessible? What additional equipment services, resources are needed to make it accessible?
- Is another product accessible?
- What other mode of instructional delivery may be used to provide the student with the disability the equivalent access to the curricular content in order to complete the instructional assignments and to learn and incorporate the information into the student's body of knowledge.

Undue Burden

Undue burden means significant difficulty or expense (Section 508 of the Rehabilitation Act). If applicable, the agency must:

- give a justification for why the standards impose an undue burden; and
- provide access to information or data for students with disabilities through an alternative means.

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Appendix E – Supreme Court Decision

Island Trees Union Free School District V. Pico.

The plurality decision concludes that under the Constitution school boards cannot choose to retain or dispense with books if their discretion is exercised in a “narrowly partisan or political manner.” Ante, at 870. The plurality concedes that permissible factors are whether the books are “pervasively vulgar”, ante, at 871, or educationally unsuitable.

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Appendix F – Workflow for the Review and Approval of Digital Content

All reviews begin with submission of the item into the Technology Request System

Offline Multimedia Content (DVD, Video)	Online Multimedia Content (Web-sites, on-line videos, streaming content)	Web-based Instructional Tools (Web 2.0 and Software)	Peripheral Devices (Electronic equipment using classroom computers)
1. Curriculum supervisor determines if the intended use of the content is aligned to curriculum standards	1. Curriculum supervisor determines if the intended use of the content is aligned to curriculum standards	1. Curriculum supervisor determines if the intended use of the content is aligned to curriculum standards	1. Curriculum supervisor determines if the intended use of the device supports effective instruction for students.
2. Supervisor confirms that requestor has determined that use will not violate copyright.	2. Supervisor confirms that requestor has determined that use will not violate copyright.	2. Forward to the Instructional Technology Resource Team (ITRT) for further review.	2. Forward to the Instructional Resource Team for review.
3. Provide the teacher the appropriate decision and usage guidelines.		3. The Supervisor of Research and Accountability conducts a final review of the Terms of Use agreement and Privacy Statement using the criteria as outlined in CCPS Regulation AF.	3. Technology Services will review the device for compatibility and functionality in collaboration with the content supervisor as needed.
4. Document decision in the Technology Request System.	4. If the content is a website, submit the URL to Technology Services to unblock per supervisor approval. Approved YouTube video content is added to the CCPS YouTube channel by the Instructional Resource Team.	4. Technology Services will review to ensure network compatibility.	4. Provide the teacher the appropriate decision and usage guidelines.
		5. Provide the teacher the appropriate decision usage guidelines.	5. Once approved, the guidelines for using the device will be posted on the Instructional Technology Resources site or added to the CCPS Purchasing Guide.
	6. Provide the teacher the appropriate decision and access information.	6. Once approved, the guidelines for using the web-based instructional tool will be posted on the Instructional Technology site.	

NOTE: THE WORKFLOW WILL STOP AT ANY STAGE IN THE PROCESS IF THE ITEM REQUESTED DOES NOT MEET THE CRITERIA REFERENCED AT THAT POINT.

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Appendix G – Technology Request System Entry Form

(Technology Request System is accessed through the CCPS Portal. This form must be completed electronically in order to initiate the review process.)

Date Requested: Click here to enter a date.
Employee Name: Click here to enter text.
School: Choose an item.
Content to be reviewed: Click here to enter text.

*Note: Online content that is not blocked by the firewall and provides **instructional content** does not require the approval of the Instructional Supervisor. Teachers are expected to use professional discretion and follow the guidelines of the CCPS Acceptable Use Policy.*

- Online multi-media content
- Web-based tool
- Offline media
- Peripheral device

Each highlighted item will have a pop-up description providing the teacher a brief description.

Subject: Choose an item. Course: Click here to enter text.
Grade: Choose an item.

Does **copyright** prohibit the use of this material in the classroom? Yes No

- Content specific approval
- Cross – curricular use (general instructional use)
- Instructional “tool”

Explain your purpose for use and instructional plan:
Click here to enter text.

Content Standards/Common Core Standards addressed:
Click here to enter text.

Content concerns. Is there any content that might be considered inconsistent with Carroll County community standards? (Language, religious issues, sexual situations, violence, nudity, etc.) Provide specific descriptions. Click here to enter text.

These requests will be forwarded to the Instructional Supervisor for review. Supervisors will refer to the Review and Approval of Digital Content checklist for process.

Notes for approval process: Click here to enter text.

Instructional Supervisor:

(digital signature and date stamp)

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Appendix H – Record of Evaluation and Adoption of Instructional Materials Form

Record of Evaluation and Adoption of Instructional Materials

Identification

Title _____

Author _____

Publisher/Producer _____

Copyright _____ Price \$ _____ ISBN _____

Check: Book Film Kit Videocassette Computer Software

Description (e.g., running time, number of filmstrips, etc.) _____

Usage

Subject and grade level (code) _____

Unique qualities _____

Additional possibilities for usage (gifted, remedial, resource, etc.) _____

Assessment

(See *Selection, Evaluation, and Adoption of Instructional Materials, Revised 1999*)

	<u>Poor</u>		<u>Excellent</u>	
Meets community standards for Lang. Content Comments (if any) _____	1	2	3	N/A
Provides appropriate, accurate, & non-biased subject & grade level content Comments (if any) _____	1	2	3	N/A
Provides accurate & appropriate recognition of minorities & various ethnic groups Comments (if any) _____	1	2	3	N/A
Represents appropriate & current qualities regarding technology Comments (if any) _____	1	2	3	N/A
Provides for a stereotype-free presentation Comments (if any) _____	1	2	3	N/A
TOTAL - Composite Assessment	1	2	3	

Final Recommendation **ADOPT** _____ **DO NOT ADOPT** _____

Evaluated By _____ Date _____

Instructional Supervisor's Signature _____ Date _____

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Appendix I – Request for Reconsideration of Instructional Materials Form

**REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS
CARROLL COUNTY PUBLIC SCHOOLS
(SUBMIT COMPLETED REQUEST FORM TO THE SUPERVISOR OF LIBRARY MEDIA)**

Type of Media _____

Name of Item _____

Publisher or Producer _____ Publication Date _____

Name of Individual (Appellant) _____ Telephone _____

Address _____
Street City Zip

Organization Represented, (if applicable) _____

1. Did you read, view, or listen to the complete item? YES _____ NO _____

Note: The Reconsideration Committee will judge the item on its merits as an entire piece, not by portions or out-of-context selection.

2. How was the item acquired? (assignment, free selection, friend, etc) _____

3. Is the item part of a set or series? YES _____ NO _____

4. What is objectionable regarding this item and why? (Be specific by citing page numbers or passages)

5. Were there any good sections included in this item? YES _____ NO _____ If YES, please list them.

6. What is the educational benefit of this material? (Please provide approximate grade level(s) and ways the item might be utilized.)

7. What do you suggest be provided to replace the item in question?

SIGNATURE OF APPELLANT

DATE