

SHORELINE PUBLIC SCHOOLS
Shoreline, WA 98155

CRITERIA FOR THE SELECTION OF INSTRUCTIONAL MATERIALS

SPECIAL EDUCATION, ESL, TITLE I, LAP, HIGHLY CAPABLE, SPEECH AND LANGUAGE PROGRAM

Materials for special program classes should be submitted to the appropriate content area articulation committee for review.

The primary objective in selecting instructional materials is to implement, enrich, and support the educational program of the schools. Any process which leads to the selection of instructional materials should give assurance that:

1. Instructional materials are consistent with district statement of philosophy and educational goals.
 - helps reach objectives (average of the following)
 - a. relevant to objectives
 - b. suitable to ability level
 - c. appropriate content
 - d. accurate
 - e. functional for student's life skills
2. Instructional materials enrich and support the curriculum, taking into consideration the various instructional needs, abilities, interests and maturity levels of the students served.
 - appropriate reading level
 - are materials and illustrations matched to age and social maturation?
3. Instructional materials present opposing views of controversial issues in order that young citizens may develop the skills of critical analysis and informed decision making.
 - are materials and illustrations matched to age and social maturation?
4. Instructional materials help students understand the ethnic, cultural, and occupational diversity of society.
 - is material free of ethnic bias, sex stereotyping, handicapped stereotyping?
5. Concepts presented in the instructional materials are consistent with the district's ShEL's.
 - helps reach objectives (average of the following)
 - a. relevant to objectives
 - b. suitable to ability level
 - c. appropriate content
 - d. accurate
 - e. functional for student's life skills
 - provision for measuring student progress

6. Content of instructional material is of high quality, provides a sound instructional approach, and is priced at a level that is commensurate with the use that will be made of it.

- clear teacher instruction
- provision for measuring student progress
- is material logically sequenced?
- are concepts clearly presented?
- appropriate format (average of the following)
 - a. appropriate style and form
 - b. visual appeal
 - c. ease of use
 - d. dated material
 - e. readability
 - f. size (i.e., volume) and shape are encouraging to the student