

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS**Education Code Definitions of Instructional Materials**

Instructional materials are all materials that are designed for use by students and their teachers as a learning resource and help students to acquire facts, skills, or opinions or to develop cognitive processes. Instructional materials may be printed or nonprinted, and may include textbooks, technology-based materials, digital materials including open educational resources, other educational materials, and tests.

Instructional materials used are as follows:

1. Textbooks: A textbook is a volume, including digital volumes, intended for use by students which meets the basic requirements of the course for which it is intended by its style, organization, and content. The term textbook shall be construed as including literary works, collections of literary works, and literary selections; collections of musical selections that are designated for instructional purposes; and laboratory manuals.
2. Materials Not Textbooks: The following instructional materials are not classified as textbooks:
 - a. Teachers' manuals
 - b. Library books
 - c. "Educational material" means any audiovisual or manipulative device including, but not limited to, films, tapes, flashcards, kits, study prints, graphs, charts, and multimedia systems
 - d. Maps, atlases, and similar apparatus
 - e. Test materials, drill and exercise books, forms, and blanks
 - f. Digital resources

Supplementary instructional materials are instructional materials designed to serve, but are not limited to one or more of the following purposes for a given subject or grade level:

1. To provide more complete coverage of a subject or subjects included in a given course.
2. To provide for meeting the various learning ability levels of students in a given age group or grade level.

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3. To provide for meeting the diverse educational needs of students with a language disability in a given age group or grade level.
4. To provide for meeting the diverse educational needs of students reflective of a condition of cultural pluralism.
5. To use current, relevant technology that further engages interactive learning in the classroom and beyond.

Local Definitions of Instructional Materials

Considering the above state guidelines, the following definitions shall apply to basic and supplementary textbooks:

1. Basic and supplementary textbooks shall be defined as those material which are used so extensively in the instructional program as to necessitate the purchase of eleven or more copies of the same title to include laboratory manuals, student practice books, and other workbooks. This is opposed to library materials which are those materials which are approved for use in more limited quantities, primarily in district school libraries and resource centers.
2. A basic textbook is a book which treats the total content of a given course and is usually used as a major reference in a course. Typically, all material contained in the textbook becomes a topic for classroom consideration. Basic textbooks are almost always assigned on the basis of one per student.
3. A supplementary textbook may provide one of the following:
 - a. Only a portion of the content of a course; e.g., foreign language dictionaries, collections of readings, and books of math puzzles.
 - b. The total course content from a different point of view; e.g., history book with a chronological approach to supplement one with a conceptual approach.
 - c. A number of different topics, some of which, but not all, are relevant to the course being studied.
 - d. Individualized instruction to meet the various educational needs of students due to a language deficiency or a condition of cultural disparity.

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Supplementary books may be assigned to students on the basis of a class set or even one book per student. The use or reproduction of supplementary instructional materials shall be in accordance with federal copyright law.

Materials Requiring Adoption

All basic and supplementary materials which are purchased in quantities greater than ten will be adopted by the Board.

In grades K-8, basic texts will remain in use through the cycle dictated by new State adoptions. For grades 9-12, basic texts will remain in use until circumstances warrant adoption of new materials. In the case of new editions of a previously adopted textbook, the new edition will be reviewed. If substantial differences in content exist, the new edition will be adopted.

Obsolete materials and materials which are no longer needed in the curriculum will be withdrawn from the list of adopted texts and disposed of through district procedures (refer to Administrative Procedure 3.10.4). These obsolete materials may be kept in the department or by individual teachers for use in an individualized program if the use is instructionally sound. These materials cannot be replaced.

There is no state-adopted list of materials for grades 9-12, which places the responsibility for identifying materials which are within legal compliance mandates on the districts. These mandates are designed to ensure that the content of textbooks and instructional materials meet specified criteria for accurate, fair, and appropriate presentation of information.

1. 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 (Education Code 51501, 60044)
2. 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 (Education Code 60045)
3. With the exception of literature and trade books, use proper grammar and spelling (Education Code 60045)
4. 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: (Education Code 60048, 60200)

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- 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.

(cf. 1325 - Advertising and Promotion)

7. If the materials are technology-based materials, are both available and comparable to other, equivalent instructional materials (Education Code 60052)
8. Meet the requirements of Education Code 60040-60043 for specific subject content
9. Support the district's adopted courses of study and curricular goals

(cf. 6141 - Curriculum Development and Evaluation)

(cf 6142.2 - World/Foreign Language Instruction)

(cf 6142.8 - Comprehensive Health Education)

(cf 6142.91 - English/Language Arts Instruction)

(cf 6142.92 - Mathematics Instruction)

(cf 6142.93 - Science Instruction)

(cf 6142.94 - History-Social Science Instruction)

(cf 6143 - Courses of Study)

(cf 6146.1 - High School Graduation Requirements)

10. Contribute to a comprehensive, balanced curriculum
11. 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

Sponsored and free materials, including open-ended resources, may be used with discretion by the classroom teacher; however, if more than ten copies of any one title are used with students, these materials must be adopted according to the prescribed procedure.

Learning Support Services will maintain an up-to-date list of all materials currently in adoption for use in the district's high schools. This list will include the following information: Title, author, publisher, copyright date, date adopted, and department and course(s) for which adopted. All materials adopted will be adopted as high school textbooks and may be used by all high schools.

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Process for Major Adoption of Instructional Materials

1. The need to complete a major adoption of instructional materials will be established by LSS in collaboration with principals and teacher leaders.
2. Representatives from schools, special education, and alternative programs (if applicable) will be selected to serve on the adoption committee, and shall include administrators and teachers. A process will be established to include parent and community input.
3. The committee, coordinated by a district administrator, will meet and review subject-area district and other applicable Academic Standards and effective instructional practices and identify specific needs for new instructional materials.
4. Sample materials will be obtained from appropriate publishers or other service providers and will be reviewed by the committee to determine whether or not the materials would be appropriate for further consideration.
5. A comprehensive evaluation of the materials will be completed by the adoption committee, focusing on:
 - a. The alignment of material to California Standards
 - b. The instructional elements of the Poway Continuum of Teaching Standards
 - c. The review criteria on the PUSD Instructional Materials - Evaluation Form (PUSD LSS-20)
6. At the conclusion of the evaluation process, the adoption committee will make a recommendation for adoption to principals, LSS Steering Committee, and Superintendent's Cabinet for approval.
7. Approved materials will be presented to the Governing Board for a first reading, then adoption.
8. Principals and librarians will be notified of all new adoptions.

Process for Minor Adoption of Basic or Supplemental Instructional Materials

Individual teachers, departments, or school sites should follow this process for evaluating, selecting, and recommending basic or supplementary materials:

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1. Initial approval to proceed is to be secured from the site principal and/or LSS in collaboration with the other principals. Request to Initiate form (PUSD LSS-18) is to be submitted to LSS.
2. Representatives from school sites will be designated by LSS. They should read and evaluate the materials in terms of suitability for the course/class and degree of alignment with district academic standards and the level of support of sound instructional practices aligned to the instructional elements of the Poway Continuum of Teaching Standards.
3. State frameworks, applicable industry standards, or adopted course outline will be used for reference in curriculum areas that do not have district academic standards.
4. Complete the Instructional Materials - Evaluation Form (PUSD LSS-20) and submit it to site principal for approval.
5. Upon approval of the site principal, send a copy of the materials, the evaluation form, copy of highlighted standards, and any other support information to the designated LSS office.
6. The recommendation will be presented to LSS Steering Committee for approval.
7. Approved materials will be presented to the Governing Board for a first reading, then adoption.
8. Principals and librarians will be notified of all new adoptions.

Purchase of Materials

In accordance with the statutes of the State of California, the Board will purchase textbooks for the use of students enrolled in the schools of the district. The textbooks shall at all times remain the property of the district and- shall be supplied to the students for use without charge.

Students who lose or damage textbooks will be required to pay for the purchase of a replacement book or for the repair of the damage at the discretion of the librarian.

Legal Reference: (see next page)

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Legal Reference:

EDUCATION CODE

220 Prohibition against discrimination
1240 County superintendent, general duties
1240.3 Definition of sufficiency for categorical flexibility
33050-33053 General waiver authority
33126 School accountability report card
35272 Education and athletic materials
42605 Tier 3 categorical flexibility
44805 Enforcement of course of studies; use of textbooks, rules and regulations
49415 Maximum textbook weight
51501 Nondiscriminatory subject matter
60000-60005 Instructional materials, legislative intent
60010 Definitions
60040-60052 Instructional requirements and materials
60060-60062 Requirements for publishers and manufacturers
60070-60076 Prohibited acts (re instructional materials)
60110-60115 Instructional materials on alcohol and drug education
60119 Public hearing on sufficiency of materials
60200-60210 Elementary school materials
60226 Requirements for publishers and manufacturers
60350-60352 Core reading program instructional materials
60400-60411 High school textbooks
60510-60511 Donation for sale of obsolete instructional materials
60605 State content standards
60605.8 Common Core Standards
60605.86-60605.88 Supplemental instructional materials aligned with Common Core Standards
CODE OF REGULATIONS, TITLE 5
9505-9530 Instructional materials

Management Resources:

CSBA PUBLICATIONS

Flexibility Provisions in the 2008 and 2009 State Budget: Policy Considerations for Governance Teams, Budget Advisory, March 2009

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

01-05 Guidelines for Piloting Textbooks and Instructional Materials, September 2001
Standards for Evaluating Instructional Materials for Social Content, 2000

WEB SITES

CSBA: <http://www.csba.org>
Association of American Publishers: <http://www.publishers.org>
California Academic Content Standards Commission, Common Core Standards:
<http://www.scoe.net/castandards>
California Department of Education: <http://www.cde.ca.gov>