

ADMINISTRATIVE REGULATION

CENTENNIAL SCHOOL DISTRICT

APPROVED: April 12, 2016

REVISED:

108-AR-0. REVIEW/EVALUATION/SELECTION OF TEXTBOOKS

The Board adopts textbooks recommended by the Superintendent, in accordance with Board policy. The Board will adopt textbooks at any regular meeting between September 1 and June 30.

Textbooks currently in use will be reviewed and evaluated according to the planned cycle established by the Board.

Textbooks with copyright dates older than five (5) years will be reviewed for their continued suitability.

Administrative and professional staff selected by the Superintendent will participate in the textbook selection process. Members of the staff must exercise professional judgment and ensure that selected textbooks are free from bias, stereotypes, and career role restrictions.

The Director of Teaching and Learning will periodically review the textbooks used in each subject area, K-12, with administrative and teaching staff. The Director of Teaching and Learning will oversee the alignment of the textbook into the Planned Course Outlines. A request for textbook review may originate with an administrator, professional staff member, and/or District committee.

The Director of Teaching and Learning will submit to the Superintendent a copy of the recommended textbook, completed forms and required data.

The Superintendent will submit his/her recommendation to the Board with the following information:

1. Textbook title.
2. Author and publisher.
3. Copyright date.
4. Planned instruction and grade level affected.
5. Number needed.

6. Cost per book.
7. Auxiliary needs.
8. Staff members involved in the review committee.

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108-AR-1. CRITERIA FOR EVALUATING TEXTBOOK

Staff members involved in the textbook selection process will consider the following criteria for reviewing and recommending a textbook for Board adoption. Each staff member will complete a Textbook Evaluation Form, and the Textbook Evaluation Form will be maintained by the Office of Teaching and Learning.

Scope

1. The text covers all the concepts and academic standards included in the scope of the guide for planned instruction for this course.
2. The sequence and organization of course concepts is consistent, logical and developmentally sound.

Format/Illustrations

1. The appearance of the text is appealing to students.
2. Illustrations are functional, serve a practical purpose, and assist with motivation.
3. Illustrations, diagrams, tables, and charts give meaning to the instruction.
4. The layout and design of the text contributes to its readability.
5. The illustrations portray the multi-ethnic diversity of society.
6. Females and males are equally represented in illustrations and shown in varied and non-stereotyped roles.

Teacher Editions

1. Teacher editions clearly state the learning objectives for each lesson or unit.
2. The lesson notes provide a variety of suggestions for presenting the material in each unit.
3. Teacher editions include reproduction of student test pages with answers over-printed.

Content

1. The reading level is appropriate to the grade level and the ability of the student.
2. The development of new concepts and skills is clear and easy for students to follow.
3. The text provides for a range of student abilities.
4. The content is accurate and up-to-date.
5. Definitions are clearly stated and use correct and standard terminology.
6. Solutions to example problems are clearly shown and explained so that students can easily follow them.
7. A sufficient number of worked-out example problems are provided to illustrate the solution to a variety of related problem situations.

Skill/Concept Development

1. The lessons follow a simple, logical pattern so that concepts will be easy for students to grasp.
2. A sound, workable method is presented for problem-solving.
3. Important skills and concepts are reviewed at the end of each chapter or unit.
4. The difficulty level of exercises is appropriate to the ability level of the students.
5. Enough practice and maintenance exercises are provided so that all students can master the skills.
6. Practice exercises are graded according to difficulty.
7. A sufficient number of corrective practice exercises are given for students who need extensive practice.
8. A sufficient number of enrichment practice exercises are given for students who need to be challenged.
9. Answers to certain exercises are included so that students can check their own work.

Testing

1. The text provides periodic cumulative review and testing to determine student strengths and weaknesses.
2. The text contains review, summary, and unit tests for practice and reinforcement.

Materials

1. Optional supplementary materials are available, such as duplicating masters, tests, teacher manuals, digitized materials, and solution keys.

Learner Verification

1. Feedback from schools using this text is favorable.

Computer Materials

1. A computer management system is available.
2. Computer-assisted instruction courseware is available.

Mastery Learning

1. Corrective materials are available.
2. Enrichment materials are available.
3. Differentiated activities are available to address varied ability levels.

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108- AR-2 TEXTBOOK REVIEW FORM

Title of Textbook: _____

Publisher: _____ Publication Date: _____

Course/Subject: _____ Grade(s): _____

Reviewer: _____ Date: _____

Criteria	Exceeds Expectations	Meets Expectations	Below Expectations
Organization for Instruction			
The textbook's organization and presentation supports guided instruction and independent learning.			
The textbook includes additional content that supports the standards and subject area's goals for learning.			
The textbook includes formative and summative assessments, guided practice, and independent practice activities.			
The topics/units are logically organized.			
The pictures, illustrations, and other graphic material supports the text.			
Content specific terms and vocabulary are highlighted and defined throughout the textbook.			
Alignment			
The content of the textbook aligns to PA Standards.			
The content of the textbook is appropriate for course content and textbook includes content that covers the units of study within the course.			
The textbook includes content that covers the units of study within the course.			
Diverse Learner's Needs			
The textbook includes supportive features for diverse learners.			
The textbook includes resources for differentiating instruction.			
The textbook is at an appropriate reading level for students in the grade.			

108-AR-2. TEXTBOOK EVALUATION FORM - Pg. 2

The textbook does not adversely include any bias or stereotyping.			
Ancillary			
Teaching/instructional resources such as manuals, guides, resources support instructional planning and delivery.			
Electronic/digital resources are appropriate instruction.			
Web-based resources are appropriate for instruction.			

Comments:

Other Textbooks Reviewed:

Title of Textbook: _____

Publisher: _____ Publication Date: _____

Title of Textbook: _____

Publisher: _____ Publication Date: _____

Title of Textbook: _____

Publisher: _____ Publication Date: _____

Title of Textbook: _____

Publisher: _____ Publication Date: _____

This textbook is recommended: Yes No

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108-AR-3. TEXTBOOK RECOMMENDATION FORM

A committee of teachers is requesting Board approval for the adoption and purchase of the following textbook/instructional resources:

Title:

Author:

Publisher:

Publication Date:

Course/Grade:

(Complete the information listed above.)

Purpose:

Explain how this textbook/instruction resources will be used with students (core instruction, supplemental instruction, special populations).

Selection Process:

Describe the need for this textbook/instructional resource (alignment to curriculum/PA standards, antiquated resources in use, accommodate and/or differentiate for students, change in course goals/objectives, etc.).

Describe how this textbook/instructional resource was selected (teacher review process, full or limited pilot with students, consultation with other teaching professionals, etc.).

Number Requested:

List the number of student and teacher units to be purchased for the upcoming school year. This should equal the number of students who will be enrolled in the course for the following year. On-going purchases will be assumed by the building budget.

On-going Purchases:

List any consumable or license costs associated with this resource after the initial purchase. These costs will be assumed by the building budgets.

Recommending Committee:

List the names and teaching assignments of all resource reviewers. Include the Textbook Approval Rubric.

Quote:

Summarize in a table cost be unit for this purchase. Include the purchasing quote form the vendor with this proposal.

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108-AR-4. DISPOSAL OF TEXTBOOKS

The Superintendent will dispose of unused textbooks in the following priority order:

1. Placement in school library for use as supplemental resource.
2. Placement in classrooms for use as supplemental resource.
3. Sold to commercial used book purchasers by quotation.
4. Sold to private schools by quotation.
5. Distributed to students for use at home.
6. Donated to recognized charitable organizations.
7. Discarded.