

RSU 26

TEXTBOOK SELECTION PROCEDURES

In order to have a clear process for the review, selection and purchase of textbooks, the following procedures have been developed for use in RSU 26.

- No textbook series will be approved for purchase unless these procedures have been followed.
- Textbook purchases are contingent on the availability of funds within the budget.
- Textbooks should be reviewed/evaluated every five years to determine if a full textbook selection process (see below) should be initiated.

Using [Policy IJJ – Instruction and Library-Media Materials Selections](#) as the basis, the following are procedures for selection and purchase of textbooks:

1. A committee will be formed for the purpose of textbook selection, including teachers in the content area/grade level for which the textbook is being considered and a school administrator.
2. The committee conducts a thorough study of available textbooks, reviewing at least two textbooks using the Textbook Evaluation Form.
3. Based on the review of the textbooks, the committee selects a textbook to present to the Curriculum Committee for feedback.
4. The committee will make a final recommendation for the textbook selection to the Superintendent for review and consideration of a recommendation to Board. All completed Textbook Evaluation Forms must be submitted with the request for approval.
5. The Superintendent will make a final recommendation for selection to the RSU 26 Board of Directors for approval.
6. The Textbook Evaluation Forms completed as part of the review process will be kept on file in the Superintendent's Office for five years.



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TEXTBOOK / MATERIAL EVALUATION MATRIX

<i>Name of Reviewer</i>	<i>Date of Review</i>

Rate each textbook on using the following scale:

- 1 – **Exceeds expectations** – Everything the teacher would need is included and it offers above and beyond what would be expected for the course.
- 2 – **Meets expectations** – Everything the teacher would need to teach the material is included in this one resource.
- 3 – **Almost meets expectations** – Will mostly meet requirements, but the teacher will need to supplement some aspects of the curriculum.
- 4 – **Does not meet expectations** – The textbook has many holes that would require to be filled by other sources in order to meet requirements.
- 5 – **Unacceptable** – The textbook does not seem reasonable or effective, includes misinformation, or would not work with the vision of the school.

<i>Publisher / Textbook</i>			
1	2	3	4

Content & Standards				
Aligns to applicable state/national standards				
Meets needs of district curriculum/educational program				
Provides sufficient depth and age appropriateness in presentation of content.				
Presents content in a manner allowing for spiraling of content and scaffolding of student learning				
Presents content in a manner that is comprehensive, accurate and well balanced				
Provides authentic content connections to other content areas and the real world				
Presents content at a reading level age appropriate for students				
Totals				

Instructional Support				
Provides opportunities for critical thinking/problem solving				
Addresses multiple learning styles of students				
Includes instructional plans for varied interests, abilities and maturation of students				
Allows for independent practice by providing clear directions, support if needed, and ease of access.				
Provides multiple forms of formative and summative assessments				
Supports effective vocabulary development				
Incorporates reading/writing across the curriculum				
Totals				

Special Populations				
Includes materials for ELL students				
Includes materials for learners requiring interventions/accommodations				
Includes materials for advanced learners				
Totals				

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<i>Textbook Selections</i>	1	2	3	4
Organization/Layout				
Includes a clear table of contents, glossary, index, etc.				
Presents appropriate structure and order of content to allow for effective sequencing and scaffolding				
Provides formative & summative assessments for each unit				
Integrates relevant and accurate non-text content (maps, graphs, pictures)				
<i>Totals</i>				
Support Materials				
Provides clear and useful teacher materials				
Provides supplemental components which can be easily integrated into the lessons; provides clear directions for how additional resources connect to instructional units				
Includes assessment materials				
Includes required background knowledge for instructional units				
Provides parent communication materials				
Provides high-level questions for teacher use				
<i>Totals</i>				
Technology Supports				
Includes technology that enhances and complements instruction				
Includes technology that is easy to use and meets instructional needs				
Includes engaging & up-to-date software/multimedia materials/online resources				
Includes technology for home use by teacher and students				
Includes resources that can be used for re-teaching				
<i>Totals</i>				
Overall Totals				

GENERAL COMMENTS

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