



Recommendation for Adoption of CORE Instructional Materials

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Prior to completing an application for adoption of core instructional materials, please review the Policy and Procedure #2020 for definitions and process directions.

Submission Information

Name of committee:

Person(s) submitting this recommendation:

Who are the members of the selection committee and what is their role in the district?
(i.e., teacher, parent, administrator)

Material Information

Title of material (book, magazine, digital media, etc.):

Publisher/Producer:

Author:

Copyright date:



Proposed Use

School(s):

Department or Subject:

Course(s) or Grade(s):

Request for approval as:

Core Materials*

** Core materials require Board approval prior to implementation.*

Material Description

Description of the proposed materials:

Number of students impacted annually by materials:

Grade level(s) and number of teachers using materials:

What student and teacher needs will be met by these materials?



Material Description *continued*

How do these materials align with the Washington State Standards for the content and grade level?
Please provide an alignment document, if available.

How do these materials align with other materials utilized in this content or grade level?

How do the materials align with Mercer Island's [Values, Vision, Mission and/or Five Fundamentals?](#)



Evaluation of Materials

How did you evaluate these materials? Please provide general criteria and any supporting documentation.

Why did the team decide to adopt these materials?

What are the strengths of the materials identified by constituent groups?

What are the weaknesses of the materials identified by constituent groups?

Evaluation of Materials *continued next page...*



Evaluation of Materials *continued*

How do you intend to overcome the weaknesses of the materials?

What other materials were evaluated? Why were they not selected?

Implementation Plan

Describe the training or staff development that will be offered and available to implement these materials.

When does the committee intend to implement these materials?

Implementation Plan *continued next page...*



Implementation Plan *continued*

What other supports will you have in place for the implementation of these materials?

Estimated cost of materials (feel free to attach vendor proposals, if available):

Item Title	Number of Items	Cost per Item	Total Cost

Readability

Complete this section if you are proposing a fiction or non-fiction piece (text, textbook, novel, etc.; not applicable for teacher materials)

Readability Report

Please copy and paste (or type) a selected paragraph, that is indicative of the average language in the text, into the following site: www.online-utility.org/english/readability_test_and_improve.jsp

The online site will produce a readability analysis for the text. Please complete the chart below with the results from the analysis.

Readability Formula

**Average
(Grade Levels)**

Gunning Fog Index _____

Coleman Liau Index _____

Flesh Kincaid Grade Level _____

ARI (Automated Readability Index) _____

SMOG _____

Average Grade Level: _____



Approvals

Approved by Curriculum Review Team Date

Approved by School Principal Date

Approved by Instructional Materials Committee Date

Approved by Superintendent or Designee Date



Equity and Diversity Alignment Review

For best results when filling out this form on your computer, download it first and open in Acrobat Reader or equivalent.

In accordance with the mission, vision, and values of the Mercer Island School District, all students shall have equitable opportunities to learn and meet high standards. All adopted instructional materials shall be culturally relevant and free of bias to the best degree possible. Instructional materials considered for adoption must be reviewed for their multicultural and anti-bias qualities. Selected materials shall accurately represent all groups including ethnically diverse groups, women and those with disabilities in roles which challenge common misconceptions and stereotypes. Therefore, criteria sections on stereotyping, perspectives, and culturally responsive instructional strategies must be included in all screening for adoption of instructional materials.

Please have at least three people complete the *Equity and Diversity Alignment Review*. Two of the three participants must be from outside of the review committee.

Title of material under consideration:

Name of person completing the *Equity and Diversity Alignment Review* for material under consideration:

Affiliation to the Mercer Island School District:

- Teacher Student
- Staff Member Community Member
- Administrator Other _____
- Parent

Stereotypes: Instructional Materials avoid labels or role stereotyping which demean historically marginalized groups (e.g., women, people of color and the disabled) and are free of ethnocentric, gender biased or elitist language patterns. We ask that instructional materials deliver content and skill development without reinforcing stereotypes of any group of people.

Stereotyping	Consistently	Occasionally	Never	N/A
1. All groups are presented in equitable proportion in personal, professional and vocational roles and activities (e.g., African-American women are portrayed as physicians).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. All groups are equally portrayed in positions of leadership, responsibility, activism and problem solving (i.e., passive roles are not relegated to women, people of color, and the disabled).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Stereotyping <i>continued</i>	Consistently	Occasionally	Never	N/A
3. Similar emotions are portrayed by males and females.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Whenever developments or achievements in a field are presented, the contributions by diverse groups are included and discussed (i.e., seek inventions and contributions by diverse ethnic groups).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Instructional materials reflecting contemporary society refer to and illustrate an equitable and accurate proportion of males and females.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Whenever world views are presented, they include the perspective of the culture they are written about rather than being dominated by a Eurocentric, patriarchic or colonial perspective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. People of color, women, and people with disabilities are depicted in non-stereotypical roles (e.g., Asian-Americans are not always depicted as the “model minority”).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. When women, people of color and the disabled are depicted, they are portrayed in a broad range of socio-economic classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. When ethnic and cultural groups are portrayed, there is a balance of traditional and nontraditional roles (e.g., Native Americans are not all shown in native clothing or only in historical contexts).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Word problems and case studies include multi-ethnic names (e.g., Tamika instead of Sarah; Mohammed instead of John).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Instruction materials avoid elitist and demeaning language patterns (e.g., phrases such as “primitive cultures”, “handicapped”, “mankind”, “oriental”, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Perspectives: Instructional materials such as textbooks, teachers’ editions, supplementary books, videotapes, and all ancillary materials describe events from the perspectives of different gender, racial, ethnic, cultural, religious, sexual orientation and ability groups.

Perspectives	Consistently	Occasionally	Never	N/A
1. Instructional materials help students understand the ways in which the unique experiences of people or groups cause them to view the same historical and social events differently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Instructional materials help students to understand that knowledge is socially constructed and reflects the personal experiences and the social, political, and economic contexts in which they live and work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Differences in customs and daily living are portrayed respectfully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Materials deal openly and accurately with the impact of bias in the workplace and society. (e.g., questions in the chapter that engage students to think critically about why people are poor rather than just exposing them to images of poverty).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Imbalance or inequality is interpreted in both historical and contemporary contexts. (e.g., Latinos are not always shown as menial laborers but are also portrayed in professional roles).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Instructional materials show how stereotyping, bias, and labeling can result in prejudice and discrimination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Anthologies and suggested readings include works by women and ethnically diverse authors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Students see themselves and their culture reflected in an accurate and respectful manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Culturally responsive instructional strategies and assessment: Provides a variety of ways in which students can be encouraged to build on their skills and learning while at the same time validates their experiences, values, and traditions.

Culturally Responsive Instructional Strategies and Assessment	Consistently	Occasionally	Never	N/A
1. The teacher’s edition provides accurate racial, ethnic and cultural information and provides suggestions for countering bias.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The assessments in instructional materials are culturally sensitive and measure complex cognitive and social skills using a variety of assessment strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The materials engage students across varied learning styles and multiple intelligences: kinesthetic, logical, interpersonal, intrapersonal, musical/ rhythmic, verbal, and visual/spatial.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The materials provide ways for students to analyze the source and the perspective of the content presented (e.g., Native American and European perspectives regarding Christopher Columbus).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The materials encourage students to listen, think, illustrate, speak, read and write.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adapted from Banks, J., *Diversity Within Unity: Essential Principles for Teaching and Learning in a Multicultural Society* (2001). Adapted from REACH Center for Multicultural Education.

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