



PROCEDURE

**Haddonfield
Board of Education**

PROGRAMS

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Instructional Materials

Approved _____

Instructional Materials Recommendation for Approval

Textbook Title: _____

Author: _____ Publisher: _____ Copyright: _____

Proposed for use as a resource in _____

Evaluation Criteria

I. Content / Alignment with the State Content Standards: <i>The content as specified in the New Jersey Core Curriculum Content Standards</i>	YES	NO	N/A
1. Contains content standards targeted for this course/unit.			
2. Terms are defined and used appropriately, precisely, and accurately.			
3. Concepts and procedures are explained and are accompanied by examples to reinforce the lessons.			
4. Many types of problems are provided (i.e. to develop a concept, provide practice in learning a skill, apply previously learned concepts/skills to new situations, and/or are interesting and challenging).			
5. Applications of the content are given when appropriate, both within the content area and to daily life.			
6. Materials are written for individual study as well as for classroom instruction and for practice outside the classroom.			
7. Topics cover broad levels of difficulty. Materials address content from the standards well beyond a minimal level of competence.			
8. Optional activities, advanced problems, discretionary activities, enrichment activities, and supplemental activities are clearly identified and easily accessible to teachers and students alike.			
II. Program Organization: <i>The sequence and organization of the curricular program that provides structure to what students should learn</i>	YES	NO	N/A
1. Concepts are developed in logical order and increase in depth and complexity during each school year and from grade to grade in a series. Substantial new material is introduced at successive levels.			
2. Prerequisite skills and ideas are presented before the more complex topics that depend on them.			
4. Materials include tables of contents, indices, and glossaries containing important content specific terms used in the book to make it easier for parents or others to tutor students.			
5. Materials include an overview of chapters with the content specific concepts clearly identified.			
6. Support materials, such as computer programs and manipulatives, are clearly aligned with the instructional goals of the content standards and the framework.			
III. Assessment: <i>The strategies presented in the instructional materials for measuring what students know and are able to do</i>	YES	NO	N/A
1. Multiple methods of assessing what students know and are able to do are provided			
2. Assessments of appropriate duration at various intervals (e.g., every day, at the end of a lesson or chapter, and at intervals of no more than six weeks)			



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3. Both curriculum-embedded assessment and summative assessments are presented and/or available.			
IV. Universal Access: <i>Information and ideas to address the needs of special student populations, including special education, gifted, ELL, and students significantly below grade level</i>	YES	NO	N/A
1. Strategies are included to help the teacher provide access to content for all students with regard to ability, language proficiency, and other special needs.			
2. Includes supports for students who are below grade level, including those needing more explicit explanations, review, practice, guidance, or other assistance			
3. Alternatives for gifted and talented students allow students to accelerate beyond their grade-level content (acceleration) or to study the content in great depth or complexity (enrichment).			
V. Instructional Planning and Support: <i>Materials specially designed for teachers that help teachers implement the curricular program</i>	YES	NO	N/A
1. Different kinds of lessons and alternative ways in which to explain concepts are provided to offer teachers choice and flexibility in developing their programs.			
2. Any required manipulatives or equipment are provided, explained, modeled, or inexpensive alternatives are suggested.			
3. Teacher materials contain sample lesson plans and suggestions for organizing and managing the classroom.			
VI. Comprehensive Equity: <i>Evaluation of the textbook for racist and sexist bias</i>	YES	NO	N/A
1. The following guidelines were used to review each text:			
• Illustrations free of stereotyping, tokenism.			
• Positive depiction of lifestyles of minorities.			
• Appropriate positive interpersonal relationships between characters.			
• Story lines include standards for success, resolutions of problems and the role of women.			
• Notation of minority heroes.			
• Consideration of the effects on a child's self-image.			
• Consideration of the author's or illustrator's background.			
• Direction of the author's perspective in substantially strengthening the value of the work.			
• Review of vocabulary for insulting overtones or stereotyping adjectives.			
• Notation of copyright dates as a guide to timeliness of materials.			
2. Cite any specific areas of controversy in this text and how they will be addressed (include page numbers):			
V. Instructional Materials Evaluation Summary			
<p><i>Please sign and return to building principal for signature. (Principal will submit to Assistant Superintendent's office.)</i></p>			



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This text has been reviewed and recommended for purchase by:

Name (s)/Title (s) _____ Date_____

Principal _____ Date_____

Superintendent _____ Date_____

No. of copies needed:

Cost of recommended materials:

Total cost for implementation:



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RATIONALE FOR APPROVAL OF NEW LITERATURE

Form submitted by: _____ School: _____

Grade Level: _____ Subject for use: _____

Title of Book: _____

Author: _____

Publisher: _____

Copyright Date: _____

Book has been read/reviewed by: _____

Briefly describe how the literature/textbook selection will be used in the curriculum:

Affirmative Action Statement: Briefly state how the literature selection adds to the collection of materials that as a whole create balance in the curriculum. Has it been reviewed for racist and sexist bias? Does it include controversial subject matter? Please be specific: cite any specific areas of controversy in this text and how they will be addressed (include page numbers).

Reviews, awards (if available):

Date form completed: _____

Signature of person completing form: _____

Principal's signature: _____

Superintendent's signature: _____



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Citizen's Request for Reconsideration of a Work

Author _____

Title _____

Publisher _____

Request initiated by _____

Telephone _____ E-mail _____

Address _____

City/State _____ Zip Code _____

1. Have you been able to discuss this work with the teacher(s) or library-media specialist who selected it or who used it?

_____ Yes _____ No

2. What do you understand to be the general purpose for using this work?

3. In what ways do you think a work of this nature is not suitable for the use the teacher or librarian wishes to carry out?

4. Would you like the teacher or library-media specialist to give you a written summary of what book reviewers have written about this work?

___ Yes ___ No

Signature _____ Date _____

Please return to the building principal.