

## TEXTBOOK SELECTION PROCEDURES

The Superintendent of Schools shall base his/her recommendations upon the report and recommendations of the Textbook Selection Committee. The selection process should be closely related to the program of curriculum development and improvement. Textbooks recommended for selection will reflect New York State learning standards and assessments.

### *Selection Committee*

The Superintendent and/or his/her designee will form and guide the selection process. A committee with teacher representatives from all grade levels will be responsible for the following:

1. Receiving recommendations from teachers.
2. Interviewing publishers' representatives.
3. Establishing criteria of selection.
4. Reviewing samples based on written criteria.
5. Enlisting wide teacher participation in the selection process. Teachers should have an opportunity to examine and criticize the textbooks recommended. If possible, "pilot" sets should be used in one or two classrooms for tryout before making a final decision.

### *General Selection Criteria*

The following general criteria may be applied to textbooks in all subject areas:

#### Content

- Is the content accurate and in agreement with the latest research available?
- Does the content relate to the course of study developed by the local district consistent with NYS Standards, assessments, curriculum guides and hand books?
- Is the material presented in an interesting manner with a minimum amount of extraneous material?
- Is the material presented in such a way that students are led to think out solutions and not merely to memorize facts?
- Is the content suitable in terms of reading level and vocabulary control for those students who will utilize it as a tool of instruction?
- Are charts, maps and tables accurate and presented in a clear and concise manner?
- Are questions presented in such a manner that they will be understood by students?
- Furthermore, are the reasons for asking the questions clear?

*Author*

- Do the authors and/or consultants have teaching experience on the particular level and in the subject area being considered?
- Do the authors and consultant have an educational background that qualified them to write in the content field involved?
- Do the authors represent a philosophy of education that is compatible with the philosophy of the school district?

*Date of Publication*

- Is the textbook being considered up-to-date, and does it have a recent copyright date?
- Does the presence of a recent copyright date signify the incorporation of the latest findings in methodology and technology?
- Is a recent copyright date the result of a real change, or a cursory or minor revision of materials from former editions?

*Treatment of Sensitive Areas*

- Does the author develop the role of minority groups in a manner that reflects the latest findings of scholarly research?
- Has the integrity of content been respected where the author develops the role of minority groups?
- Are stereotypes avoided in terms of gender, race, ethnicity or religion?
- Is the textbook non-sectarian in nature?
- Where differences of opinion may exist, which have basis in interpretation, does the author treat all sides of the issue fairly and objectively?

*Physical Characteristics*

- Is the type suitable for the grade level being considered
- Is there adequate spacing between words and lines to make reading easy?
- Are illustrations pleasing, colorful, and well located on a page?
- Do the illustrations reflect the multi-ethnic character of our society?

*Teaching Aids*

- Is the teacher's manual written in such a manner as to explain completely the objectives of individual lessons, units, and sections?
- Are directions provided for the teacher in terms of overall aims and objectives?
- Are references listed for teachers and students in such a manner as to be of maximum use?

- Have references been kept up-to-date?
- Does the book have accompanying computer- based and/or AV resources?
- If appropriate, are workbooks challenges for the student and do they reinforce major concept presented by the textbooks?
- Are workbook materials so organized that student weakness in particular areas may be identified?
- Are appropriate testing and assessment materials available? to the teacher for an adequate standardized program?
- Do clear, concise, unit summaries reinforce important learning?
- Are interesting activities suggested that will challenge youngsters to do further research in meaningful areas?
- Have subject indexes been included so specific material may be easily located by students?
- Does the glossary give easily understood definitions of more difficult words employed by the author?
- Is an attempt made by the publisher to keep content material current by the issuance of supplementary bulletins?
- Does the textbook have current computer based upgrades available?

1<sup>st</sup> Reading May 28, 2002

2<sup>nd</sup> Reading & Adoption June 24, 2002