

Supporting BC school districts in resource evaluation and acquisition

These whitepapers are for reference use only and have not been updated by ERAC. The content within may not represent current information, technology or practice.

Evaluating, Selecting and Acquiring Learning Resources: A Guide





This revised and updated version of the book, Evaluating, Selecting and Acquiring Learning Resources, originally published by the BC Ministry of Education in 1997, (with a minor update in 2002), was researched and produced by ERAC. This is the first version produced online.

This new document includes:

- the various forms, criteria and guidelines for evaluation of several types of learning resources, including print, videos, and novels;
- the policy and related legal requirements under the *BC School Act*;
- a large section, intended to guide school district discussion and decisions, which describes several options for local activities related to evaluating, selecting and managing learning resources. This section also includes an analysis of the benefits and requirements for these various service approaches;
- a variety of contact information and other appendices.

Please click on the Table of Contents below, to access each section of the document.



Table of Contents

Section 1: Evaluation, Selection and Acquisition of Learning Resources

- Overview and Context of Learning Resources in BC
- Regarding Aboriginal Education
- Regarding Gender Equity and Multiculturalism
- Program Francophone and French Immersion
- English-as-a-Second-Language Students
- Students with Special Needs
- Learning Resource In-Depth Evaluation Form
- Curriculum Fit, Content, Instructional Design and Technical Design: Learning Resource Evaluation Guidelines
- Social Considerations Evaluation Guidelines
- Video Learning Resource Evaluation Form
- Novel Evaluation Form
- Social Considerations Guidelines for Novels
- Novel Submission Form

Section 2: Evaluating, Selecting and Managing Learning Resources - Decisions

- Learning Resources Implementation Plan
 - Learning Resource Policy and Related Procedures
 - Scenario One
 - Scenario Two
 - Scenario Three
 - Scenario Four
- Evaluation of High-Volume, High-Cost, High-Use, High-Risk Learning Resources
- Analysis of Benefits and Concerns
 - Scenario One
 - Scenario Two
 - Scenario Three
 - Scenario Four
- Role Comparison of the Four Scenarios
- Detailed Comparison of Scenarios Three and Four

Appendices

- Appendix 1 - Ministry of Education Policy Document: Provincial Approval of Learning Resources
- Appendix 2 - Ministry of Education Policy Document: Withdrawal of Recommended Learning Resources
- Appendix 3 - District Policies Regarding Challenged Learning Resource Material
- Appendix 4 - Current Publishing, Copyright Collective, Public Performance Rights, Pre-Binders and Re-Binders Contact Information
- Appendix 5 - Evaluating and Selecting Websites
- Appendix 6 - Evaluation Form for Narrower, Additional Learning Resources
- Appendix 7 - Local Challenge Procedure for a Learning Resource
- Appendix 8 - Ministry of Education Policy Document: Challenges to the Use of Recommended Learning Resources
- Appendix 9 - Copyright
- Appendix 10 - The School Library

Section 1: Evaluation, Selection and Acquisition of Learning Resources

Overview and Context of Learning Resources in British Columbia

1. Guiding principles and beliefs

Three principles of learning guide educational practice in British Columbia:

1. Learning requires the active participation of the student.
2. Students learn in a variety of ways and at different rates.
3. Learning is both an individual and a social process.

Research has shown that students learn best when instruction and resources accommodate individual differences in learning styles, abilities, needs and interests.

The Ministry of Education supports resource-based learning and encourages teachers to employ a range of educational media. Collectively, learning resources used in the school system should:

- Support the learning outcomes of the curriculum (Integrated Resource Packages)
- Assist students in making connections between what they learn in school and its practical application in their lives
- Be developmentally and age appropriate
- Support integration across other curricula
- Promote hands-on activities and an applied approach to learning
- Address the learning styles and needs of all students, including English-as-a-Second-Language students and students with special needs
- Assist both specialist and non-specialist teachers
- Provide assessment and evaluation strategies
- Promote personal and intellectual development
- Encourage students to explore careers and/or post-secondary education
- Support teachers in providing learning opportunities to develop information technology and media literacy skills
- Encourage students to use, access, evaluate, analyze, process, and present information using current technology
- Promote awareness of issues and concepts involving science, technology, and society
- Have instructional and technical design integrity.
- Comply with provincial guidelines for social considerations
- Reflect the diversity of cultures, including Aboriginal, in British Columbia and Canada
- Support the principles of sustainability

Learning resources must go through a formal evaluation process, either at the provincial or district level, to ensure they meet the preceding considerations.

2. Common Core of Learning

The K-12 Education Program is divided into three levels: primary, intermediate and graduation.

Each level has particular emphases, which reflect the range of knowledge, skills and attitudes that students develop during these years. Each level of the program is developed around a common core of learning to ensure that students learn to read, write, do basic mathematics, solve problems and use computer-based technology. These basic skills are emphasized through studies in language arts, mathematics, science, social studies, a second language, personal planning, fine arts and applied skills from Kindergarten to Grade 12.

3. Domains of Learning

Prescribed Learning Outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, affective and psychomotor. The following definitions of the three domains are based on Bloom's taxonomy.

The cognitive domain deals with the recall or recognition of knowledge and the development of intellectual abilities. The cognitive domain includes three cognitive levels: knowledge, understanding and application, and higher mental processes. These levels illustrate how student learning develops over time.

- Knowledge includes those behaviours that emphasize the recognition or recall of ideas, material, or phenomena.
- Understanding and application represents a comprehension of the literal message contained in a communication, and the ability to apply an appropriate theory, principle, idea, or method to a new situation.
- Higher mental processes include analysis, synthesis, and evaluation. The higher mental processes level subsumes both the knowledge and the understanding and application levels.

The affective domain concerns attitudes, beliefs, and the spectrum of values and value systems.

The psychomotor domain includes those aspects of learning associated with movement and skill demonstration, and integrates the cognitive and affective consequences with physical performances.

4. Inclusion, Equity, and Accessibility for All Learners

British Columbia's schools include young people of varied backgrounds, interests, and abilities. The Kindergarten to Grade 12 school system focuses on meeting the needs of all students. When selecting specific topics, activities, and resources to support the implementation of a specific curriculum, teachers are encouraged to ensure that these choices support inclusion, equity, and accessibility for all students. In particular, teachers should ensure that classroom instruction, assessment, and resources reflect sensitivity to diversity and incorporate positive role portrayals,

relevant issues, and themes such as inclusion, respect, and acceptance.

Government policy supports the principles of integration and inclusion of students with special needs or those for whom English is a second language. Most of the Prescribed Learning Outcomes in an IRP can be met by all students, including those with special needs and/or ESL challenges. Some strategies may require adaptations to ensure that those with special and/or ESL needs can successfully achieve the learning outcomes. Where necessary, teachers may create an Individual Education Plan (IEP) for students, by modifying the Prescribed Learning Outcomes.

For more information about resources and support for students with special needs, refer to www.bced.gov.bc.ca/specialed/ For more information about resources and support for ESL students, refer to www.bced.gov.bc.ca/esl/

5. Working with the Aboriginal Community

The Ministry of Education is dedicated to ensuring that the cultures and contributions of Aboriginal peoples in BC are reflected in all provincial curricula. To address these topics in the classroom in a way that is accurate and that respectfully reflects Aboriginal concepts of teaching and learning, teachers are strongly encouraged to seek the advice and support of local Aboriginal communities. Aboriginal communities are diverse in terms of language, culture, and available resources; each community will have its own unique protocol to gain support for integration of local knowledge and expertise. To begin discussion of possible instructional and assessment activities, teachers should first contact Aboriginal education co-ordinators, teachers, support workers, and counsellors in their district who would be able to facilitate the identification of local contacts and resources such as elders, chiefs, tribal or band councils, Aboriginal cultural centres, Aboriginal Friendship Centres, and Métis or Inuit organizations.

In addition, teachers may wish to consult the various related Ministry of Education publications, including the "Planning Your Program" section of the resource, Shared Learnings. This resource was developed to help all teachers provide students with knowledge of, and opportunities to share experiences with, Aboriginal peoples in BC. For more information about these documents, consult the Aboriginal Education web site: www.bced.gov.bc.ca/abed/welcome.htm

6. Definition of a Learning Resource

For the purposes of provincial or district evaluation, the Ministry of Education defines learning resources as "information represented, accessible or stored in a variety of media and formats, which assists student learning as defined by the learning outcomes of the provincial curriculum."

Learning resources are generally understood to be texts, videos, software, and other materials that assist students to meet the expectations for learning, as defined by provincial or local curricula. Before a learning resource is used in a classroom, it must be evaluated to ensure that criteria such as those for curriculum match, social considerations and age or developmental appropriateness are met. Learning

resources such as newspapers or periodicals that support current events or “the teachable moment” also need to be evaluated for suitability before use in a classroom. Usually, the evaluation of this type of resource relies on the professional expertise and judgement of the classroom teacher.

7. Provincial Approval of Learning Resources

The Ministry of Education is responsible for evaluating and selecting learning resources to support provincial curriculum. Resources that are chosen using the Ministry evaluation process receive a Minister’s order in accordance with section 168 (2)(e) of the *School Act* and become “Recommended”. The provincial learning resource evaluation process involves trained evaluators who use media-specific evaluation instruments and processes. Evaluations are coordinated by Ministry (or ERAC) staff and are carried out by educators from across the province.

(See [Appendix 1, Provincial Approval of Learning Resources.](#))

8. Local Approval of Learning Resources

Boards of Education are required by legislation to use either Recommended resources or those approved through a district approval process. The approval of educational resource materials by districts and/or schools must be based on policies and procedures established by the district and approved by the board of education.

9. Recommended Learning Resources

Recommended learning resources are resources that have undergone a provincial evaluation process using teacher evaluators and have a Minister’s Order granting them provincial Recommended status. These resources include print, videos, software and CD-ROMs, games and manipulatives, and other multimedia formats. They are generally materials suitable for student use, but may also include information aimed primarily at teachers.

10. Grade Collections

Information about the Recommended resources is organized in Grade Collections. A Grade Collection can be regarded as a “starter set” of basic resources to deliver the curriculum. In many cases, the Grade Collection provides a choice of more than one resource to support the curriculum organizers, enabling teachers to select the resources that best suit different teaching and learning styles. Teachers may also wish to supplement Grade Collection resources with locally approved materials.

11. How Teachers Choose Learning Resources to Meet Their Classroom Needs

Teacher must use either:

- Ministry Recommended resources OR
- Resources that have been evaluated through a local, board-approved process

12. Criteria Used to Evaluate Learning Resources

Evaluation criteria focus on curriculum fit, content, instructional design, technical considerations, and social considerations. (Please note the evaluation forms that follow within this section.)

13. Withdrawal of Recommended Learning Resources

Resources will retain Recommended status for a minimum of five years, after which they may be withdrawn from the grade collections and Recommended status. Decisions regarding the withdrawal of learning resources will be based on, but not limited to, considerations of curriculum support, currency, and availability. A withdrawal earlier than five years will only occur if there is a successful challenge to the resource or the resource has been determined to be unsuitable as a result of a Ministry of Education review.

Once a resource is withdrawn from the provincial list, it must then receive local permission through a district approval process before it may continue to be used in schools. ([See Appendix 2, Withdrawal of Recommended Learning Resources.](#))

14. Educational Resource Acquisition Consortium (ERAC)

ERAC was formed in 2003 in a partnership between school districts and the Ministry of Education. All BC school districts have chosen to join ERAC. This allows ERAC to negotiate volume discounts but members also enjoy significant reductions in the amount of time they spend evaluating, selecting, negotiating agreements on and acquiring software, video and learning resources. ERAC also provides reviews of novels for classroom use. For more information on ERAC and the following services, please visit the consortium's website at www.bcerac.ca.

ERAC Evaluated Resources

A. Videos

ERAC has established an annual cycle for video sales. The process gives districts access to highly rated, curriculum-related supplementary videos for all grade levels at reduced cost. Every year, ERAC invites distributors to submit recent English and French videos ERAC arranges for K-12 teachers to receive training (or a refresher) in video evaluation. The teachers follow a list of criteria to evaluate the videos. Only top-quality videos are selected and included in the ordering catalogue.

ERAC releases the catalogue in June and then opens the ordering period for about four weeks in October and two weeks in spring. ERAC then processes the orders and ships the videos and DVDs to districts, complete with MARC records. Historically, districts have saved between 13-60 percent on the cost of individual videos. They also enjoy free shipping and handling.

B. Software

ERAC works with member districts, assessing members' software needs and priorities. ERAC also carries out evaluations of software that could fulfill members' needs. When it determines which software would be the best fit with districts' needs, ERAC negotiates with suppliers for discounts and for the licensing agreements. ERAC works on a number of agreements concurrently, throughout the year, bringing educational, utility and productivity software to members at discounted prices.

This saves a tremendous amount of district staff time because, as members of ERAC, individual districts do not have to compare and evaluate software and then negotiate prices. And as a consortium, ERAC has strong purchasing power, so it can negotiate larger price discounts for all districts and drive down districts' software costs.

C. Novels

In 2006, ERAC piloted an evaluation process for the classroom use of novels. It continues to add titles as teachers evaluate novels in cycles throughout the year. Teachers work in teams to fully read and evaluate each novel, using a stringent ERAC evaluation process. ERAC incorporates the results from the evaluations into a catalogue of novel titles "evaluated and selected" for classroom use, typically as part of the Language Arts curricula. Some are identified as suitable for French Immersion and/or Francophone programs.

Each novel is identified by descriptors (Canadian content, BC content, aboriginal content, curricular and instructional suitability and genre). Each successful evaluation includes a suggested grade range, specific reasons for selection, and identified social consideration for teacher selection and instructional planning.

ERAC Learning Resource Acquisition Initiative

ERAC has established a comprehensive learning resource acquisition service which includes negotiation, purchasing, planning, evaluation and communications.

Under this model, districts and schools realize cost and process savings, as a benefit of working together. This initiative aggregates British Columbia school districts' purchases through Alberta Education's Learning Resources Centre (LRC) which creates, between the two provinces, approximately \$50 million in buying leverage. ERAC and the LRC have reached agreement with the major Canadian educational publishers to provide prices on textbooks and related learning resources that are typically equal to or lower than pricing that a district or school would realize by going direct to the publisher.

ERAC and Locally Approved Resources

Boards of Education are required to use either Ministry of Education Recommended learning resources or those approved through a district approval process.

ERAC evaluates and selects learning resources (including novels) that support the

British Columbia K-12 curriculum. The rigorous evaluation process is conducted by trained teachers and teacher-librarians using evaluation criteria and guidelines that are identical to those used by the Ministry.

ERAC suggests that school districts formally provide "Locally Approved" status to all ERAC evaluated and selected learning resources.



Regarding Aboriginal Education



Consider:

- All children come to school with values, beliefs, and knowledge that reflect their personal, cultural, and social backgrounds.
- Aboriginal students make an important contribution to the classroom. They are in a position to share their rich cultural traditions and language.
- Aboriginal students should be provided with a broad range of approaches to curriculum and assessment to assist them in achieving their intellectual, human, social, and career goals.
- Aboriginal students should be assisted in retaining and strengthening their linguistic and cultural heritage. Promoting the infusion of language and culture into regular curricula and providing opportunities for involvement of Aboriginal people in the curriculum development process can facilitate this objective.

- To these ends, resources focusing on British Columbia and the Northwest region of North America should include materials that:
 - recognize the unique position of Aboriginal people within the context of the Canadian Charter of Rights and Freedoms
 - recognize contributions Aboriginal people have made and continue to make to society
 - recognize the diversity of Aboriginal societies and avoid traditional stereotypes
 - provide accurate information on historical and contemporary Aboriginal cultures
 - promote knowledge and understanding of local Aboriginal languages and cultures
 - present positive Aboriginal role models
 - recognize the aspirations of Aboriginal people
 - present opportunities for learning activities that reflect Aboriginal values and beliefs, including cooperative learning, experiential learning, the role of family and elders, and the relationship that people have with the natural environment



Regarding Gender Equity and Multiculturalism

Gender Equity

Consider:

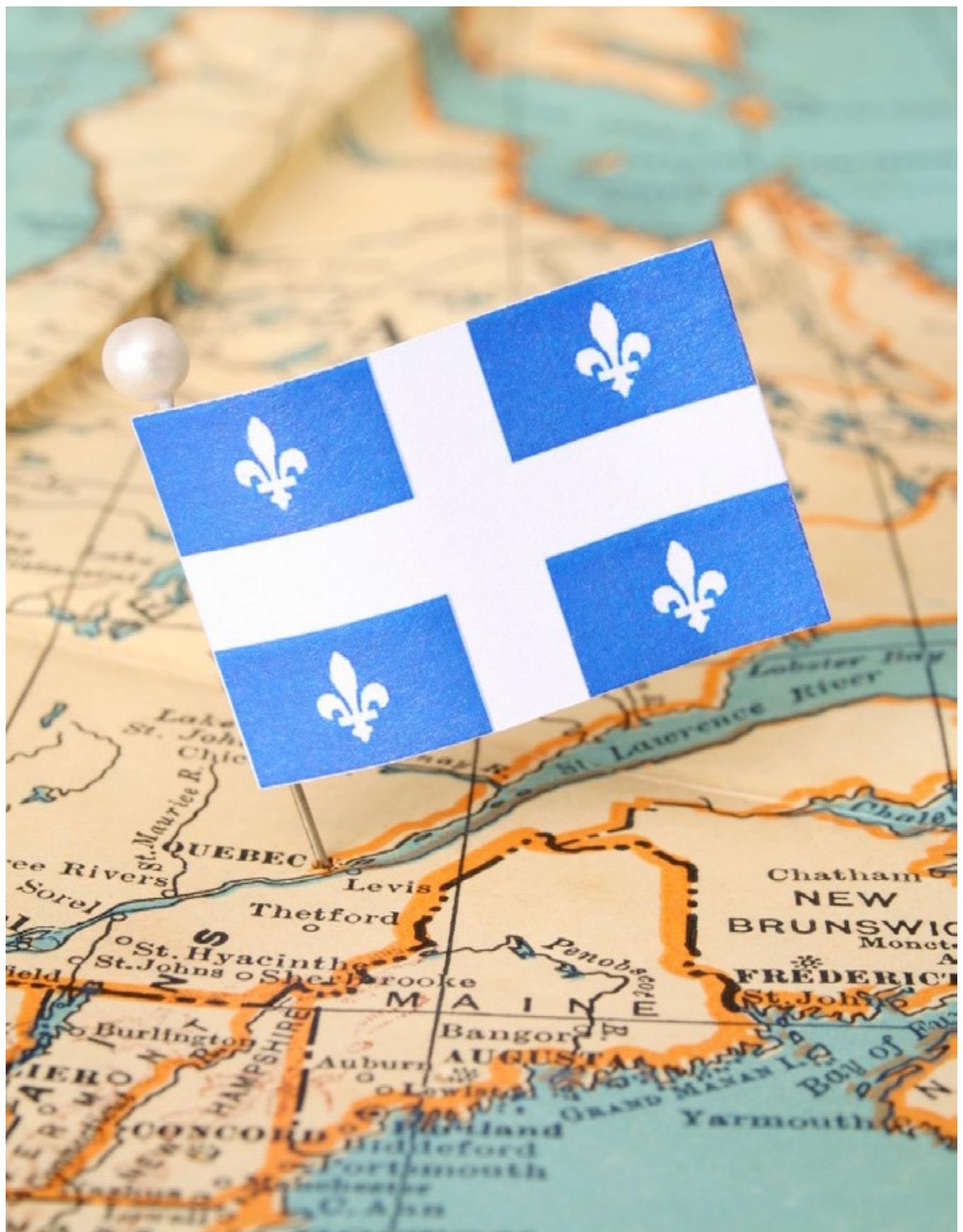
- Education that is accessible and appropriate is sensitive to how gender shapes and is shaped by experience and learning.
- Female and male students may have different methods of learning and different educational needs. In a gender-equitable education system, all methods of learning are respected equally and students with gender-specific needs or characteristics are supported and provided with resources appropriately and equally.
- Language influences the way in which people understand and interpret the world around them; therefore, the language of Recommended learning resources should be inclusive, not necessarily neutral, and promote equality for males and females.
- Students are influenced by attitudes and values around them; therefore, it is important that Recommended learning resources reflect balanced images and information about males and females and support broad choices and many roles for both sexes.
- Some materials contain an inherent gender bias because of historical or cultural context. When such resources are used, students should be made aware of the context.

Multiculturalism

Consider:

- Students should experience a sense of belonging coupled with pride in one's heritage. Learning materials should raise levels of awareness about ethnocentrism, bias, stereotypes, discrimination, and racism, and teach or provide examples of inclusive, pro-social behaviours.
- Students from all cultural and ethnic backgrounds need to see themselves reflected in educational materials. The sharing of cultural heritages, languages, traditions, values, and lifestyles enriches the education of all students.
- To these ends, resource collections should include materials that:
 - increase awareness of ethnic and cultural diversity
 - create sensitivity to and respect for differences and similarities within and among groups
 - affirm and enhance self-esteem through pride in heritage
 - promote cross-cultural understanding, citizenship, and racial harmony
 - reflect and validate students' cultural experiences





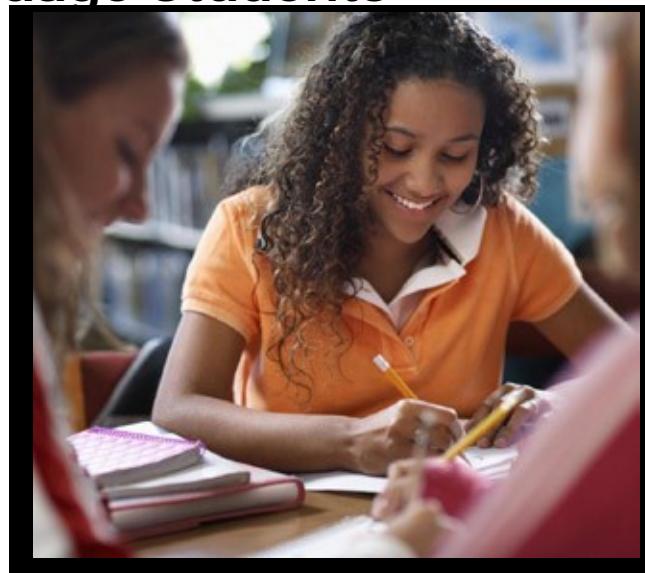
English-as-a-Second-Language Students

The following elements help to clarify meaning for English-as-a-Second-Language (ESL) students.

Text Organization

Reading comprehension is aided by:

- tables of contents
- indices
- glossaries
- chapter titles that match main idea
- identification of subtopics
- overviews or advance organizers
- summaries



Language

Resources should use language that features:

- controlled vocabulary
- clear sentence structure
- logical and clear development of main ideas supported by relevant details
- paragraph development
- use of signal words (ordinals) for sequence, emphasis, and comparison
- contextual clues

Visuals

Comprehension is aided by:

- useful graphics (not just pictures)
- graphics that support, enhance, and re-explain main ideas
- graphics located near relevant text
- use of a variety of graphics and illustrations to support concepts and thought processes

Students with Special Needs

The following learning resource considerations will aid students with special needs, whether in inclusive classrooms or specialized settings. Five types of special needs are looked at: students with intellectual disabilities, students with learning disabilities, students with visual impairments, students with hearing impairments and language difficulties, and students who have special gifts and talents.

Many of the same considerations may be relevant to other special needs populations, such as students with chronic health impairments, students with autism, or students with general learning difficulties that are not considered special needs.

Students with Intellectual Disabilities

Students with intellectual disabilities have intellectual development functional behaviours that are significantly below the norm for students of same age. Learning characteristics often include significant deficits in language and concept development, a concrete learning style and difficulty with abstractions, the need for direct instruction with frequent review or over-learning, difficulties generalizing, problems focusing on what is important, and difficulties with independent learning.

Language and Text Organization

- avoid complex sentences
- use simplified vocabulary, avoid dialect or idioms
- express concepts at a literal level
- ensure each sentence contains only one main concept
- provide clear, simple instructions that can be broken down into component steps
- highlight important information for easy recognition
- provide advance organizers, definitions of key vocabulary with illustrations
- provide clear structure and appearance, focusing student attention to key ideas

Visuals

- include illustrative material (pictures, graphs, etc.) that supports text

General

- provide multi-sensory instruction
- avoid unnecessary complexity in activities
- provide opportunities for approaching concepts at various levels of complexity
- illustrate concepts by real-life examples connected to students' experiences
- include explicit aids for remembering and review, "how-to" instructions
- offer group work and paired peer activities
- provide summaries of important information
- be appropriate to age level, even if adapted in language, conceptual complexity, and structure to meet intellectual ability

Students with Learning Disabilities

Students with learning disabilities have normal cognitive potential with disorders in their learning: significant difficulties in perception and the acquisition and use of listening, speaking, reading, writing, reasoning, and mathematical abilities. These difficulties often impact memory, problem-solving abilities, and attention span. Students with learning disabilities may have trouble processing, generalizing, or expressing their ideas in writing even when they understand the content.

Language and Text Organization

- avoid dialect or idioms
- define new vocabulary in text
- highlight key information
- vary font styles for concept purposes, not just for variety
- provide clear structure and appearance, focusing student attention to key ideas
- provide simple, clear instructions that are broken down into component steps

Visuals

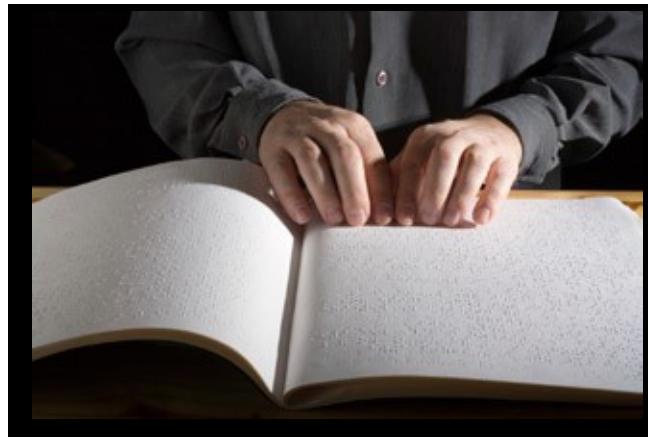
- use clear, uncluttered illustrative material (pictures, graphs, etc.)
- illustrate main idea with action that is central and attention grabbing
- show single actions that focus attention
- illustrate important concepts both visually and through sound

General

- provide alternative means to access information besides print (e.g., support materials on tape or video)
- express concepts and provide opportunities for approaching them at various levels of complexity
- provide explicit aids for remembering and review, "how-to" instructions
- provide multi-sensory instruction
- provide organizers that structure the learning task for the student
- provide opportunities for group work and paired peer activities
- allow for processing time and time to use compensatory strategies
- suggest various means students may use to demonstrate understanding of concepts (oral, word processor, tapes, video, demonstration or performance, portfolio, etc.)
- use advance organizers to support information on video
- review and summarize key concepts
- illustrate concepts by real-life examples connected to students' experiences

Students with Visual Impairments

Students may have a range of difficulties with vision including being blind, partially sighted, or having low vision. These students have visual acuity problems that interfere with optimal learning such that they need learning materials that are very clear and often adapted in size, complexity, or format.



Language and Text Organization

- use clear pronoun referents that do not require visual supports for clarity
- use large type
- use well-spaced text
- avoid hyphenated text
- have wide margins
- use simple fonts with no overlap or running together of letters
- avoid random shifting of print sizes
- avoid columnar presentation
- separate print from visuals
- provide strong contrast between print and background, use white or pastel backgrounds
- provide predictable, consistent placement of print on the page or screen
- consider clarity of print quality as many materials will require enlargement by a factor of up to six

Visuals

- use clearly shaped illustrations; avoid shadows
- use photographs that show single-focus events
- do not rely on colour between letters, numbers, or objects for comprehension; colour differences may not be perceivable
- use less, rather than more, image detail
- avoid clutter and glare
- use illustrations that are directly relevant to text rather than peripheral
- portray action centre/front with characters in foreground
- allow viewer to be able to see what is happening by focusing on one part of the screen at a time

General

- use one or two deliberate actions rather than a number of simultaneous ones
- use dialogue/narration to accompany and explain the action
- use distinctly different and contrasting voices to allow distinction of characters
- avoid background sound that competes with significant aspects
- avoid distortion of sound, especially speech

Students with Hearing Impairments or Language Difficulties

Students may have a range of difficulties with hearing, from deafness to being hard of hearing. They require similar considerations with regard to resources as students with language disorders. These groups have similar difficulties in language development, both receptive and productive.

Language and Text Organization

- use clear pronoun referents or antecedents
- avoid too many synonyms for the same word
- include words such as "that" where they might clarify a sentence connection
- connect thoughts using simple coordinating conjunctions (and, so, but) rather than less common connectors (nevertheless, as a consequence, etc.)
- avoid or use minimally: passive voice verbs, expressions of negation, too many modifying phrases in one sentence, colloquial or idiomatic expressions
- make careful, limited use of conditional expressions (such as, assuming that, etc.)
- ensure questions avoid long, involved grammatical structure
- use cause and effect expressions in simple form
- use footnotes or explanatory notations for difficult words or complex concepts

Visuals

- place illustrations as close as possible to relevant text
- ensure clarity of video images such that room lighting will allow for sign language interpretation of dialogue

General

- ensure context increases rather than decreases clarity
- caption all dialogue; capture major concepts in visual representations without the dialogue being accessed

Students with Special Gifts and Talents

Students are considered gifted when they possess demonstrated or potential high capability with respect to intellect, creativity, or skills associated with specific disciplines (e.g., music). They may need instruction with approaches that allow for faster pace, greater scope and complexity, more variety, or opportunities for more independent learning. They can engage in analysis, synthesis, and evaluation at a greater depth than age peers.

General

- include jumping off points for independent study
- provide opportunities for open-ended and divergent thinking
- use a discovery learning approach
- encourage flexibility and creative problem solving



Title of Resource: _____

Evaluator: _____

Evaluator: _____

SECTION 1. CURRICULUM FIT

 0= Not at all 2= Moderately
 1= Slightly 3= Extensively
To what degree:

CF-1: does the resource support the philosophy, pedagogy, Rationale and goals of this BC curriculum? (Refer to the 'Introduction', 'Prescribed Learning Outcomes' and/or 'Achievement Indicators' sections of the Integrated Resource Package.) Consider:

- CF-1.1. does the resource support the rationale and goals of this BC curriculum?
- CF-1.2. is the resource consistent with the pedagogy suggested in this BC curriculum?
- CF-1.3. does the resource support active learning?
- CF-1.4. does the resource support a variety of learning styles?
- CF-1.5. does the resource support group interaction and independent learning?
- CF-1.6. does the resource support the development of critical thinking skills?
- CF-1.7. does the resource support the development of communication skills?
- CF-1.8. does the resource encourage and promote creativity?

CF-2: does the resource address the Prescribed Learning Outcomes of this BC curriculum?

References
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Summary

0= Not at all 2= Moderately

1= Slightly 3= Extensively

0 1 2 3

Having considered the above questions, to what degree does the resource support these aspects of this BC curriculum?

**Note: If the resource scores a 0 or 1 on the summary for this section, the resource is rejected.
If so, complete comments below, then proceed directly to the last page of this evaluation form.**

If the resource does not support the BC curriculum, please explain why, with specific references and examples.

Additional comments, if applicable. _____

SECTION 2. CONTENT

0= Not at all 2= Moderately
 1= Slightly 3= Extensively
 N/A= Not Applicable

To what degree:

CO-1: does the resource have a BC/Canadian perspective?

CO-2: is the content accurate?

CO-3: is the content relevant and does it deal with real world experiences?

CO-4: is the scope and depth of content appropriate for the cognitive and linguistic levels of the intended audience, and consistent with the intent of the Prescribed Learning Outcomes?

0	1	2	3	N/A
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				

References

Summary

Having considered the above questions, to what degree is the content suitable for use in BC classrooms?

0= Not at all 2= Moderately
 1= Slightly 3= Extensively
 0 1 2 3

Note: If the resource scores a 0 or 1 on the summary for this section, the resource is rejected. If so, complete comments below, then proceed directly to the last page of this evaluation form.

If the content is not suitable for use in BC classrooms, please explain why, with specific references and examples.

Additional comments, if applicable.

SECTION 3. INSTRUCTIONAL DESIGN

0= Not at all 2= Moderately
 1= Slightly 3= Extensively
 N/A= Not Applicable

To what degree:

ID-1: does the resource support instruction and assessment?

Consider:

- ID-1.1. are instructional goals and purpose clearly stated?
- ID-1.2. are learner objectives clearly stated?
- ID-1.3. are the concepts clearly introduced?
- ID-1.4. are the concepts clearly developed?
- ID-1.5. are the concepts clearly summarized?
- ID-1.6. are pre-teaching activities provided?
- ID-1.7. are follow-up activities provided?
- ID-1.8. are assessment opportunities provided, consistent with the Prescribed Learning Outcomes and Achievement Indicators?
- ID-1.9. are technical terms consistently explained/introduced?

ID-2: is the resource suitable for a wide range of learning and teaching styles?

ID-3: does the resource reflect a logical and consistent approach to the Prescribed Learning Outcomes and Achievement Indicators? Consider:

- ID-3.1. is the resource well organized, sequenced and structured?
- ID-3.3. do the activities meet the intended goals and purpose?

ID-4: do the ancillary materials contribute to the overall effectiveness of the resource?

	0	1	2	3	N/A	References
ID-1.1.	<input type="checkbox"/>					
ID-1.2.	<input type="checkbox"/>					
ID-1.3.	<input type="checkbox"/>					
ID-1.4.	<input type="checkbox"/>					
ID-1.5.	<input type="checkbox"/>					
ID-1.6.	<input type="checkbox"/>					
ID-1.7.	<input type="checkbox"/>					
ID-1.8.	<input type="checkbox"/>					
ID-1.9.	<input type="checkbox"/>					
ID-2.	<input type="checkbox"/>					
ID-3.1.	<input type="checkbox"/>					
ID-3.3.	<input type="checkbox"/>					
ID-4.	<input type="checkbox"/>					

Summary

0= Not at all 2= Moderately

1= Slightly 3= Extensively

0 1 2 3

Having considered the above questions, to what degree would the instructional design support student learning?

Note: If the resource scores a 0 or 1 on the summary for this section, the resource is rejected. If so, complete comments below, then proceed directly to the last page of this evaluation form.

If the instructional design is an obstacle to student learning, please explain why, with specific references and examples.

Additional comments, if applicable. _____

SECTION 4. TECHNICAL DESIGN

To what degree:

TD-1. does the visual presentation and layout support student learning? Consider:

TD-1.1: are the illustrations clear, effective and appropriately placed to support the text?

TD-1.2: is the visual design interesting and engaging?

TD-1.3: is the presentation logical, consistent and well-organized?

TD-1.4: are the font and type face appropriate for the intended audience?

TD-2. if there are various components to the resource, are these components organized in a clear, logical, user-friendly manner?

0= Not at all 2= Moderately
1= Slightly 3= Extensively
N/A= Not Applicable

0	1	2	3	N/A	References
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					

Summary

0= Not at all 2= Moderately
1= Slightly 3= Extensively

0	1	2	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Having considered the above questions, to what degree would the technical design support student learning?

**Note: If the resource scores a 0 or 1 on the summary for this section, the resource is rejected.
If so, complete comments below, then proceed directly to the last page of this evaluation form.**

If the technical design is an obstacle to student learning, please explain why, with specific references and examples.

Additional comments, if applicable.

SECTION 5. SOCIAL CONSIDERATIONS

Social Considerations Criteria = Criteria that evaluators must consider when evaluating and shortlisting resources for student and teacher use to ensure that all references, including visuals, promote respect for and understanding of the diversity of Canadian society, and respects rights protected under the **Human Rights Code, RSBC 1996, C.210**

Evaluators must refer to the Guidelines - Social Considerations document for detailed descriptions of each general and specific criterion.

Evaluation ratings: The following evaluation ratings will be used for Social Considerations criteria:

A = **Acceptable**

U = **Unacceptable**

N/A = **Not Applicable** (Used for criteria that are not relevant for a specific context or curriculum)

C = **Consideration Required** (Used to indicate that teachers should consider use of other resources or teaching strategies to address a specific social consideration identified in this resource.)

O = **Omission** (Used to identify an omission related to the specific criterion. If the resource is Acceptable, teachers should consider use of other resources or teaching strategies to address this deficiency in this resource.)

- For each of the following statements, you **must** check either **A**, **U** or **N/A**, whichever best reflects your overall judgment of the resource. In addition, you **may** check a criterion with **C** and/or **O**.
- For any criteria marked **U** or **C**, specific examples with page numbers must be documented using the space following each item.
- For any criteria marked **O**, the specific omission must be documented using the space following each item.

A	U	N/A	Criteria	Comments/Reasons/ References	C	O
			SC-1 Age			
			SC-2 Gender Roles			
			SC-3 Aboriginal Peoples			
			SC-4 Multiculturalism			
			SC-5 Gender Identity and Sexual Orientation			
			SC-6 Ability - Disability			
			SC-7 Belief System			

	SC-8 Socio-Economic		
--	----------------------------	--	--

A	U	N/A	Criteria	Comments/Reasons/ References	C	O
			SC- 9 Violence			
			SC-10 Ethical and Legal			
			SC-11 Humour			
			SC-12 Safety			
			SC-13 Language			

Summary

0= Not at all 2= Moderately

1= Slightly 3= Extensively

0 1 2 3

Having considered the above criteria, to what degree would
the cumulative social considerations support student learning?

**Note: If the resource scores a 0 or 1 on the summary for this section, the resource is rejected.
If so, complete comments below, then proceed directly to the last page of this evaluation form.**

If the social considerations are an obstacle to student learning, please explain why, with specific references and/or examples.

Additional comments, if applicable.

SECTION 6. EVALUATION DECISION

This resource has been rejected in one or more of the following areas.

Please check one or more of the boxes below, as applicable.

Rejected	Not Considered (only applicable if a resource was already rejected for deficiencies in another Section)	
1. Curriculum Fit	<input type="checkbox"/>	
2. Content	<input type="checkbox"/>	<input type="checkbox"/>
3. Instructional Design	<input type="checkbox"/>	<input type="checkbox"/>
4. Technical Design	<input type="checkbox"/>	<input type="checkbox"/>
5. Social Considerations	<input type="checkbox"/>	<input type="checkbox"/>

OR

This resource has been shortlisted and forwarded for:

Consideration for A) Grade Collection and Ministerial order !

OR

B) Local approval !

Evaluator Signature _____

Date _____

Evaluator Signature _____

Date _____

IRP: _____ Course: _____

Grade(s)	K	1	2	3	4	5	6	7	8	9	10	11	12
	!	!	!	!	!	!	!	!	!	!	!	!	!

Choose: Comprehensive resource ! OR Additional resource !

Choose: Student resource ! AND / OR Teacher resource !

Please respond to the following statements to assist in the development of the final annotation for this shortlisted resource.

Describe the strengths of this resource that teachers should consider when making a decision to use it with their students. _____

Describe any weaknesses of this resource that would require specific teacher intervention and / or use of additional support material. _____

Describe any social considerations identified in this resource that teachers should consider when making a decision to use it with their students. _____

The **Curriculum Correlation Form for <<curriculum>>**, submitted by the Supplier, has been reviewed and revised by the evaluators, as required:

Signed: _____ Signed: _____

Name: _____ Name: _____

Curriculum Correlation, by Organizer

Please indicate if this resource provides:

satisfactory to good support for the **majority** of the learning outcomes within the curriculum organizer **OR**
support for **one or more** learning outcomes within the curriculum organizer

Please check all that apply.

SAMPLE – MODIFIED FOR EACH CURRICULUM

Organizers	Courses				
	Course – Grade 8	Course – Grade 9	Course – Grade 10	Course – Grade 11	Course – Grade 12
Organizer 1	Majority <input type="radio"/>				
	One of more <input type="radio"/>				
Organizer 2	Majority <input type="radio"/>				
	One of more <input type="radio"/>				
Organizer 3	Majority <input type="radio"/>				
	One of more <input type="radio"/>				

RECORD EVALUATION TIME: _____ min.

Curriculum Fit, Content, Instructional Design and Technical Design: Learning Resource Evaluation Guidelines

Note: These Learning Resource Evaluation Guidelines are aligned with ERAC's Learning Resource Evaluation Form (revised 2008/06/09). Please refer to this Form while reading this section.

SECTION 1. CURRICULUM FIT

To what degree:

CF-1: does the resource support the philosophy, pedagogy, rationale and goals of this BC curriculum? (Refer to the 'Introduction', 'Prescribed Learning Outcomes' and/or 'Achievement Indicators' sections of the Integrated Resource Package.)

Consider:

CF-1.1. does the resource support the rationale and goals of this BC curriculum?

Refer to the associated IRP for the rationale and goals.

CF-1.2. is the resource consistent with the pedagogy suggested in this BC curriculum?

Refer to the associated IRP for the suggested pedagogy.

CF-1.3. does the resource support active learning?

Active learning environments allow students to talk and listen, read, write, reflect as they approach course content through problem solving exercises, informal small groups, simulations, case studies, role playing and other activities.

CF-1.4. does the resource support a variety of learning styles?

The resource uses a variety of approaches and is flexible in their application (e.g. encourages teacher intervention, student contributions, cooperative learning, discovery learning, collaborative teaching).

Materials and suggested activities will accommodate a variety of learning styles and teaching strategies.

CF-1.5. does the resource support group interaction and independent learning?

Consider whether the resource supports students in interacting with and learning from each other. Opportunities for group-based learning methods include readers/writers workshop, literature circles, collaborative learning teams, partnerships, cooperative learning, open ended problems and other inclusive strategies.

Consider whether the resource allows students to control the rate and difficulty of content presentation and review, e.g., vary the level of detail; explore rather than be locked into a linear instructional sequence; begin, continue, and end at appropriate points; includes opportunities for reflection and self-assessment activities.

CF-1.6. does the resource support the development of critical thinking skills?

Critical thinking involves the learner in constructing understanding. Resources that provide opportunities for reflection, analysis, synthesis, evaluation, interpretation and problem solving will support the teacher and students in this process.

CF-1.7. does the resource support the development of communication skills?

Communication skills include visual, auditory, oral and writing skills, as well as skills in consensus-building and listening for understanding.

Activities that encourage student self-expression and interaction such as debate, static display, construction, pamphlet writing, small group discussion and cooperative learning support the development of communication skills.

CF-1.8. does the resource encourage and promote creativity?

Use of the resource encourages students to develop unique interpretations or solutions.

CF-2:does the resource address the Prescribed Learning Outcomes of this BC curriculum?

The content will assist the student in achieving the prescribed learning outcomes. Typically, resources are evaluated for specific IRPs.

SECTION 2. CONTENT

To what degree:

CO-1: does the resource have a BC/Canadian perspective?

References, examples, analogies, maps, etc. reflect a Canadian/BC viewpoint.

CO-2: is the content accurate?

Possible problems in content accuracy include:

- outdated information
- factual errors
- improper use of statistics
- inaccurate graphs or displays
- invalid or oversimplified models, examples, or simulations
- errors in spelling or grammar.

CO-3: is the content relevant and does it deal with real world experiences?

The resource is not dated in its content, language, or visuals in a way that reduces its educational value. Consider:

- hairstyles, pop idols, evident family lifestyles, fads, etc.
- information and models (e.g., extinction of the dinosaurs theory should include comet collision)

Content that supports the integration of personal, familial, and cultural contexts of society is meaningful for many students.

Links with real-world activities are incorporated and provision is made for hands-on experiences.

The experience of the individual student should form the context for learning.

CO-4: is the scope and depth of content appropriate for the cognitive and linguistic levels of the intended audience, and consistent with the intent of the Prescribed Learning Outcomes?

Concepts, visuals, vocabulary, and internal structure are developmentally appropriate and are meaningful to a broad range of abilities and achievement levels.

Some considerations:

- readability of student and support materials is consistent with the expected ability level of the audience (e.g., vocabulary, phrasing, and sentence length)
- number of steps is logical and well-suited to the intended ability levels there are multiple levels of instruction to provide for individual differences in students
- graphic illustrations such as photographs and realistic drawings, and supports such as glossaries are suitable for the maturity, age, and/or developmental level of student. They should be used to support the introduction and development of concept learning.

SECTION 3. INSTRUCTIONAL DESIGN

To what degree:

ID-1 does the resource support instruction and assessment?

Consider:

ID-1.1 are instructional goals and purpose clearly stated?

The overall purpose of the resource is explicitly and concisely stated and easily accessible, with specific objectives stated for specific components, if appropriate.

ID-1.2 are learner objectives clearly stated?

Specific objectives are stated for specific components of the resource.

ID-1.3 are the concepts clearly introduced?

The progression of the presentation is smooth and logical with new concepts identified in a clear and consistent manner.

ID-1.4 are the concepts clearly developed?

Definitions, explanations, illustrations, and examples are available where

necessary and are relevant to the point under discussion.

Material includes links to and/or develops from previously acquired knowledge

Material provides examples as well as non-examples or counter-examples (e.g.,

"This is a bear, this is not a bear.")

Examples can be broken down into small sequential components.

ID-1.5 are the concepts clearly summarized?

A summary may come in many forms (e.g., an end of chapter list, synthesis activities, a post-lesson quiz, a handout, focussed questions).

ID-1.6 are pre-teaching activities provided?

The resource links students' prior knowledge to the stated learning outcomes and allows them to construct meaning. Links with real-world activities are incorporated.

ID-1.7 are follow-up activities provided?

The material provides activities outside the main body of the lesson(s) that serve to reiterate and extend the stated learning objectives and reinforce key aspects.

ID-1.8 are assessment opportunities provided, consistent with the Prescribed Learning Outcomes and Achievement Indicators?

The resource contains tools for both formative and summative assessment based on the learner outcomes and suggested pedagogy, as indicated in the relevant IRP.

ID-1.9 are technical terms consistently explained/introduced?

Consider:

- consistent presentation (e.g., in boldface; pause for explanation, accompanied by illustrative examples)
- student support (e.g., glossaries, an index, advance organizers, post-lesson summary)

ID-2 is the resource suitable for a wide range of learning and teaching styles?

Refer to the associated IRP for the suggested pedagogy.

ID-3 does the resource reflect a logical and consistent approach to the Prescribed Learning Outcomes and Achievement Indicators? Consider:

ID-3.1 is the resource well organized, sequenced and structured?

The order in which the information is presented is logical and suited to the subject and objectives.

In both the teacher and student materials the tasks are clearly defined and the information is accessible to a diverse range of abilities and achievement levels.

Other factors include:

- tables of contents should indicate consistency in approach to topics, units, etc.;

- balance among topics should be considered
- coordination among components, including overview charts, graphics, and other visual organizers are helpful in large series or programs
- cross-references to supporting or supplementary components of a resource that show how they fit within the organizational framework will facilitate ease of use of the resource
- content should be reflected in features such as a table of contents, index, glossary, and chapter and topic titles.

Note: digital resources and Internet resources are often organized in a non-linear manner, designed to encourage exploration and discovery. Evaluation may require a non-linear approach.

ID-3.3 do the activities meet the intended goals and purpose?

Content, methodology, and means of evaluation correspond to the overall purpose.

ID-4:do the ancillary materials contribute to the overall effectiveness of the resource?

Effective support materials include:

- a variety of suggested teacher instructional strategies
- materials and/or suggested student activities which support the learning outcomes of the curriculum
- a bibliography of resources and references related to the topic
- suggestions for modification and/or adaptation of the material
- for digital resources, clear, easy-to understand instructions for use including information about system requirements, where appropriate.

SECTION 4. TECHNICAL DESIGN

To what degree:

TD-1. does the visual presentation and layout support student learning?

Consider:

TD-1.1: are the illustrations clear, effective and appropriately placed to support the text?

What is said or written clearly corresponds to what is shown.

Captions are clear and relevant.

Visuals are placed to effectively support textual content and do not interfere with reading or viewing. Visuals are not dark or cluttered.

A variety of different types of visuals are used to support and represent concepts (flow charts, webs, diagrams, tables).

The illustrations focus attention on the important content areas and are appropriate to the student's maturity level.

Animations and graphics are high quality, add to the instructional design, and are used appropriately to enhance the message.

TD-1.2: is the visual design interesting and engaging?

Graphics, colour, and sound enhance the learning process and draw the

student's attention to important points.

TD-1.3: is the presentation logical, consistent and well-organized?

The material is presented in a well-organized, consistent, and predictable fashion.

The structure is apparent to the user in the table of contents.

Individual pages or screens are laid out in a logical, uncluttered fashion.

TD-1.4: are the font and type face appropriate for the intended audience?

Material uses effective typographic design in the main body of text, captions, indices, diagrams, etc.

Cueing devices should be used to attract attention to specific points (variations in typeface, boxes, underlining, spacing).

The hierarchy of information and the relationship among ideas is clearly communicated through effective and efficient use of contrasting print size and style.

Font variation is only used as a cueing device and not as a decorative feature.

TD-2. if there are various components to the resource, are these components organized in a clear, logical, user-friendly manner?

Components are packaged for easy access (e.g., teacher materials can be separated from student materials).

Containers are provided for organizing and storing all components, if needed.

The components in a comprehensive resource are categorized and designated in such a way as to facilitate ease of use, e.g. by colour coding or number sequencing of individual components.

Equipment setup, where required, is adequately explained or demonstrated.



Social Considerations Evaluation Guidelines

BACKGROUND

The BC Ministry of Education has developed criteria to evaluate learning resources. In 2006, the Ministry collaborated with the BC Educational Resource Acquisition Consortium (ERAC) to review and update these learning resource evaluation criteria, forms, interpretation and evaluation processes.

EVALUATION PERSPECTIVE

The goal of the Ministry and ERAC learning resource evaluation process is to determine:

- the suitability of the material as a classroom resource;
- whether additional explanation, instruction, or support material would be required; or
- that the material is not suitable for a particular curriculum purpose or intended audience.

The criteria are intended to encourage evaluators to think critically about the learning resource and evaluate some of its more detailed aspects. Evaluators review and analyze a learning resource, and provide written comments regarding the suitability of the resource for "Recommended" status - taking into account a number of general and specific considerations that comprise the evaluation criteria. Evaluators rate these specific criteria using provincial evaluation forms, then make a decision to forward or not forward the resource for Ministry "Recommended" status.

The criteria are grouped under five main areas, as follows:

- **Curriculum Fit** - Evaluators examine the resource to determine if it supports the philosophy, rationale and goals of the BC curriculum, and to determine the degree to which it supports the Prescribed Learning Outcomes of the specific curriculum.
- **Content** - Evaluators examine the content of the resource to determine its accuracy and relevancy, to determine if it contains the Canadian perspective necessary to support the prescribed learning outcomes for the curriculum, and to determine its cognitive and linguistic appropriateness for the intended audience.
- **Instructional Design** - Evaluators examine the resource to determine the effectiveness of its organization, teaching strategies, and assessment provisions in supporting the goals and objectives of the specific curriculum.
- **Technical Design** - Evaluators examine various technical aspects of the design of the resource to determine if it enhances student accessibility and understanding.
- **Social Considerations** - Evaluators examine the resource for 13 social considerations to identify potentially controversial or offensive elements that may exist in the content or presentation, and to highlight where resources might support pro-social attitudes and promote diversity and human rights.

GENERAL CONSIDERATIONS for LEARNING RESOURCE EVALUATION

The evaluation process takes into account both what has been included in the content and presentation of the material in a resource, and what may have been omitted. General considerations applicable to all five areas of learning resource evaluation, which are used to determine the suitability of a resource for Recommended status, include:

- curriculum focus and context in which the resource is intended to be used;
- audience, including age and level of maturity of the students for whom the resource is intended;
- relevance of and extent to which the historical, social, cultural, political, and/or geographical context is apparent to intended audience;
- tone, with regards to subject matter or intended audience;
- presentation of alternative points of view, where there is clear purpose for inclusion; and
- extent and frequency of occurrence of elements that detract from the suitability of the resource for its intended purpose and audience.

EVALUATING FOR SOCIAL CONSIDERATIONS

Diversity is one of the most prominent features of British Columbia's society and our schools. In its design, the provincially prescribed curriculum supports an education system in which all students are fully participating members of a community of learners and can develop their individual potential.

Learning resource evaluation takes into account several specific considerations to ensure that British Columbia students see themselves and their life experiences reflected and validated in the learning materials they use in their classrooms. The wide range of audiences that comprise the classroom situation in which the resources are to be used is considered e.g., Programme francophone and French Immersion students; students whose first language is not English; and students with special needs, such as physical disabilities, intellectual disabilities, learning disabilities, hearing impairments, visual impairments, and students with special gifts and talents.

Social Considerations: General Considerations

It is not the intention of the review process to eliminate opportunities for critical thinking and discussion that may arise from classroom use of a learning resource. An examination of a resource for social considerations, however, helps to identify potentially controversial or offensive elements that may exist in the content or presentation, and helps to highlight where resources might support pro-social attitudes and promote diversity and human rights.

Evaluating learning resources from the perspective of Social Considerations can be one of the most challenging aspects of the evaluation process. Evaluators must take into account many considerations, such as the age and maturity of the intended audience, within a context of community and societal values and standards, in order

to determine the suitability of the learning resource for Ministry "Recommended" status.

Analyzing a resource from the perspectives of inclusion and accessibility for all students, evaluators consider the extent to which the resource:

- promotes respect for and an understanding of the diversity of British Columbian/ Canadian society;
- promotes awareness, understanding, and respect for differences and similarities within and among groups;
- reflects and validates students' life experiences;
- portrays diverse role models and different points of view;
- reflects accurate representations and avoids stereotype;
- makes clear distinctions between fact and opinion;
- promotes positive social attitudes and respect for diversity and human rights; and
- provides opportunity for students to develop critical thinking skills.

The goal is to select resources that support students' social development as well as their intellectual development - encouraging understanding and promoting positive social attitudes and respect for diversity and human rights.

Social Considerations - Specific Considerations

The following information is provided to help evaluators identify specific attributes within the resource that may contribute or detract from its suitability.

Criteria	Rationale/What to look for
SC-1 Age	This criterion is intended to examine how a resource enhances understanding about different age groups and cross-generational relations. What to look for: Representation of individuals and groups at various stages along the continuum of life; portrayals are realistic and avoid stereotype.
SC-2 Gender Roles	This criterion is intended to examine how a resource reflects female and male roles and relationships. What to look for: Representation of females and males in diverse roles and relationships; portrayals reflect diversity and avoid stereotype. <ul style="list-style-type: none">• equitable and realistic female and male portrayals• free from sexist, abusive, and derogatory references to gender

SC-3 Aboriginal Peoples	<p>This criterion is intended to examine how a resource reflects the diversity of culture, experiences, perspectives and contributions of Aboriginal Peoples within British Columbia/Canadian society.</p> <p>What to look for: Representation of Aboriginal peoples; portrayals, both in historical and contemporary contexts, are accurate, non-denigrating; recognition of the diversity of cultures present among Aboriginal peoples.</p> <ul style="list-style-type: none"> • free from generalization and stereotype • free from tokenism; 'generic' and/or 'romanticized' portrayal
SC-4 Multiculturalism	<p>This criterion is intended to examine how a resource reflects the experiences, perspectives and contributions of diverse individuals and groups that make up British Columbia/Canadian society.</p> <p>What to look for: Representations reflect cultural diversity; portrayals are respectful and culturally accurate e.g., language, dialect, custom, dress, diet, roles, etc.; similarities and differences within and among cultures and ethno-specific groups are recognized.</p> <ul style="list-style-type: none"> • free from generalization and stereotype • free from 'exotic' and/or token portrayal
SC-5 Gender Identity and Sexual Orientation	<p>This criterion is intended to examine how a resource reflects the experiences, perspectives and contributions of both heterosexual and non-heterosexual individuals and groups.</p> <p>What to look for: Representation of individuals and groups across the full range of gender identity and sexual orientation; contributions are emphasized; diversity of roles and relationships is reflected; portrayals are non-denigrating and avoid stereotype.</p> <ul style="list-style-type: none"> • inclusion and respectful portrayal • free from abusive and derogatory references
SC-6 Ability - Disability	<p>This criterion is intended to examine how a resource reflects ability and disability.</p> <p>What to look for: Representation of experiences and perspectives of individuals and groups along the continuum of ability-disability; portrayal is realistic and accurate; emphasis is on ability and contribution.</p> <ul style="list-style-type: none"> • representation of both ability and disability

SC-7 Belief System	<p>This criterion is intended to examine how a resource presents information related to philosophy, religion and/or political ideology.</p> <p>What to look for: Topics of philosophy, religion and/or political ideology, when included, are presented with a clear purpose and provide opportunity for critical thinking; make a clear distinction between fact and opinion and do not advocate one belief system over another.</p> <ul style="list-style-type: none"> • representation of personal traits, circumstances, attitudes, actions of adherents of various belief systems are respectful • free from generalization, exaggeration, prejudice
SC-8 Socio-Economic	<p>This criterion is intended to examine how a resource reflects a continuum of the realities of day-to-day life in Canadian society.</p> <p>What to look for: Representation reflects the full range of realities of day-to-day life in British Columbian/Canadian society; respects the socio-economic realities of British Columbian students.</p> <ul style="list-style-type: none"> • reflects the complexity of the socio-economic make-up of British Columbian/Canadian society • representations are accurate and realistic
SC-9 Violence	<p>This criterion is intended to examine references to violence, tension, and/or graphic imagery that may be included in a resource.</p> <p>What to look for: Violence, tension, and graphic imagery, where included, has a clear purpose and supports instruction; level and degree of explicitness takes into account the age and maturity of intended audience; provides opportunities for modelling effective problem-solving and conflict resolution strategies; provides opportunities for students to develop compassion and empathy.</p>
SC-10 Ethical and Legal	<p>This criterion is intended to examine how a resource presents issues that may be subject to legal or ethical debate.</p> <p>What to look for: Issues that may be subject to legal or ethical debate, when included, are presented with a clear purpose and provide opportunity for critical thinking; make a clear distinction between fact and opinion; provide opportunity for expanded understanding of alternative points of view; provide accurate and current data.</p>

SC-11 Humour	<p>This criterion is intended to examine how humour is used in a resource to engage student interest in a particular topic.</p> <p>What to look for: Humour, if included, is used to engage student interest in the subject; is used in a positive, non-denigrating manner; is age appropriate.</p> <ul style="list-style-type: none"> • contributes to the overall effectiveness of the material presented
SC-12 Safety	<p>This criterion is intended to examine whether a resource complies with legal/community/societal standards of safe practice and common sense.</p> <p>What to look for: Reflects legal and community/societal standards of safe practice and common sense; provides opportunities for students to understand the importance of safe practices; provides opportunities for students to develop understanding of personal responsibility as it relates to safety of self and others; models safe practice and common sense; includes directions/instructions for safe equipment use and materials handling.</p>
SC-13 Language	<p>This criterion is intended to examine how language used contributes to or detracts from audience engagement and/or instructional effectiveness.</p> <p>What to look for: Language used contributes to audience engagement and/or instructional effectiveness; is age appropriate; does not overuse specific language for effect or language that has limited meaning, e.g. extensive use of slang and vernacular; is not disrespectful, discourteous, or defamatory.</p>



Educational Resource Acquisition Consortium

Title of Resource: _____

Evaluator: _____

Evaluator: _____

SECTION 1. CURRICULUM FIT

0= Not at all 2= Moderately
 1= Slightly 3= Extensively

To what degree:

CF-1: does the video support the philosophy, pedagogy, rationale and goals of this BC curriculum? (Refer to the 'Introduction', 'Prescribed Learning Outcomes' and/or 'Achievement Indicators' sections of the Integrated Resource Package.) Consider:

- CF-1.1. does the video support the rationale and goals of this BC curriculum?
- CF-1.2. is the video consistent with the pedagogy suggested in this BC curriculum?
- CF-1.3. does the video support active learning?
- CF-1.4. does the video support a variety of learning styles?
- CF-1.5. does the video support group interaction and independent learning?
- CF-1.6. does the video support the development of critical thinking skills?
- CF-1.7. does the video support the development of communication skills?
- CF-1.8. does the video encourage and promote creativity?

0 1 2 3

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

References

CF-2: does the video address the Prescribed Learning Outcomes of this BC curriculum?

0= Not at all 2= Moderately
 1= Slightly 3= Extensively

0 1 2 3

Having considered the above questions, to what degree does the resource support these aspects of this BC curriculum?

**Note: If the resource scores a 0 or 1 on the summary for this section, the resource is rejected.
 If so, complete comments below, then proceed directly to the last page of this evaluation form.**

If the resource does not support the BC curriculum, please explain why, with specific references and examples.

Additional comments, if applicable. _____

SECTION 2. CONTENT

0= Not at all 2= Moderately
 1= Slightly 3= Extensively
 N/A= Not Applicable

To what degree:

CO-1: does the video have a BC/Canadian perspective?

CO-2: is the content accurate?

CO-3: is the content relevant and does it deal with real world experiences?

CO-4: is the scope and depth of content appropriate for the cognitive and linguistic levels of the intended audience, and consistent with the intent of the Prescribed Learning Outcomes?

0	1	2	3	N/A	References
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					

Summary

Having considered the above questions, to what degree is the content suitable for use in BC classrooms?

0= Not at all 2= Moderately
 1= Slightly 3= Extensively

0 1 2 3

If the content is not suitable for use in BC classrooms, please explain why, with specific references and examples.

Additional comments, if applicable.

SECTION 3. INSTRUCTIONAL DESIGN

0= Not at all 2= Moderately
1= Slightly 3= Extensively
N/A= Not Applicable

To what degree:

ID-1: does the video demonstrate an intentional instructional design? Consider:

ID-1.1. are instructional goals and purpose clearly stated?

ID-1.2. are learner objectives clearly stated?

ID-1.3. are the concepts clearly introduced?

ID-1.4. are the concepts clearly developed?

ID-1.5. are the concepts clearly summarized?

ID-1.5.1 does the video extend or build upon students' knowledge?

ID-1.5.2 does the video incorporate segmenting (stop/start points)

that allow for appropriate contextual pauses in viewing?

ID-1.6. are pre-teaching activities provided?

ID-1.7. are follow-up activities provided?

ID-1.8. are assessment opportunities provided, consistent with the Prescribed Learning Outcomes and Achievement Indicators?

ID-1.9 are technical terms consistently explained/introduced?

ID-2: is the video suitable for a wide range of learning and teaching styles?

ID-3: does the video reflect a logical and consistent approach to the Prescribed Learning Outcomes and Achievement Indicators? Consider:

ID-3.1. Is the video well organized, sequenced and structured?

ID-3.3. do the activities meet the intended goals and purpose?

ID-4: do the ancillary materials contribute to the overall effectiveness of the video?

Summary

Having considered the above questions, to what degree would the instructional design support student learning?

0= Not at all	2= Moderately		
1= Slightly	3= Extensively		
0 1 2 3			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: If the resource scores a 0 or 1 on the summary for this section, the resource is rejected.
If so, complete comments below, then proceed directly to the last page of this evaluation form.

If the instructional design is an obstacle to student learning, please explain why, with specific references and examples.

Additional comments, if applicable.

SECTION 4. TECHNICAL DESIGN

0= Not at all 2= Moderately
 1= Slightly 3= Extensively
 N/A= Not Applicable

To what degree:

TD-1. Does the video's technical design support student learning? Consider:

TD-1.1.1 is the sound quality and volume appropriate?

TD-1.1.2 is the narration clear, appropriately paced and corresponding to the visuals?

TD-1.2: is the visual design interesting and engaging?

TD-1.2.1 do the audio-visual effects (music, sound, graphics and transitions) improve student engagement?

TD-1.2.2 are titles and captions appropriate and clear?

TD-1.2.3 is the pacing of content presentation appropriate?

TD-1.3: is the presentation logical, consistent and well-organized?

TD-2. if there are various components to the video, are these components organized in a clear, logical, user-friendly manner?

0	1	2	3	N/A	References
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					

Summary

0= Not at all 2= Moderately

1= Slightly 3= Extensively

0 1 2 3

Having considered the above questions, to what degree would the technical design support student learning?

**Note: If the resource scores a 0 or 1 on the summary for this section, the resource is rejected.
If so, complete comments below, then proceed directly to the last page of this evaluation form.**

If the technical design is an obstacle to student learning, please explain why, with specific references and examples.

Additional comments, if applicable.

SECTION 5. SOCIAL CONSIDERATIONS

Social Considerations Criteria = Criteria that evaluators must consider when evaluating and shortlisting resources for student and teacher use to ensure that all references, including visuals, promote respect for and understanding of the diversity of Canadian society, and respects rights protected under the **Human Rights Code, RSBC 1996, C.210**

Evaluators must refer to the Guidelines - Social Considerations document for detailed descriptions of each general and specific criterion.

Evaluation ratings: The following evaluation ratings will be used for Social Considerations criteria:

A = Acceptable

U = Unacceptable

N/A = Not Applicable (Used for criteria that are not relevant for a specific context or curriculum)

C = Consideration Required (Used to indicate that teachers should consider use of other resources or teaching strategies to address a specific social consideration identified in this resource.)

O = Omission (Used to identify an omission related to the specific criterion. If the resource is Acceptable, teachers should consider use of other resources or teaching strategies to address this deficiency in this resource.)

- For each of the following statements, you **must** check either **A**, **U** or **N/A**, whichever best reflects your overall judgment of the resource. In addition, you **may** check a criterion with **C** and/or **O**.
- For any criteria marked **U** or **C**, specific examples with page numbers must be documented using the space following each item.
- For any criteria marked **O**, the specific omission must be documented using the space following each item.

A	U	N/A	Criteria	Comments/Reasons/ References	C	O
			SC-1 Age			
			SC-2 Gender Roles			
			SC-3 Aboriginal Peoples			
			SC-4 Multiculturalism			
			SC-5 Gender Identity and Sexual Orientation			
			SC-6 Ability - Disability			
			SC-7 Belief System			
			SC-8 Socio-Economic			

A	U	N/A	Criteria	Comments/Reasons/ References	C	O
			SC- 9 Violence			
			SC-10 Ethical and Legal			
			SC-11 Humour			
			SC-12 Safety			
			SC-13 Language			

Summary

0= Not at all 2= Moderately

1= Slightly 3= Extensively

0 1 2 3

Having considered the above criteria, to what degree would the cumulative social considerations support student learning?

**Note: If the resource scores a 0 or 1 on the summary for this section, the resource is rejected.
If so, complete comments below, then proceed directly to the last page of this evaluation form.**

If the social considerations are an obstacle to student learning, please explain why, with specific references and/or examples.

Additional comments, if applicable.

SECTION 6. EVALUATION DECISION

This video has been rejected in one or more of the following areas.

Please check one or more of the boxes below, as applicable.

Not Considered (only applicable if a resource was already rejected for deficiencies in another Section)

Rejected

- | | | | | | | | | | |
|--------------------------|--------------------------|-------------------|--------------------------|--------------------------------|--------------------------|----------------------------|--------------------------|---------------------------------|--------------------------|
| 1. Curriculum Fit | <input type="checkbox"/> | 2. Content | <input type="checkbox"/> | 3. Instructional Design | <input type="checkbox"/> | 4. Technical Design | <input type="checkbox"/> | 5. Social Considerations | <input type="checkbox"/> |
|--------------------------|--------------------------|-------------------|--------------------------|--------------------------------|--------------------------|----------------------------|--------------------------|---------------------------------|--------------------------|

Evaluator Signature _____

Date _____

Evaluator Signature _____

Date _____

OR

This video has been shortlisted and forwarded for:

Consideration for A) Grade Collection and Ministerial order ! _____

OR

B) Local approval ! _____

Evaluator Signature _____

Date _____

Evaluator Signature _____

Date _____

IRP: _____

Course _____

Grade(s)	K	1	2	3	4	5	6	7	8	9	10	11	12
	!	!	!	!	!	!	!	!	!	!	!	!	!

Choose: Comprehensive resource ! OR Additional resource !

Choose: Student resource ! AND / OR Teacher resource !

Please respond to the following statements to assist in the development of the final annotation for this shortlisted resource.

Describe the strengths of this video that teachers should consider when making a decision to use it with their students. _____

Describe any weaknesses of this video that would require specific teacher intervention and / or use of additional support material. _____

Describe any social considerations identified in this video that teachers should consider when making a decision to use it with their students. _____

The **Curriculum Correlation Form** for <<curriculum>>, submitted by the Supplier, has been reviewed and revised by the evaluators, as required:

Signed: _____ Signed: _____

Name: _____ Name: _____

Curriculum Correlation, by Organizer

Please indicate if this resource provides:

satisfactory to good support for the **majority** of the learning outcomes within the curriculum organizer **OR**
support for **one or more** learning outcomes within the curriculum organizer

Please check all that apply.

SAMPLE – MODIFIED FOR EACH CURRICULUM

Organizers	Courses				
	Course – Grade 8	Course – Grade 9	Course – Grade 10	Course – Grade 11	Course – Grade 12
Organizer 1	Majority <input type="radio"/>				
	One of more <input type="radio"/>				
Organizer 2	Majority <input type="radio"/>				
	One of more <input type="radio"/>				
Organizer 3	Majority <input type="radio"/>				
	One of more <input type="radio"/>				

RECORD EVALUATION TIME: _____ min.



Novel Evaluation Form

Title: _____

Author: _____ Note: An Online version of this form is available to ERAC evaluators

Evaluator: _____ Evaluator: _____

SECTION 1. AUDIENCE

0= Not at all 2= Moderately
1= Slightly 3= Extensively

To what degree:

A-1: ...is the language use appropriate to the emotional maturity and cognitive level of students?

A-2: ...is the content appropriate to the emotional maturity and cognitive level of students?

A-3: ...does the content appeal to the interests of male students?

A-4: ...does the content appeal to the interests of female students?

0	1	2	3	References
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SECTION 2. LITERARY MERIT

0= Not at all 2= Moderately
1= Slightly 3= Extensively

To what degree does this novel:

L-1: ...show insight into the complexity of the human condition?

L-2: ...broaden students' experiences and understanding?

L-3: ...provide opportunities for creative and critical thinking?

L-4: To what degree is this novel stylistically rich?

0	1	2	3	References
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SECTION 3. CURRICULUM

C-1: To what degree does this novel support the rationale and goals of the BC Language Arts curriculum?

0	1	2	3	References
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SECTION 4. DESCRIPTORS

Please check all descriptors that are applicable:

D-1: Perspective

- Aboriginal
- International
- Multicultural
- Canadian
- BC
- Other _____

D-2: Possible Uses

- ESL
- Literature Circles
- Whole Class
- Read Aloud/Discussion
- Reluctant Readers
- Cross Curricular
- Specify _____
- Other _____

D-3: Genre

- Adventure
- Contemporary
- Historical
- Science Fiction
- Auto/Biography
- Fantasy
- Mystery/Suspense
- Anthology
- Non-Fiction
- Page 2 of 3
- Other _____

D-4: Literary Highlights

- Complex conflict(s)
- Rich characterization
- Well- developed themes
- Effective figurative language
- Point of View
- Other _____

SECTION 5. SOCIAL CONSIDERATIONS

Social Considerations Criteria = Criteria that evaluators must consider when evaluating and shortlisting novels for student and teacher use to ensure that all references, including visuals, promote respect for and understanding of the diversity of Canadian society, and respects rights protected under the **Human Rights Code, RSBC 1996, C.210**

Evaluators must refer to the Social Considerations Analysis Guidelines document for descriptions of each General and Specific criterion, and guidelines for identification and evaluation.

Evaluation ratings: The following evaluation ratings will be used for Social Considerations criteria:

A = Acceptable

U = Unacceptable

N/A = Not Applicable (Used for criteria that are not relevant for the specific context)

For each of the following criteria, you **must** check either **A**, **U** or **N/A**, whichever best reflects your overall judgment of this novel.

Comments/Reasons/References column:

- For any criteria evaluated as “U”, specific detailed references, including chapter, must be documented in the “Comments” column for inclusion in Section 5, Evaluation Decision.
- In addition, please describe any specific social consideration identified in this novel, and ways that teachers should consider use of other resources or teaching strategies to address the issue.
- Finally, identify any omission related to the specific criterion, where teachers should consider use of other resources or teaching strategies to address this deficiency in this novel.

A	U	N/A	Criteria	Comments / Reasons / References
			SC-0 General Considerations	
			SC-1 Age	
			SC-2 Gender Roles	
			SC-3 Aboriginal Peoples	
			SC-4 Multiculturalism	
			SC-5 Gender Identity and Sexual Orientation	
			SC-6 Ability - Disability	
			SC-7 Belief System	
			SC-8 Socio-Economic	
			SC- 9 Violence	

A U	N/A	Criteria	Comments / Reasons / References
		SC-10 Ethical and Legal	
		SC-11 Humour	
		SC-12 Safety	
		SC-13 Language	

SECTION 6. EVALUATION DECISION

This novel is NOT Recommended.

Describe the major reasons for Non-Recommendation: _____

OR

This novel is Recommended for classroom use.

Grade Level(s) _____

Estimated readability:

At grade

Below grade

Above grade

Description of Plot: _____

Reasons for Recommendation (i.e. the strengths of this novel that teachers should consider when making a decision to use it with their students): _____

Describe any General or Specific Social Considerations or other aspects of this novel that teachers should consider when making a decision to use it with their students. _____

Evaluator Signature: _____

Evaluator Signature: _____

Date: _____

Date: _____

Novels - Social Considerations Evaluation Guidelines

BACKGROUND

The BC Ministry of Education has developed criteria to evaluate learning resources. These are grouped under five main areas: Curriculum Fit, Content, Instructional Design, Technical Design, and Social Considerations. The criteria are intended to encourage evaluators to think critically about the resource and evaluate some of its more detailed aspects. Evaluators rate these specific criteria using provincial evaluation forms, and then make a recommendation to approve or not approve the resource for Recommended status.

During 2006, the Ministry worked with the BC Educational Resource Acquisition Consortium (ERAC) to review and update the criteria for learning resource evaluation. Also in Summer 2006, ERAC adapted these criteria to apply them to the evaluation of novels used in the classroom as a learning resource.

EVALUATION PERSPECTIVE

The goal of the ERAC novel evaluation process is to determine:

- the suitability of the material as a classroom resource;
- whether additional explanation, instruction, or support material would be required; or
- if the material is not suitable for a particular curriculum purpose or intended audience.

Evaluators read and analyze a novel, and provide written comments regarding the suitability of the novel for ERAC selected status taking into account a number of general and specific considerations that comprise the evaluation criteria.

GENERAL CONSIDERATIONS for LEARNING RESOURCE EVALUATION, including NOVELS

The evaluation process takes into account both what has been included in the content and presentation of the material in a resource, and what may have been omitted. General considerations applicable to all areas of learning resource evaluation, including Social Considerations, which are used to determine the suitability of a resource for selection include:

- curriculum focus and context in which the resource is intended to be used;
- audience, including age and level of maturity of the students for whom the resource is intended;
- relevance of and extent to which the historical, social, cultural, political, and/or geographical context is apparent to intended audience;
- tone, with regards to subject matter or intended audience;
- presentation of alternative points of view, where there is clear purpose for inclusion; and
- extent and frequency of occurrence of elements that detract from the suitability of the resource for its intended purpose and audience.

SPECIFIC CONSIDERATIONS — SOCIAL CONSIDERATIONS

Diversity is one of the most prominent features of British Columbia's society and our schools. In its design, the provincially prescribed curriculum supports an education system in which all students are fully participating members of a community of learners and can develop their individual potential.

Learning resource evaluation takes into account several specific considerations to ensure that British Columbia students see themselves and their life experiences reflected and validated in the learning materials they use in their classrooms. The wide range of audiences that comprise the classroom situation in which the resources are to be used is considered e.g., Programme francophone and French Immersion students; students whose first language is not English; and students with special needs, such as physical disabilities, intellectual disabilities, learning disabilities, hearing impairments, visual impairments, and students with special gifts and talents.

Social Considerations: General Considerations

It is not the intention of the review process to eliminate opportunities for critical thinking and discussion that may arise from classroom use of a novel. An examination of a resource for social considerations, however, helps to identify potentially controversial or offensive elements that may exist in the content or presentation, and highlight where resources might support pro-social attitudes and promote diversity and human rights.

Evaluating novels from the perspective of Social Considerations can be one of the most challenging aspects of the evaluation process. Evaluators must take into account many considerations within a context of community and societal values and standards, in order to determine the suitability of the learning resource for 'ERAC selected' status.

Analyzing a resource from the perspectives of inclusion and accessibility for all students, evaluators consider the extent to which the resource:

- promotes respect for and an understanding of the diversity of British Columbian/ Canadian society;
- promotes awareness, understanding, and respect for differences and similarities within and among groups;
- reflects and validates students' life experiences;
- portrays diverse role models and different points of view;
- reflects accurate representations and avoids stereotype;
- makes clear distinctions between fact and opinion;
- promotes positive social attitudes and respect for diversity and human rights; and
- provides opportunity for students to develop critical-thinking skills.

The goal is to select resources that support students' social development as well as their intellectual development encouraging understanding and promoting positive social attitudes and respect for diversity and human rights.

Social Considerations: Specific Considerations

The following information is provided to help evaluators identify specific attributes within the resource that may contribute to or detract from its suitability.

Criteria	Rationale/What to look for
SC-1 Age	<p>This criterion is intended to examine how a resource enhances understanding about different age groups and cross-generational relations.</p> <p>What to look for: Representation of individuals and groups at various stages along the continuum of life; portrayals are realistic and avoid stereotype.</p>
SC-2 Gender Roles	<p>This criterion is intended to examine how a resource reflects female and male roles and relationships.</p> <p>What to look for: Representation of females and males in diverse roles and relationships; portrayals reflect diversity and avoid stereotype.</p> <ul style="list-style-type: none"> • equitable and realistic female and male portrayals • free from sexist, abusive, and derogatory references to gender
SC-3 Aboriginal Peoples	<p>This criterion is intended to examine how a resource reflects the diversity of culture, experiences, perspectives and contributions of Aboriginal Peoples within British Columbia/Canadian society.</p> <p>What to look for: Representation of Aboriginal peoples; portrayals, both in historical and contemporary contexts, are accurate, non-denigrating; recognition of the diversity of cultures present among Aboriginal peoples.</p> <ul style="list-style-type: none"> • free from generalization and stereotype • free from tokenism; 'generic' and/or 'romanticized' portrayal

SC-4 Multiculturalism	<p>This criterion is intended to examine how a resource reflects the experiences, perspectives and contributions of diverse individuals and groups that make up British Columbia/Canadian society.</p> <p>What to look for: Representations reflect cultural diversity; portrayals are respectful and culturally accurate e.g., language, dialect, custom, dress, diet, roles, etc.; similarities and differences within and among cultures and ethno-specific groups are recognized.</p> <ul style="list-style-type: none"> • free from generalization and stereotype • free from 'exotic' and/or token portrayal
SC-5 Gender Identity and Sexual Orientation	<p>This criterion is intended to examine how a resource reflects the experiences, perspectives and contributions of both heterosexual and non-heterosexual individuals and groups.</p> <p>What to look for: Representation of individuals and groups across the full range of gender identity and sexual orientation; contributions are emphasized; diversity of roles and relationships is reflected; portrayals are non-denigrating and avoid stereotype.</p> <ul style="list-style-type: none"> • inclusion and respectful portrayal • free from abusive and derogatory references
SC-6 Ability - Disability	<p>This criterion is intended to examine how a resource reflects ability and disability.</p> <p>What to look for: Representation of experiences and perspectives of individuals and groups along the continuum of ability-disability; portrayal is realistic and accurate; emphasis is on ability and contribution.</p> <ul style="list-style-type: none"> • representation of both ability and disability
SC-7 Belief System	<p>This criterion is intended to examine how a resource presents information related to philosophy, religion and/or political ideology.</p> <p>What to look for: Topics of philosophy, religion and/or political ideology, when included, are presented with a clear purpose and provide opportunity for critical thinking; make a clear distinction between fact and opinion and do not advocate one belief system over another.</p> <ul style="list-style-type: none"> • representation of personal traits, circumstances, attitudes, actions of adherents of various belief systems are respectful • free from generalization, exaggeration, prejudice

SC-8 Socio-Economic	<p>This criterion is intended to examine how a resource reflects a continuum of the realities of day-to-day life in Canadian society.</p> <p>What to look for: Representation reflects the full range of realities of day-to-day life in British Columbian/Canadian society; respects the socio-economic realities of British Columbian students.</p> <ul style="list-style-type: none"> • reflects the complexity of the socio-economic make-up of British Columbian/Canadian society • representations are accurate and realistic
SC-9 Violence	<p>This criterion is intended to examine references to violence, tension, and/or graphic imagery that may be included in a resource.</p> <p>What to look for: Violence, tension, and graphic imagery, where included, has a clear purpose and supports instruction; level and degree of explicitness takes into account the age and maturity of intended audience; provides opportunities for modelling effective problem-solving and conflict resolution strategies; provides opportunities for students to develop compassion and empathy.</p>
SC-10 Ethical and Legal	<p>This criterion is intended to examine how a resource presents issues that may be subject to legal or ethical debate.</p> <p>What to look for: Issues that may be subject to legal or ethical debate, when included, are presented with a clear purpose and provide opportunity for critical thinking; make a clear distinction between fact and opinion; provide opportunity for expanded understanding of alternative points of view; provide accurate and current data.</p>
SC-11 Humour	<p>This criterion is intended to examine how humour is used in a resource to engage student interest in a particular topic.</p> <p>What to look for: Humour, if included, is used to engage student interest in the subject; is used in a positive, non-denigrating manner; is age appropriate.</p> <ul style="list-style-type: none"> • contributes to the overall effectiveness of the material presented

SC-12 Safety	<p>This criterion is intended to examine whether a resource complies with legal/community/societal standards of safe practice and common sense.</p> <p>What to look for: Reflects legal and community/societal standards of safe practice and common sense; provides opportunities for students to understand the importance of safe practices; provides opportunities for students to develop understanding of personal responsibility as it relates to safety of self and others; models safe practice and common sense; includes directions/instructions for safe equipment use and materials handling.</p>
SC-13 Language	<p>This criterion is intended to examine how language used contributes to or detracts from audience engagement and/or instructional effectiveness.</p> <p>What to look for: Language used contributes to audience engagement and/or instructional effectiveness; is age appropriate; does not overuse specific language for effect or language that has limited meaning, e.g. extensive use of slang and vernacular; is not disrespectful, discourteous, or defamatory.</p>



NOVEL SUBMISSION FORM

Novel Information:

Title: _____

Author: _____

ISBN: _____

Publication Date: _____

- Genre:
- | | |
|--|---|
| <input type="checkbox"/> Adventure | <input type="checkbox"/> Fantasy |
| <input type="checkbox"/> Contemporary Issues | <input type="checkbox"/> Mystery/Suspense |
| <input type="checkbox"/> Historical Fiction | <input type="checkbox"/> Anthology |
| <input type="checkbox"/> Science Fiction | <input type="checkbox"/> Non-Fiction |
| <input type="checkbox"/> Auto/Biography | Other _____ |

Suggested Grade(s) (considering reading level and age appropriateness): _____

Reasons for suggesting this novel be evaluated by ERAC for instructional use in the classroom:

Identified for Consideration by: _____

Educational Role / Title: _____

Email: _____ Phone: _____

School District: _____ Submission Date: _____

Please note that titles no longer in print will not be reviewed. Also, only the first book in a series will be considered for review unless any subsequent title in a series has exceptional literary merit and can stand alone.

Please return form by fax to (604-590-2588) Attention: Joan Kloss & Linda Bennie, or
e-mail to: jkloss@bcerac.ca or lbennie@bcerac.ca



Section 2: Evaluating, Selecting and Managing Learning Resources - Decisions

Section 2 of this guide has been developed by ERAC staff and Lillian Carefoot, a member of the ERAC Learning Resource Advisory Committee. All members of the ERAC Learning Resource Advisory Committee have provided input and feedback.

Please note:

In Section 2, advisory statements which use the word:

- “**must**” refer to specific *School Act* compliance requirements
- “**should**” refer to tasks, processes or policies which ERAC considers to be essential or very important to an effective district or school program; and
- “recommend” refer to the best practices, as viewed by BC school districts and should be considered

These advisory statements and suggestions are provided by ERAC, and should not be interpreted as *School Act* requirements or Ministry policy.

ERAC has reviewed the content of Section 2 with Ministry of Education staff to address compliance with related *School Act* requirements, and to ensure that all “advisory” statements are made from the perspective of ERAC advising school districts and schools.

Learning Resources Implementation Plan (LRIP)

A Learning Resources Implementation Plan (LRIP) outlines district and school strategies regarding the evaluation, selection, and acquisition of learning resources. It is a good exercise for districts to undertake, in order to establish district procedures concerning learning resources. An LRIP should address issues around human and material resources, as well as the management of learning resource funds. Through the process of developing and/or revising a plan, a district can identify the strengths and weaknesses of existing procedures, and find ways to use allocated funds strategically to provide high-quality resources in support of curriculum initiatives.

Steps to Developing an Effective LRIP

The following section outlines eight steps to developing an effective LRIP. The guidelines may also be useful for districts that are revising their existing LRIPs. Note that these are guidelines only and districts may adapt these steps or develop their own process to meet local needs.

1. Develop a vision and philosophy for resource-based learning; create a vision statement and strategic plan.
2. Establish key committees and personnel.
3. Conduct a needs assessment to determine priorities for local evaluation, selection, and acquisition.
4. Establish district evaluation criteria for materials that are Ministry Recommended.
5. Determine a local approval process for evaluation at the district level.
6. Select the resources.
7. Establish procedures for effective and efficient acquisition of learning resources.
8. Establish procedure for dealing with challenges to locally selected learning resources.

Step 1 - Set the Vision

It is recommended that school districts develop a vision statement that reflects their commitment to resource-based teaching and learning and is guided by the principles of learning. The vision statement may include the following ideals:

- All children in our schools have the opportunity to obtain the knowledge, skills, and attitudes that will enable them to become skilful, thoughtful users of information in an information era.
- Students learn best when they are actively involved in their own learning, and when the instructional program is adapted to their individual needs, learning styles, and interests.
- Educators must collaborate to ensure that students receive the best education possible, delivered in a nurturing environment, through materials that are appropriate to their needs.

Step 2 - Establish Key Committees and Personnel

To provide effective evaluation, selection, and acquisition of all forms of learning resources, professional and support staff should be available at both the district and school levels. This staff should have a common belief in resource-based learning and teaching. This will help to provide coordinated, cost-effective services that link learning resources to the curriculum and ensure equitable access to the resources.

It is recommended that those with responsibilities for learning resources have training in teacher-librarianship, library and information science, or learning resource management. Key professional staff at the school level include the teacher-librarian and/or learning resource coordinator. Key staff at the district level include the district teacher-librarian and/or media coordinator.

If possible, it is recommended that support staff have post-secondary training and experience in library, media, and computer technology. Key support personnel are library technicians, library clerks, audio-visual/media technicians, and computer technicians.

At the District Level:

The District Learning Resources Committee

This committee, with the district teacher-librarian or media coordinator as a key member, has a number of functions related to learning resource evaluation, selection, and acquisition. It should advise on all matters pertaining to the district's LRIP and recommend district-wide strategies. Many of these recommendations will have an impact on both the district and schools' learning resources.

The members of this committee should work collaboratively to develop policies and procedures, and to provide feedback and guidance to the district teacher-librarian or media coordinator.

As well as the district teacher-librarian or media coordinator, this committee may

include representation from, or may consult with, the following:

- senior district administrators and school-based administrators
- curriculum specialists
- teacher-librarians
- school and district-based learning resource coordinators
- representatives from student support services areas
- representatives from Aboriginal education areas
- members of the district technology committee
- representatives from French Immersion programs
- local school trustees
- representatives of parent advisory councils
- union representatives of teaching and non-teaching staff
- representatives of the public library system

Districts may provide release time and clerical support to facilitate the work of this committee.

The Role of the District Teacher-Librarian or Media Coordinator

A district teacher-librarian or media coordinator is responsible for managing the district's learning resources, the LRIP, and for materials and services that are centralized in the district resource centre. Responsibilities may also include:

- helping the district learning resources committee develop a district vision and philosophy of resource-based learning
- helping the committee develop district policies and procedures in such areas as the selection and challenge of learning resources, student and teacher online access, parent and community access to learning resources, and copyright
- participating on the committee and consulting with school-based teacher-librarians, curriculum specialists, and/or school-based technology coordinators
- ensuring that the district's learning resources policy and procedures are developed in collaboration with school learning resources committees and/or senior management
- providing guidelines, policies, and procedures for the review and evaluation of school-based learning resource management
- identifying strengths and weaknesses of the district's existing evaluation process and related systems
- identifying existing learning resource and library materials, personnel, and infrastructure
- identifying resource priorities
- maintaining an inventory of district resources and having access to school-based inventories in order to facilitate resource sharing
- maintaining an inventory of district and school licences to online services, including type of licence (site vs. a specific number of access points and/or home-use provisions)
- maintaining a district list of 'evaluated and selected' websites and online resources
- acquiring licences, e.g., feature film or software licensing

- coordinating the bulk purchase of widely used resources where economically viable
- promoting liaison and partnerships with other school districts, educational institutions, government agencies, business, industry and non-profit organizations, and coordinating the sharing of learning resources with other school districts
- implementing the LRIP in alignment with the district technology plan
- coordinating and supporting the ERAC process to identify (evaluate and select) web-based learning resources and online services
- establishing a staff development plan
- providing professional development to support and promote the implementation of resource-based learning and information technologies
- assisting in planning for the provision of learning resources for new schools, including design of the resource facility
- providing leadership, facilities, and training in library automation systems
- consulting regarding the hiring of qualified learning resources personnel
- promoting the integration of information and communication technology (ICT)
- liaising with outside agencies, such as universities

The District Resource Centre

A district resource centre or other centrally managed location can support many of the activities that are important to the district, such as providing space and facilities for:

- evaluation and selection of resources, including websites and online databases
- curriculum development and implementation, and other related meetings
- housing a collection that may include:
 - professional resources
 - equipment and resources that are too expensive for individual schools
 - resources required on an irregular basis
 - novel sets
 - professional journals
- hosting publishers' displays and preview activities
- design and production of resources, including print, video, audio, website, etc.
- acquisition and processing
- training in library automation systems
- other forms of training

The School Learning Resources Committee:

It is recommended that the school learning resources committee, of which the teacher-librarian or school resource coordinator is a key member, provides for school-wide representation. This may include department heads and teachers with a particular interest in learning resources and digital technologies, as well as parents and students. School principals have an integral role on the committee. Schools may wish to allocate release time and clerical support to support the functioning of this committee.

It is recommended that each school establish resource-based learning and teaching goals and objectives as part of its educational philosophy, as well as a school plan that

includes how these will be implemented and evaluated. The responsibilities of the school learning resources committee related to learning resources may include:

- consulting with staff regarding curriculum priorities over the short- and long-term
- developing short- and long-term plans for the purchase of, access to, and use of learning resources in the school
- assisting with the selection of learning resources in all formats, including digital (both classroom and library) for the school
- promoting and sharing expertise on the use of a variety of learning resources
- ensuring that learning resources are shared among staff and are easily accessible to students and teachers throughout the school
- making recommendations to the district teacher-librarian or media coordinator for the acquisition of expensive resources better shared among schools
- attending and organizing displays of learning resources
- promoting the integration of ICT (information and communications technology)

The Role of the Principal

As leaders in the school and district, it is recommended that principals support effective learning resource management by:

- allocating appropriate staff, funds, and technology
- involving the teacher-librarian/resource coordinator and other staff in decisions related to learning resources
- promoting the concept of partnerships for the sharing of resources in the school and community and among schools
- supporting staff development and training for the teacher-librarian/resource coordinator
- modelling the effective use of learning resources and digital technologies

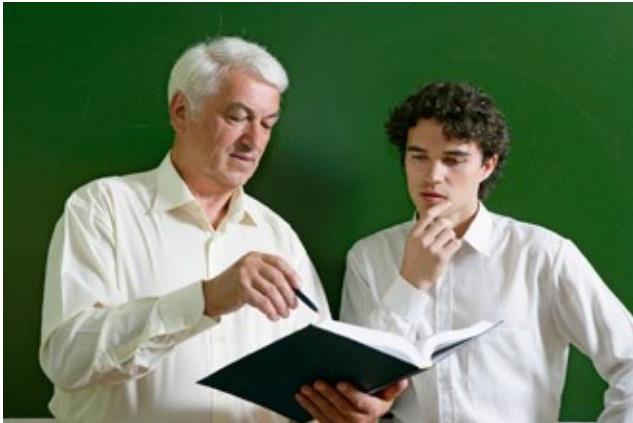
The Role of the Teacher-Librarian

A teacher-librarian and/or a school resource coordinator are a valuable and integral part of the resource evaluation, selection, and management process. Whenever possible, it is recommended that these roles be combined.

The responsibilities of the teacher-librarian/school resource coordinator may include:

- participating on the school learning resources committee
- supporting teachers in selecting appropriate learning resources
- participating in the allocation of the school's learning resource fund, library resource centre budget, and any other school-based funds designated or available for learning resources
- consulting with the district teacher-librarian or media coordinator
- coordinating cost-effective systems for managing the school's entire collection of learning resources
- consulting on the school's technology plan

- promoting the integration of ICT (information and communications technology)



The Role of the Teacher

Teachers have an important role to play in the evaluation and selection of learning resources, not only in their classrooms, but also in the entire school. Teacher responsibilities may include:

- participating on the school learning resources committee
- providing recommendations for the purchase of learning resources
- modelling the use of learning resources

for other staff and students

- communicating the needs for necessary hardware and equipment to be included in the school and district technology plans
- familiarizing themselves with the operation of information technologies
- promoting the integration of ICT (information and communications technology)

Step 3 - Conduct a Needs Assessment

Learning resource selection should be viewed as an ongoing process that requires determination of needs and long-term planning to reach the goals that are set.

Before considering new resources for acquisition, committees should know what resources are currently available in the district and school. It may be necessary to review these for suitability, considering recent curriculum revisions. It is recommended that committees also consider:

- whether existing resources adequately support the particular learning outcomes that teachers are addressing in the classroom
- the individual learning styles and abilities of their students
- the needs of individual students, some of whom may learn better from one medium than another
- the specific advantages of various types of media
- how a chosen learning resource facilitates particular teaching styles

It is recommended to survey teachers to determine the school's priorities in terms of pedagogy, format, and so on.

Available hardware and technology should also be reviewed, to ensure that the necessary equipment is available. This is particularly important when considering digital resources for non-European languages. District technology plans may provide for a base level of equipment in all schools, and may be integrated into the LRIP. Once priorities are established, the actual process of evaluation and selection can begin.

Step 4 - Establish Criteria for completing Local Evaluation

In order for resources to be evaluated at the provincial level, they must be eligible for inclusion in a grade collection. So, in addition to adequately addressing all provincial evaluation criteria, the resource must be either:

- a "breadth" resource that covers a significant portion of all learning outcomes for a grade or course, or
- a "depth" resource that provides detailed content concerning a narrow range of learning outcomes.

Resources that are more appropriate for local evaluation and selection include those that have a narrower curricular or regional focus. This allows for consideration of local demographics and individual school and classroom needs. Teacher-identified resources, supplementary materials, plays, and websites may also be evaluated at the local level.

Note that ERAC provides a comprehensive novel evaluation service for its school district members at www.bcerac.ca/novel/introduction. Each year, ERAC evaluates and selects about 250 novels. Districts may wish to evaluate additional novels at the local level.

Under the *School Act*, to evaluate and select learning resources at the local level, Boards of Education must "...approve those educational resource materials in accordance with evaluation and selection criteria and procedures established by the board." It is strongly recommended that the criteria consider the curriculum, content, instructional design, intended audience, media format, technical design, and social considerations. See Section One for criteria and considerations used in the provincial evaluation of learning resources, jointly updated by ERAC and the Ministry.

Step 5 - Determine a District Evaluation Process

Steps to consider:

1. Identify committee members for evaluation from some or all of the following groups. You may wish to choose from different groups for specific evaluations, based on grade level, specific curriculum, sensitivity of topics and content, etc.
 - senior district administrators and school-based administrators
 - district teacher-librarian or media coordinator
 - curriculum specialists including student support services personnel
 - teachers who have participated on ministry evaluation teams
 - teachers (school representatives, elementary/secondary)
 - technology representative
 - Programme francophone and/or French Immersion representative
 - Parent Advisory Council (PAC) representative
 - student representative

- secretarial services/clerical support

2. Review district evaluation criteria and develop district forms and rating scales from the criteria chosen.
3. Provide the evaluators (who may be a subset of the committee) with training on using the evaluation criteria and rating scales, in order to ensure consistency of results
 - identify areas needing clarification
 - confirm validity of rating scales
 - ensure committee understands criteria (i.e., "this is what X looks like")
 - you may wish to develop a reference set of examples showing both excellent and poorly designed resources

4. Identify resources to be evaluated

- Consider results of the needs assessment
- Review provincial grade collections to avoid duplication.
 - ◊ Ministry recommended resources do not require additional local approval
 - ◊ Districts may wish to make ERAC 'evaluated and selected' resources automatically locally approved via a Board motion
- To identify specific resources, you may wish to:
 - ◊ collect specific suggestions from teachers and teacher librarians;
 - ◊ collect suggestions from professional journals, publishers, and print and website reviews;
 - ◊ review catalogues;
 - ◊ consider publisher presentations;
 - ◊ contact other districts for input regarding specific resources.
- To ensure fairness, it is recommended that the evaluation committee attempt to identify all similar resources.
- To increase awareness of available resources, the evaluation committee may wish to host publisher presentations.

5. Conduct in-depth evaluations

- determine the required number of meeting days, location, refreshments, equipment required (i.e., DVDs, computers)
- consider providing evaluator release time
- use sample sets whenever possible
- consider all aspects of the resource
- for certain resources, you may choose to define a specific target audience, e.g. reluctant readers

6. The committee may wish to pilot some of the resulting "short-listed" resources (particularly if they are being considered for large-scale use or are expensive)

- identify key schools at appropriate levels
- pilot in at least two key schools
- limit “comparison pilot” choices to two programs
- ensure that teachers piloting the resources understand that the resource may or may not be selected
- include as wide a variety of pilot activities as possible, including student assessment and adaptability to students with special needs
- establish a workable timeframe (it may not be necessary to pilot the entire resource for the whole school year)
- implement formal report-back evaluations of one or more units of the piloted programs

Step 6 - Select and Approve the Resources

Prior to the selection process, it is recommended that the committee complete a thorough needs analysis, established priorities, and identified the budget. Resources should be selected either from the ministry's Recommended resources, ERAC 'evaluated and selected' resources, or from the district-evaluated and locally approved materials.

In finalizing options for purchase, it is recommended that the committee consider:

- a full cost analysis, including shipping, handling and taxes;
- negotiating discounts or incentives with publishers and distributors, where possible;
- negotiating in-service support with publishers and distributors;
- communicating results to the district.

Once selection decisions are made, the main goal is to acquire the learning resources and to make them available as quickly, efficiently, and cost effectively as possible.

Step 7 - Determine the Challenge Procedure for Locally Selected Resources

Challenges concerning locally-selected resources must be dealt with at the local level.

It is the responsibility of the district to have in place, as part of its district learning resources policy and procedures, a process for dealing with challenges concerning both library materials and other locally selected learning resources. (Please see [Appendix 3](#) for the Ministry policy for handling learning resource challenges, which may be adapted for local use.)

Points to consider in developing a challenge procedure include:

- terms of reference for the challenge committee
- a timely process
- development of a “request for reconsideration” (challenge) form
- method of record-keeping

It is recommended that schools attempt to resolve challenges informally at the school level. If the school cannot resolve the issue, however, the challenge should be referred to the district level.

Challenges of Ministry Recommended resources (whether evaluated by the Ministry or by ERAC) which cannot be resolved locally should then be referred to the Ministry or ERAC.

Step 8 - Acquisition of Learning Resources

Learning resource acquisition at the school and district levels requires planning, organization, adequate staffing, technology, and a professional commitment to supporting the principles of resource-based teaching and learning. In order to maximize the initial investment in learning resources, as you may wish to involve as many people as possible in the decision-making process. Key participants into these decisions include:

- the district resource centre coordinator or learning resource manager
- teacher-librarian or school-based resource coordinator
- district or school-based library technicians or clerks
- curriculum consultants
- representative classroom teachers
- administrative officers
- a district technology consultant
- parents and students (as appropriate, dependent on the types of resources being considered)

Budgeting

School districts' funding is established at the provincial level. These provincial funds are allocated to district budgets. Districts typically allocate a portion of these funds, to schools' operating accounts.

Note that the provincial allocation to districts does not specifically target funding for learning resources.

Various budget decision-making models are used in the province. These range from completely site-based management to varying levels of centralization. Budget building can be accomplished through the use of a number of different systems including zero-based budgeting, line-item budgeting, performance budgeting, etc. The purpose of the budgetary process is to determine unsatisfied needs, to devise strategies for meeting those needs, and to provide fiscal and program accountability.

A number of factors affect how schools and districts develop learning resource budgets. When developing a budget to support the acquisition of learning resources, school districts and schools may choose to:

- develop per pupil/per school allocations or other processes for providing funding fairly and equitably;

- set priorities based on the curricular needs of all students and teachers;
- use a consultative process to develop a comprehensive budget for the purchase of learning resources;
- budget for the purchase of learning resources that support the implementation of the K-12 curriculum, with special attention to the resources listed in the IRPs;
- consult with the accounting departments to establish trust funds for any schools that wish to budget for expensive items over two or more years;
- develop projections of future learning resource needs and build long-and short-term budgets to support the acquisition of those resources;
- evaluate the impact of previous budget decisions;
- coordinate the budgeting process with the selection process;
- consider current district and school policies and procedures related to learning resources funding;
- budget for a district-level purchase of expensive items, unusual items, and/or other curriculum-related items for loan to schools;
- support the principle of resource-based learning by planning for the purchase of a variety of learning resource formats;
- establish a separate budget for piloting digital learning resource formats and the associated information technologies.

Purchasing

The main goal of the purchasing process is to acquire learning resources and make them available as quickly, efficiently and cost-effectively as possible. Purchasing procedures vary from district to district, and school to school. Some districts may choose a preferred vendor, while others allow more autonomy to choose a vendor. Districts' approach to centralized and decentralized services will also impact the purchasing of learning resources.

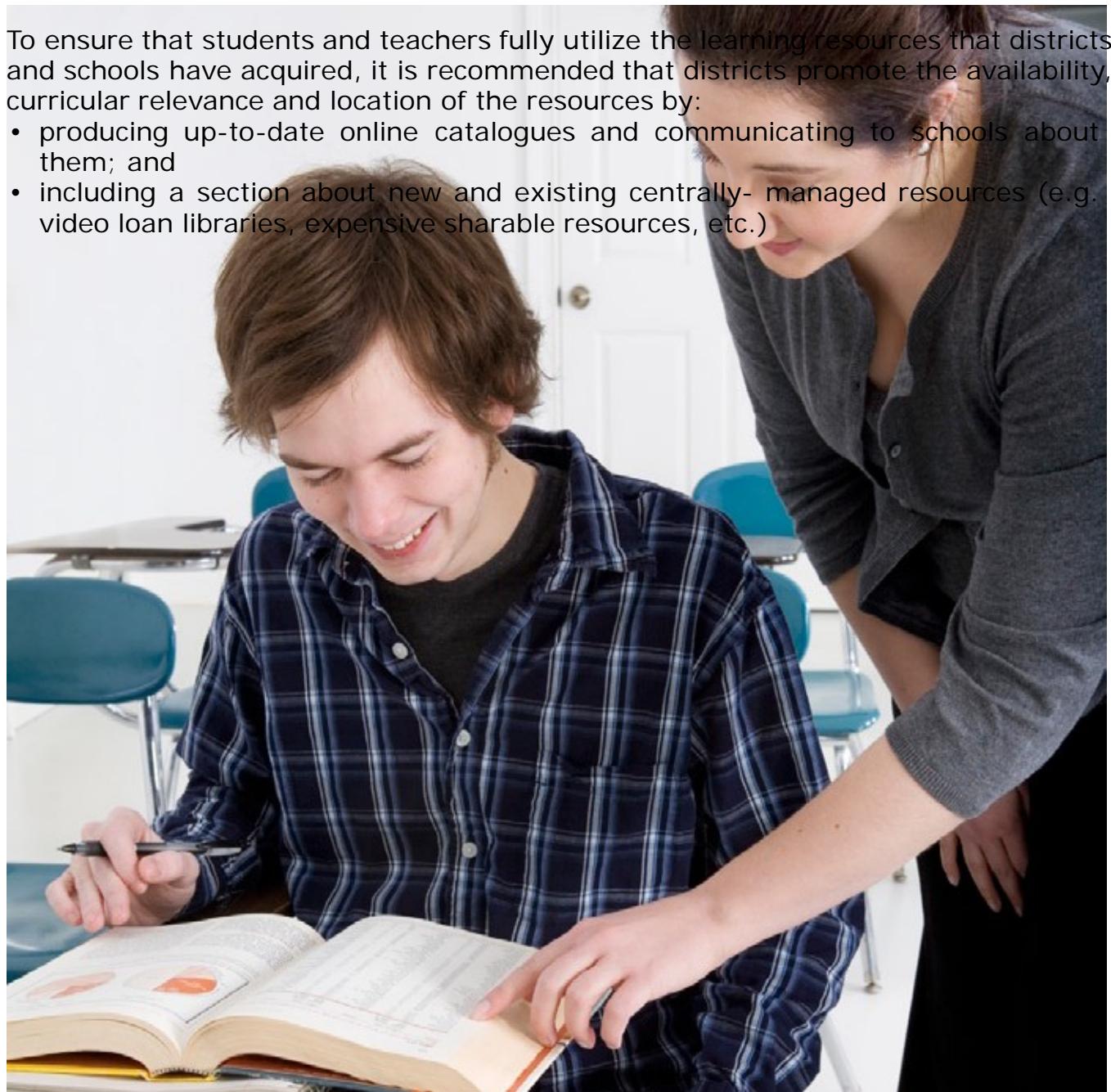
When purchasing learning resources, districts and schools may wish to consider some or all of the following factors and strategies.:

1. Be aware of policies and procedures for the requisitioning and purchasing of learning resources (e.g., fiscal year "trust account" carryover).
Work closely with the purchasing agent and budget secretaries.
Create a timeline for a yearly purchasing cycle, and monitor the timeline frequently. The timeline should specifically consider the benefits and constraints of summer ordering.
Use "do not exceed" limits on purchase orders to control over-expenditure.
Establish a time limit for the receipt of outstanding orders.
2. Use cost-effective ways to acquire learning resources, such as using a tendering process, bulk purchasing, negotiating site licences, centralized purchasing, identifying and using jobbers, negotiating public performance rights.
3. Support efficiencies in ordering (e.g., using a jobber, bulk ordering, automated acquisition programs, setting limits on the size and number of small orders, using International Standard Book Numbers [ISBN], consortium purchasing with other schools, the district resource centre, other districts, and/or the Ministry of Education, etc.)
4. Where applicable, consult with the district resource manager to coordinate learning

- resource purchases between the school and the district resource centre.
5. Know where to find current publishing information (e.g., publishers' catalogues, Books in Print, Canadian Books in Print, Canadian Publishers' Directory, BCALMER directory). – [See contact information in Appendix 4](#).
 6. Where possible, purchase all formats of learning resources fully catalogued with MARC records and processed to district specifications.
 7. Determine, in the case of online databases, whether single station, multiple station, site, or district licences are the most cost-effective, based on the predicted use of these resources.
 8. Decide which learning resources will be physically located at the school and which will be accessed through a district resource centre.
 9. Develop efficient systems processes for receiving (and possibly re-distributing) materials.

To ensure that students and teachers fully utilize the learning resources that districts and schools have acquired, it is recommended that districts promote the availability, curricular relevance and location of the resources by:

- producing up-to-date online catalogues and communicating to schools about them; and
- including a section about new and existing centrally- managed resources (e.g. video loan libraries, expensive sharable resources, etc.)



Learning Resource Policy and Related Procedures:

Scenario One - individual schools

The following section outlines a scenario where a school develops the evaluation, selection and acquisition criteria/procedures and carries out the evaluation, selection and acquisition of learning resources. In this scenario, the school district is responsible for developing the challenge policy and procedure.

In this case the school should evaluate resources that have not been Recommended by the Ministry of Education or locally approved by the school district. Further, school districts should formally locally-approve ERAC-'evaluated and selected' learning resources, so that schools are not required to re-evaluate them.

Individual schools are responsible for developing:

- Evaluation criteria
- Selection criteria
- Evaluation procedures
- Selection procedures
- Acquisition procedures
- An initial stage (school-based) challenge review and resolution process

The following is a detailed breakdown of school responsibilities for this scenario.

SCHOOL RESPONSIBILITIES

1. Evaluation Criteria

To comply with the *School Act*, a learning resource must be approved before it is used in the classroom. The Ministry of Education and ERAC will have evaluated and approved most of the current high-volume, high-cost, high-use, high-risk learning resources. The school should use the evaluation criteria (see the in-depth evaluation form included in Section One of this document) developed by the Ministry of Education and ERAC to evaluate other high-volume, high-cost, high-use, high-risk learning resources (such as textbooks, computer software and novels) it desires to use. For the evaluation of narrower, additional resources (such as special-purpose content in print format, periodicals, newspapers and Internet sites), the school may develop simplified versions of the Ministry of Education criteria. (See example in Appendix.) Usually the evaluation of this type of resource relies on the professional expertise and judgment of classroom teachers.

To minimize the potential for challenges and to ensure their suitability, Ministry of Education / ERAC social considerations criteria should be utilized in their entirety for evaluation of any learning resource used in the classroom.

2. Selection Criteria

Learning resources used in the classroom to support the IRPs (at www.bced.gov.bc.ca/irp/irp.htm) should be evaluated and must be approved. It is recommended that the school select as many learning resources as possible from Ministry Grade Collections of Recommended resources (http://www.bced.gov.bc.ca/irp_resources/Ir/resource/gradcoll.htm), ERAC lists of evaluated and selected resources (at www.bcerac.ca/textbook/summer2007_Recommended.aspx and related locations), and local Board-approved resources. It is recommended that all other learning resources selected for use in the classroom be evaluated by professional educators in the school. (“Professional educators” may include classroom teachers, teacher-librarians, principals, learning assistance teachers, etc.) It is recommended that the school develop a long-term (three- to five-year) learning resources plan with distinct selection and acquisition stages.

3. Evaluation Procedures for High-Volume, High-Cost, High-Use, High-Risk Learning Resources

It is recommended that schools form a learning resources committee, with the teacher-librarian as a key committee member, which may determine how often the school will evaluate resources. It is recommended that the committee conduct a thorough inventory of all learning resources in the school including classrooms, storerooms, the staff room, etc and, ideally, compile this inventory on a computer database. The committee should review new and current IRPs (at <http://www.bced.gov.bc.ca/irp/irp.htm>), to determine resource needs. It may also develop a prioritized list of school learning resource needs and consider the availability of these resources outside of the school, for example in other schools, district collections, or the District Resource Centre. It should check the lists of Recommended learning resources in Ministry Grade Collections, (www.bced.gov.bc.ca/irp_resources/Ir/resource/gradcoll.htm), ERAC's lists of evaluated and selected resources (at www.bcerac.ca/textbook/summer2007_Recommended.aspx) or locally approved resource lists against the school's list of resource needs.

If resource needs cannot be met through the lists of approved materials, the committee should determine what resource formats will be evaluated. It is recommended that schools consider implementation of an evaluation process which is detailed, exacting and perhaps time consuming, which includes evaluation criteria for each resource format. To save time and ensure consistency with Ministry evaluation of learning resources, schools should use Ministry of Education / ERAC criteria. (The Ministry of Education and ERAC organize evaluation criteria under five main headings: curriculum fit, content, instructional design, technical design and social considerations.) The committee may choose to develop its own evaluation forms and rating scales and contact publishers/distributors to obtain preview copies of learning resources. The committee would determine who will evaluate the resources: committee, the teacher-librarian, specific departments or individual teachers. After the evaluations are carried out, the committee should compile the list of locally evaluated resources.

3b. Evaluation Procedures for Narrower, Additional Resources

Evaluation of this type of learning resource may be carried out by individual classroom teachers, since the evaluation of learning resources that address a narrower range of learning outcomes are best evaluated by educators at the local level, to permit consideration of local priorities as well as individual and classroom needs. In carrying out these evaluations, it is recommended that teachers consider all five areas of the Ministry evaluation criteria: curriculum fit, content, instructional design, technical design and social considerations. Abbreviated versions of curriculum fit, content, instructional design, and technical design criteria may be used, but all of the social considerations criteria should be considered.

If teachers are unsure of the educational value of a narrower learning resource, they may consult each other or ask the school's learning resources committee to consider evaluating the resource. Note that, due to their often transitory nature, websites are difficult to evaluate. ERAC provides guidelines ([see Appendix 5](#)) to assist in website selection.

4. Selection Procedures

The school's learning resources committee should select learning resources based on the needs of the school rather than have individual teachers independently select resources for their classroom. It is recommended that the committee develop a fair process that will assess the resource needs of the school and develop a prioritized list for purchase, considering:

- Curriculum fit
- Breadth of the resource
- Depth of the resource
- Canadian content
- Frequency of use
- Teaching styles
- Supported learning styles
- Multiple intelligences and other current brain research
- Best practice
- Cost
- Format (consider the potential value of new technologies)
- Availability elsewhere in the district

The committee may decide if narrower additional resource needs will be included in the prioritized list. (Alternately, these could be purchased from other budget lines.) Finally, it is recommended that the committee review and revise resource needs on an annual basis.

5. Acquisition Procedures

The Budget: Using a school-level consultative process, it is recommended that the school develop an annual learning resource budget which reflects both new curriculum requirements and the general need to update and/or replace existing resources. The school may coordinate the budget process with the selection process, as part of a long-term learning resources selection plan which reflects new curriculum requirements.



The Acquisition Process: The main goal in acquiring learning resources is to make them available as quickly, efficiently and cost-effectively as possible. The purchasing process is enhanced by ordering from as few sources as possible; for example from consortia, wholesalers or jobbers, bulk ordering of key resources, etc. It is recommended that the school support efficient ordering by knowing where to find the best price, the most efficient delivery and the highest quality service. It may balance the benefits of purchasing locally (such as accessibility) against the disadvantages (a likely higher price). It is recommended that the school maintain accurate and current records/inventory to improve the overall cost-effectiveness by accurately determining required volumes and by reducing loss.

Learning Resource Policy and Related Procedures:

Scenario Two- individual schools with district policy, assistance and/or expertise

The following section outlines an example of a scenario where a school evaluates, selects and acquires learning resources. The school district develops the evaluation and selection criteria. District support, if available, can range from a district learning resources contact, who provides process facilitation, to district professional staff with curriculum-specific learning resource expertise: this could include a district teacher-librarian and/or media coordinator and/or curriculum specialists.

Schools are reminded that they only need to evaluate resources that have not been recommended by the Ministry of Education or locally approved by the school district. It is recommended that school districts formally "locally approve" ERAC recommended learning resources so that schools are not required to re-evaluate them.

In this scenario, the school district is responsible for developing evaluation criteria, selection criteria, and district-level challenge policy/procedure.

Individual schools are responsible for developing:

- Evaluation procedures
- Selection procedure
- Acquisition procedures
- The initial stage (school-based) challenge review and resolution process

The following is a detailed breakdown of district responsibilities for this scenario.

DISTRICT RESPONSIBILITIES

1. Evaluation Criteria

To comply with the *School Act*, a learning resource must be approved before it is used in the classroom. For the evaluation of high-volume, high-cost, high-use, high-risk learning resources (such as textbooks, computer software and novels), the district should develop evaluation criteria congruent with Ministry of Education evaluation criteria (see Evaluation of High-Volume, High-Cost, High Use, High-Risk Learning Resources which follows). The Ministry of Education and ERAC will have evaluated most of the current high-volume, high-cost, high-use, high-risk learning resources. For the evaluation of narrower, additional resources (such as special purpose content in print format, periodicals, newspapers and internet sites), the district may develop simplified versions of the Ministry of Education criteria. Usually, the evaluation of additional resource relies on the professional expertise and judgment of classroom teachers.

To minimize the potential for challenges and to ensure their suitability, Ministry of Education / ERAC social considerations criteria should be utilized in their entirety for

evaluation of any learning resource used in the classroom.

2. Selection Criteria

Learning resources used in the classroom to support the IRPs (at www.bced.gov.bc.ca/irp/irp.htm) should be evaluated and must be approved. It is recommended that the school select as many learning resources as possible from Ministry Grade Collections (www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm), ERAC lists of evaluated and selected resources (at www.bcerac.ca/textbook/summer2007_Recommended.aspx) and locally approved resources. It is recommended that all other learning resources selected for use in the classroom be evaluated by professional educators in the school. This may include classroom teachers, teacher-librarians, principals and learning assistance teachers. Within the district, curriculum specialists, the district teacher-librarian or the district media coordinator may offer to carry out evaluations.

It is recommended that the school develop a long term (three-five year) learning resources plan which should include distinct selection and acquisition stages. The district may offer schools the opportunity to consult with curriculum specialists about the Ministry of Education implementation schedule and district plans for curriculum implementation. This information would be a key component in the development of the plan.

The following is a detailed breakdown of school responsibilities for this scenario.

SCHOOL RESPONSIBILITIES

1a. Evaluation Procedures for High-Volume, High-Cost, High-Use, High-Risk Learning Resources

It is recommended that schools form a learning resources committee with the teacher-librarian as a key member. It should determine how often the school will evaluate resources and then conduct a thorough inventory of all learning resources in the school, including classrooms, storerooms and the staff room etc. and, ideally, compile this inventory on a computer database. If the school has older learning resources, the district may offer the school the opportunity to consult with curriculum specialists about curriculum fit and particularly alignment with the philosophy, rationale and goals of the current IRP.

The committee should review new and current IRPs (at www.bced.gov.bc.ca/irp/irp.htm) to determine resource needs. The district may offer schools the opportunity to consult with district curriculum specialists about learning resources that best meet the resource needs of the school. The committee should consult Ministry Grade Collections of Recommended resources, (www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm), ERAC lists of evaluated and selected resources (at www.bcerac.ca/textbook/summer2007_Recommended.aspx) and locally-approved lists.

It is recommended that the committee develop a prioritized list of school learning resource needs, considering the availability of these resources outside the school in

other schools, district collections and the district resource centre. The district may offer the school the opportunity to consult with the district teacher-librarian and/or media coordinator about learning resources available outside of the school. The committee should check Ministry, ERAC and local lists of recommended/evaluated learning resources against the school's list of resource needs. The district may offer schools the opportunity to consult curriculum specialists about evaluation needs and the possibility that other schools within the district have evaluated learning resources that could meet the school's needs.

The committee should check its list of resource needs against the Ministry Grade Collections of Recommended resources, (www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm), ERAC lists of evaluated and selected resources ([at www.bcerac.ca/textbook/summer2007_Recommended.aspx](http://www.bcerac.ca/textbook/summer2007_Recommended.aspx)) and locally-approved lists. If resource needs cannot be met through the lists of evaluated materials, the committee should determine what resource formats will be evaluated. It should also determine who will carry out the evaluations; possibly the committee, the teacher-librarian, departments or individual teachers. The school should use evaluation criteria developed by the school district for the evaluation of high-volume, high-cost, high-use, high-risk learning resources. If not provided by the district, the committee may choose to develop its own evaluation forms and rating scales. (The Ministry of Education organizes evaluation criteria under five main headings: curriculum fit, content, instructional design, technical design, social considerations.)

It is recommended that the committee (with possible district assistance) contact publishers and distributors, to obtain preview copies of learning resources. It should then evaluate these learning resources and compile a list of selected resources.

If possible, it is recommended that the committee share evaluation results with the district learning resource contact, district teacher-librarian, district media coordinator, or curriculum consultants, to assist teachers in other schools within the district.

1b. Evaluation Procedures for Narrower, Additional Resources

The evaluation of learning resources that address a narrower range of learning outcomes may be undertaken by educators at the local level, to permit consideration of local priorities as well as individual and classroom needs. If not completed otherwise, evaluation of this type of learning resource should be done by the individual classroom teacher. It is recommended that teachers consider all five areas of the Ministry evaluation criteria: curriculum fit, content, instructional design, technical design and social considerations. The teacher should use school district evaluation criteria developed for the evaluation of narrower, additional resources. Abbreviated versions of curriculum fit, content, instructional design, and technical design criteria may be used, but all of the social considerations criteria should be considered. If teachers are unsure of the educational value of a narrower learning resource, they may consult each other, ask the learning resources committee to evaluate the resource, or possibly consult district curriculum specialists, the district teacher-librarian or the media coordinator.

Due to their often transitory nature, websites are difficult to evaluate. ERAC, however, provides guidelines ([see Appendix 5](#)) to assist in their selection.

2. Selection Procedures

It is recommended that the committee develop a fair process to assess the resource needs of the school and develop a prioritized list considering:

- Curriculum fit
- Breadth of the resource
- Depth of the resource
- Canadian content
- Frequency of use
- Teaching styles
- Supported learning styles
- Multiple intelligences and other current brain research
- Best practice
- Cost
- Format (considering the value of current new technologies)
- Availability elsewhere in the district

In accordance with district selection criteria, the learning resources committee should select as many resources as possible from Ministry Grade Collections of Recommended resources, (www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm), ERAC lists of evaluated and selected resources (at www.bcerac.ca/textbook/summer2007_Recommended.aspx) and locally-approved lists. It is recommended that the committee select learning resources based on the needs of the school, rather than on the needs of individual teachers independently selecting resources for their classrooms. The committee may decide if narrower additional resource needs will be included on the prioritized purchase list. (Alternately, these could be purchased from other budget lines.)

Finally, it is recommended that the committee review and revise resource needs on an annual basis.

3. Acquisition Procedures

The Budget: Using a school-level consultative process, it is recommended that the school develop an annual learning resource budget that reflects both new curriculum requirements and the general need to update and/or replace existing resources. The school may coordinate the budget process with the selection process, as part of a long-term learning resources selection plan which reflects new curriculum requirements. If the school is unsure of new curriculum requirements, the district may offer the school the opportunity to consult with curriculum specialists.

Acquisition: The main goal in acquiring learning resources is to make them available as quickly, efficiently and cost-effectively as possible. The purchasing process is enhanced by ordering from as few sources as possible (for example consortia, bulk ordering of key resources, wholesalers, jobbers, etc).

It is recommended that the school support efficient ordering by knowing where to find the best price, the most efficient delivery and the highest quality service. It

Revised 2008



Learning Resource Policy and Related Procedures:

Scenario Three - district-led

The following section outlines an example of a scenario where the district develops the evaluation and selection process. The district has adequate human and material resources to fully implement a learning resource implementation plan. Schools select and acquire learning resources and may also evaluate narrower additional resources to meet teachers' specific needs.

The district is reminded that it should evaluate and must approve high-volume, high-cost, high-use, high-risk learning resources that have not been Recommended by the Ministry of Education or evaluated and selected by ERAC. It is recommended that school districts formally "locally approve" ERAC-evaluated and selected learning resources so that schools are not required to re-evaluate them.

In this scenario, the school district is responsible for developing the district's policy for learning resource evaluation, selection and acquisition (and, optionally, coordinated acquisition procedures), evaluation criteria, selection criteria, district evaluation procedure and the district's challenge policy/procedure.

Individual schools are responsible for developing selection and acquisition procedures the initial stage (school-based) challenge review and resolution process.

The following is a detailed breakdown of district responsibilities for this scenario.

DISTRICT RESPONSIBILITIES

1. District Policy

The district develops a policy for learning resource evaluation, selection and acquisition. Maintaining a district resource collection will be a key component in ensuring that there will be adequate, appropriate and current resources to meet the learning needs of all students in the school district.

2. Evaluation Criteria

To comply with the *School Act*, a learning resource must be approved before it is used in the classroom. The Ministry of Education and ERAC have evaluated most of the current high-volume, high-cost, high-use, high-risk learning resources such as textbooks, computer software and novels. Those not Recommended by the Ministry or ERAC evaluated and selected should be evaluated by the district learning resource committee. For the evaluation of these resources, the district should develop evaluation criteria congruent with Ministry of Education / ERAC evaluation criteria (see Evaluation of High-Volume, High-Cost, High Use, High-Risk Learning Resources, which follows).

For the evaluation of narrower, additional resources (such as special purpose content

in print format, periodicals, newspapers, internet sites, etc.), the district may develop simplified versions of the Ministry of Education criteria. It is recommended that narrower, additional resources be evaluated by the school. Usually the evaluation of this type of resource relies on the professional expertise and judgment of classroom teachers.

To minimize the potential for challenges and to ensure their suitability, Ministry of Education / ERAC social considerations criteria should be utilized in their entirety for evaluation of any learning resource used in the classroom.

3. Selection Criteria

Schools should select high-volume, high-cost, high-use, high-risk learning resources from Ministry Grade Collections of Recommended resources, (www.bced.gov.bc.ca/irp_resources/Ir/resource/gradcoll.htm), ERAC lists of evaluated and selected resources ([at www.bcerac.ca/textbook/summer2007_Recommended.aspx](http://www.bcerac.ca/textbook/summer2007_Recommended.aspx)) or locally approved lists. The district may direct schools to select evaluated textbooks and other major learning resources based on school-identified needs or may select (at the district level) textbooks and other major learning resources based on district-identified needs.

It is recommended that all other learning resources selected for use in the classroom be evaluated by professional educators in the school (such as classroom teachers, teacher-librarians, principals, learning assistance teachers, district curriculum specialists, the district teacher-librarian or the district media coordinator) in the school or in the school district. Learning resources used in the classroom to support the IRPs ([see www.bced.gov.bc.ca/irp/irp.htm](http://www.bced.gov.bc.ca/irp/irp.htm)) must be evaluated.

The school develops a long-term (three-five years) learning resources plan, which should include distinct selection and acquisition stages. District plans for curriculum implementation are a key component in the design of a long-term learning resources plan. Districts should review available information about the Ministry of Education's schedule for curriculum implementation ([at www.bced.gov.bc.ca/irp/imp_sched.htm](http://www.bced.gov.bc.ca/irp/imp_sched.htm)).

4. District Evaluation Procedure

It is recommended that the district establish key committees and personnel with adequate professional and support staff to provide effective evaluation, selection and acquisition of all forms of learning resources. Key professional staff at the school level include the teacher-librarian and teachers with specific expertise; at the district level, the district teacher-librarian and/or media coordinator.

The district should establish a district learning resources committee. The district teacher-librarian or media coordinator should be a key member of this committee, making recommendations relating to learning resource evaluation, selection and acquisition. Release time may be required for teacher and clerical support to facilitate the work of this committee.

Learning resource selection should be viewed as an ongoing process that requires goal setting, determination of needs and long-term planning. Before considering new resources, it is recommended that the learning resources committee know what resources are currently available in the district. To do so, the district should conduct a needs assessment.

The district should review the criteria established for local evaluation, ensuring that the criteria are congruent with Ministry of Education evaluation criteria (document pending) and that evaluators understand them. It should then develop a district evaluation/approval process by:

- Identifying evaluators
- Establishing district evaluation criteria
- Developing evaluation forms and rating scales
- Training evaluators
- Identifying resources to be evaluated
- Conducting in-depth evaluations

It also is recommended that the district develop a reference set of examples showing excellent and poorly designed resources. To greatly assist with school level selection processes, the district should communicate the results of the evaluation to all schools.

The district may wish to pilot (in at least two sites), the short-listed resources, involving as wide a variety of activities as possible such as assessment and adaptability to students with special needs.

Note that provincially recommended resources (by the Ministry or ERAC) are usually "breadth" resources—that cover a significant portion of the learning outcomes for a grade or course, or "depth" resources that address a narrow range of learning outcomes.

SCHOOL RESPONSIBILITIES

1. Educational Philosophy

It is recommended that each school establish resource-based learning and teaching goals and objectives as part of its educational philosophy. It is recommended that the school then develop a plan that includes how these goals and objectives will be implemented and evaluated.

2a. Evaluation Procedures for High-Volume, High-Cost, High-Use, High-Risk Learning Resources

Resources used in the classroom must be approved via the Ministry Grade Collections of recommended resources, (www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm), ERAC's lists of evaluated and selected resources ([at www.bcerac.ca/textbook/summer2007_Recommended.aspx](http://www.bcerac.ca/textbook/summer2007_Recommended.aspx)) or locally-approved lists. Evaluation of this type of learning resource is the responsibility of the district learning resources

committee. Schools should submit requests to the committee for evaluation of learning resources.

2b. Evaluation Procedures for Narrower, Additional Resources

The evaluation of learning resources that address a narrower range of learning outcomes may be undertaken by educators at the local level, to permit consideration of local priorities as well as individual and classroom needs. If not completed otherwise, evaluation of this type of learning resource should be done by the individual classroom teacher. It is recommended that teachers consider all five areas of the Ministry evaluation criteria: curriculum fit, content, instructional design, technical design and social considerations. The teacher should use school district evaluation criteria developed for the evaluation of narrower, additional resources. Abbreviated versions of curriculum fit, content, instructional design, and technical design criteria may be used, but all of the social considerations criteria should be considered.

If teachers are unsure of the educational value of a narrower learning resource, they may consult each other, ask the learning resources committee to evaluate the resource, or possibly consult district curriculum specialists, the district teacher-librarian or the media coordinator. They may also ask the learning resources committee to consider evaluating the resource.

Due to their often transitory nature, websites are difficult to evaluate. ERAC, however, provides guidelines ([see Appendix 5](#)) to assist in their selection.

3. Selection Procedures

It is recommended that schools form a learning resources committee with the teacher-librarian as a key member. It should then conduct a thorough inventory of all learning resources in the school, including classrooms, storerooms and the staff room etc. and, ideally, compile this inventory on a computer database.

The school should then review new and current IRPs ([at www.bced.gov.bc.ca/irp/irp.htm](http://www.bced.gov.bc.ca/irp/irp.htm)) to determine the school's resource needs. If the school has older learning resources, it may consult with district curriculum specialists about curriculum fit, especially alignment with the philosophy, rationale and goals of the current IRP. The school may also ask curriculum specialists about learning resources that best meet the resource needs of the school.

The committee should then develop a fair process to assess the resource needs for the school and compile a prioritized list for purchase. It should consult with the district teacher-librarian and/or media coordinator about the availability of these resources outside the school, for example at other schools, in district collections, or at the district resource centre. The school should check the Ministry Grade Collections of Recommended resources, (www.bced.gov.bc.ca/irp_resources/Ir/resource/gradcoll.htm), ERAC lists of evaluated and selected resources ([at www.bcerac.ca/textbook/summer2007_Recommended.aspx](http://www.bcerac.ca/textbook/summer2007_Recommended.aspx)) and locally-approved lists against the school list of resource needs. It is recommended that the school decide whether or not narrower additional resource needs are included in the prioritized list. (Alternately,

these could be purchased from other budget lines.) The prioritization of resource needs should consider:

- Curriculum fit
- Breadth of the resource
- Depth of the resource
- Canadian content
- Frequency of use
- Teaching styles
- Supported learning styles
- Multiple intelligences and other current brain research
- Best practice
- Cost
- Format (consider the value of current new technologies)
- Availability elsewhere in the district

In accordance with district selection criteria, the learning resources committee should select as many resources as possible from Ministry Grade Collections of Recommended resources, (www.bced.gov.bc.ca/irp_resources/Ir/resource/gradcoll.htm), ERAC lists of evaluated and selected resources ([at www.bcerac.ca/textbook/summer2007_Recommended.aspx](http://www.bcerac.ca/textbook/summer2007_Recommended.aspx)) and locally-approved lists. It is recommended that the committee select learning resources based on the needs of the school, rather than on the needs of individual teachers independently selecting resources for their classrooms.

Finally, it is recommended that the school review and revise its resource needs on an annual basis.

4. Acquisition Procedures

The Budget: Using a school-level consultative process, it is recommended that the school develop an annual learning resource budget that reflects both new curriculum requirements and the general need to update and/or replace existing resources. The school may coordinate the budget process with the selection process, as part of a long-term learning resources selection plan which reflects new curriculum requirements. If the school is unsure of new curriculum requirements, the district may offer the school the opportunity to consult with curriculum specialists.

Acquisition: The main goal in acquiring learning resources is to make them available as quickly, efficiently and cost-effectively as possible.

The purchasing process is enhanced by ordering from as few sources as possible (for example consortia, bulk ordering of key resources, wholesalers, jobbers, etc).

It is recommended that the school support efficient ordering by knowing where to find the best price, the most efficient delivery and the highest quality service. It may balance the benefits of purchasing locally (such as accessibility) against the disadvantages (the likely higher price). It is recommended that the district teacher librarian, media coordinator or curriculum coordinators organize bulk ordering for

major learning resources from publishers, ERAC, wholesalers, jobbers, etc.

It is recommended that the school maintain accurate and current records and inventory, in order to improve the overall cost-effectiveness by accurately determining required volumes and by reducing loss.

5. Challenge Procedures for School Approved Resources

Challenges concerning learning resources selected by a school are dealt with at the school level. It is recommended that all challenges presented to staff members should be in written form (for example, by a letter or e-mail) and reported to the principal. The school should check with the curriculum specialists to determine if the learning resource has been challenged at other schools or at the district level.

It is recommended that the principal, after consultation with the staff member involved, contact the concerned party to discuss the challenge and attempt to resolve it informally. If necessary, the principal, staff member and the concerned party should meet to discuss how the particular resource supports the relevant IRP, how it is used in the instructional program, and any additional information regarding its use in the classroom. If the parties cannot resolve the matter at the school level, the concerned individual may choose to file a formal challenge at the district level.

The school district should also have a challenged materials policy and procedure. All high-volume, high-cost, high-use, high-risk learning resources should have been evaluated and approved by the Ministry, ERAC, or the district learning resources committee. It is recommended that district-level curriculum specialists be used to re-evaluate the learning resource and validate the evaluation conducted by the school.

Concerns regarding the use of Ministry of Education Recommended learning resources that cannot be resolved locally should be referred by the district to the Ministry.

Learning Resource Policy and Related Procedures:

Scenario Four - ERAC led with district involvement

The following section outlines an example of a scenario where the district assigns responsibility for the evaluation of high-volume, high-cost, high-use, high-risk learning resources to ERAC. In this scenario, the district develops a selection and acquisition policy. Schools may evaluate narrower additional resources to meet teachers' specific needs.

Note: At the time of publication (October 2008), this scenario is conceptual and hypothetical, only. It is presented as a reference to consider the roles and responsibilities, costs and benefits that a provincial model could provide.

In this scenario, the high-volume, high-cost, high-use, high-risk learning resources that have not been Recommended by the Ministry of Education would be evaluated by ERAC. District would then designate these ERAC evaluated and selected resources as locally-approved.

In order to meet a district's timelines and priorities, it may choose to evaluate learning resources for Board Approved and Authorized courses, or it may choose to evaluate high-volume, high-cost, high-use, high-risk learning resources that ERAC has not yet scheduled for evaluation. To avoid confusion, the following discussion does not include these situations. (See Scenario Three if your district chooses to evaluate a specific high-volume, high-cost, high-use, high-risk learning resource.)

In this scenario, the school district is responsible for developing the district policy for learning resource selection and acquisition (and, optionally, coordinated acquisition procedures), as well as the district challenge policy/procedure.

The school is responsible for developing:

- Selection procedures
- Acquisition procedures
- Initial stage (school-based) challenge review and resolution process

The following is a detailed breakdown of district responsibilities for this scenario.

DISTRICT RESPONSIBILITIES

1. District Policy

Maintaining a district resource collection will be key to ensuring that there will be adequate, appropriate and current resources to meet the learning needs of all students in the school district. Therefore, the district develops a policy for learning resource evaluation (where required), selection and acquisition.

2. Evaluation Criteria

To comply with the *School Act*, a learning resource must be approved before it is used in the classroom. In this scenario, the Ministry of Education and ERAC have evaluated most of the current high-volume, high-cost, high-use, high-risk learning resources. (ERAC has evaluated most of these resources that the Ministry of Education has not evaluated.)

For the evaluation of narrower, additional resources (such as special purpose content in print format, periodicals, newspapers, Internet sites, etc.), it is recommended that districts develop simplified versions of the Ministry of Education / ERAC criteria ([see Appendix 6](#)). It is recommended that narrower, additional resources be evaluated by the school. Usually the evaluation of this type of resource relies on the professional expertise and judgment of classroom teachers.

To minimize the potential for challenges and to ensure their suitability, Ministry of Education / ERAC social considerations criteria should be utilized in their entirety for evaluation of any learning resource used in the classroom.

3. Selection Criteria

Schools should select high-volume, high-cost, high-use, high-risk learning resources from Ministry Grade Collections of recommended resources, (www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm), or ERAC lists of evaluated and selected resources ([at www.bcerac.ca/textbook/summer2007_Recommended.aspx](http://www.bcerac.ca/textbook/summer2007_Recommended.aspx)). The district may direct schools to select evaluated textbooks and other major learning resources based on school identified needs; alternately, the district may select textbooks and other major learning resources based on district identified needs.

The school should develop a long-term (three-five year) learning resources plan, which should include distinct selection and acquisition stages. District plans for curriculum implementation are a key component in the design of a long-term learning resources plan. Districts should review available information about the Ministry of Education's schedule for curriculum implementation ([at www.bced.gov.bc.ca/irp/imp_sched.htm](http://www.bced.gov.bc.ca/irp/imp_sched.htm)).

4. District Evaluation Procedure

For district-led evaluation of learning resources for locally developed courses or of high-volume, high-cost, high-use, high-risk learning resources that ERAC has not yet scheduled for evaluation, [see Scenario 3](#).

The following is a detailed breakdown of school responsibilities for this scenario.

SCHOOL RESPONSIBILITIES

1a. School Evaluation Procedures for High-Volume, High-Cost, High-Use, High-Risk Learning Resources

In this scenario, resources used in the classroom must be approved by the Ministry of Education or ERAC. In this scenario, ERAC is responsible for the evaluation of this type of learning resource. Districts may submit requests to ERAC for learning resource evaluation.

1b. School Evaluation Procedures for Narrower, Additional Resources

The evaluation of learning resources that address a narrower range of learning outcomes may be undertaken by educators at the local level, to permit consideration of local priorities as well as individual and classroom needs. If not completed otherwise, evaluation of this type of learning resource should be done by the individual classroom teacher. It is recommended that teachers consider all five areas of the Ministry evaluation criteria: curriculum fit, content, instructional design, technical design and social considerations. Abbreviated versions of curriculum fit, content, instructional design, and technical design criteria may be used, but all of the social considerations criteria should be considered.

If teachers are unsure of the educational value of a narrower learning resource, they may consult each other, ask the learning resources committee to evaluate the resource, or possibly consult district curriculum specialists, the district teacher-librarian or the media coordinator.

Due to their often transitory nature, websites are difficult to evaluate. ERAC, however, provides guidelines ([see Appendix 5](#)) to assist in their selection.

2. School Selection Procedures

It is recommended that schools form a learning resources committee with the teacher-librarian as a key member. It should then conduct a thorough inventory of all learning resources in the school, including classrooms, storerooms and the staff room etc. and, ideally, compile this inventory on a computer database.

The school should then review new and current IRPs ([at www.bced.gov.bc.ca/irp/irp.htm](http://www.bced.gov.bc.ca/irp/irp.htm)) to determine the school's resource needs. If the school has older learning resources, it may consult with district curriculum specialists about curriculum fit, especially alignment with the philosophy, rationale and goals of the current IRP. The school may also ask curriculum specialists about learning resources that best meet the resource needs of the school.

The committee should then develop a fair process to assess the resource needs for the school and compile a prioritized list for purchase. It should consult with the district teacher-librarian and/or media coordinator about the availability of these resources outside the school, for example at other schools, in district collections, or at the district resource centre. The school should check the Ministry Grade Collections of

Recommended resources, (www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm), ERAC lists of evaluated and selected resources ([at www.bcerac.ca/textbook/summer2007_Recommended.aspx](http://www.bcerac.ca/textbook/summer2007_Recommended.aspx)) and locally-approved lists against the school list of resource needs. It is recommended that the school decide whether or not narrower additional resource needs are included in the prioritized list. (Alternately, these could be purchased from other budget lines.) The prioritization of resource needs should consider:

- Curriculum fit
- Breadth of the resource
- Depth of the resource
- Canadian content
- Frequency of use
- Teaching styles
- Supported learning styles
- Multiple intelligences and other current brain research
- Best practice
- Cost
- Format (consider the value of current new technologies)
- Availability elsewhere in the district

In accordance with district selection criteria, the learning resources committee should select as many resources as possible from Ministry Grade Collections of Recommended resources, (www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm), and ERAC lists of evaluated and selected resources ([at www.bcerac.ca/textbook/summer2007_Recommended.aspx](http://www.bcerac.ca/textbook/summer2007_Recommended.aspx)). It is recommended that the committee select learning resources based on the needs of the school, rather than on the needs of individual teachers independently selecting resources for their classrooms. The committee should also decide whether or not narrower additional resource needs will be included in the prioritized list. (Alternately, these could be purchased from other budgets.)

Finally, it is recommended that the school review and revise its resource needs on an annual basis.

3. School Acquisition Procedures

The Budget: Using a school-level consultative process, it is recommended that the school develop an annual learning resource budget that reflects both new curriculum requirements and the general need to update and/or replace existing resources. The school may coordinate the budget process with the selection process, as part of a long-term learning resources selection plan which reflects new curriculum requirements. If the school is unsure of new curriculum requirements, the district may offer the school the opportunity to consult with curriculum specialists.

Acquisition: The main goal in acquiring learning resources is to make them available as quickly, efficiently and cost-effectively as possible.

The purchasing process is enhanced by ordering from as few sources as possible (for

example consortia, bulk ordering of key resources, wholesalers, jobbers, etc).

The school should work with the district's purchasing staff to determine policies and procedures. It should also determine if district staff will coordinate and process school-based orders.

The district teacher-librarian and/or the media coordinator can organize bulk ordering for major learning resources from publishers, ERAC, wholesalers, jobbers, etc. It is recommended that school or district staff support efficient ordering by knowing where to find the best price, the most efficient delivery and the highest quality service. This may involve balancing the benefits of purchasing locally (such as accessibility) against the disadvantages (the likely higher price). It is recommended that the district teacher librarian, media coordinator or curriculum coordinators organize bulk ordering for major learning resources from publishers, ERAC, wholesalers, jobbers, etc. The district purchasing department's role may include negotiating prices, determining shipping and handling costs and overseeing delivery schedules.

It is recommended that the school maintain accurate and current records and inventory, in order to improve the overall cost-effectiveness by accurately determining required volumes and by reducing loss



Learning Resource Policy and Procedure: Evaluation of high-volume, high-cost, high-use, high-risk learning resources - School and District Responsibilities

SCENARIO ONE

Responsibility of individual schools

There is no district responsibility for evaluation.

It is recommended that each school:

- Form a learning resources committee.
- Determine how often the school will evaluate resources.
- Conduct a thorough inventory of all learning resources in the school (including classrooms, storerooms, staff room, etc).
- Review new and current IRPs to determine resource needs.
- Develop a prioritized list of school learning resource needs. (Consider the availability of these resources outside the school e.g. in other schools, district collections or the district resource centre.)
- Check lists of Recommended, and selected learning resources against the school's list of resource needs.
- If resource needs cannot be met through the lists of evaluated materials, determine what resource formats will be evaluated.
- Establish evaluation criteria for each resource format.
- Develop evaluation forms and rating scales.
- Contact publishers/distributors to obtain preview copies of learning resources.
- Evaluate the learning resources.
- Compile a list of selected resources.
- Submit the list of school-selected resources for Local Approval.

SCENARIO TWO

Responsibility of individual schools with district policy, process assistance and/or expertise

The school district is responsible for developing:

Evaluation Criteria

For the evaluation of high-volume, high-cost, high-use, high-risk learning resources (e.g. textbooks, computer software, novels) the district should develop evaluation criteria congruent with Ministry of Education / ERAC evaluation criteria.

It is recommended that each school:

- Form a learning resources committee.
- Determine how often the school will evaluate resources.
- Conduct a thorough inventory of all learning resources in the school (including

- classrooms, storerooms, staff room, etc).
- Review new and current IRPs to determine resource needs.
 - Develop a prioritized list of school learning resource needs. (Consider the availability of these resources outside the school e.g. in other schools, district collections or the district resource centre).
 - Check lists of Recommended/evaluated learning resources against school list of resource needs.
 - If resource needs cannot be met through the lists of evaluated materials, determine what resource formats will be evaluated.
 - Use school district evaluation criteria developed by the school district for the evaluation of high-volume, high-cost, high-use, high-risk learning resources.
 - Develop evaluation forms and rating scales.
 - Contact publishers/distributors to obtain preview copies of learning resources.
 - Evaluate the learning resources.
 - Compile a list of school-selected resources
 - Submit the list of school-selected resources for Local Approval.

SCENARIO THREE

Responsibility of the school district (District Learning Resource Committee)

The school district is responsible for developing:

Evaluation Criteria

For the evaluation of high-volume, high-cost, high-use, high-risk learning resources (e.g. textbooks, computer software, novels) the district will develop evaluation criteria congruent with Ministry of Education / ERAC evaluation criteria.

ERAC recommends that all high-volume, high-cost, high-use, high-risk learning resources not evaluated by the Ministry of Education or ERAC, be evaluated by the district learning resources committee, rather than individual schools.

EVALUATION PROCEDURE

- Establish key committees and personnel.
- Establish a district learning resources committee.
- Conduct a needs assessment.
- Review the criteria established for local evaluation.
- Develop a district evaluation/approval process.
- Pilot the short-listed resources.
- Assist with school level selection; communicate the results of the evaluation to all schools.

Each school may:

Submit requests to the District committee for evaluation of learning resources.



SCENARIO FOUR

Responsibility of ERAC with district involvement

ERAC is responsible.

The school district is responsible for developing:

Evaluation Criteria

All high-volume, high-cost, high-use, high-risk learning resources that are not evaluated by the Ministry of Education will be evaluated by ERAC.

(Note: In Scenario Four, school districts may still need to evaluate resources for locally-developed courses, or other special interest areas. If so, refer to Scenario Three for suggested approaches.)

Each school may:

- Submit requests to the school district for evaluation of learning resources.
- The district may then submit requests to ERAC.



Comparison of 4 Scenarios

The following charts compare and contrast a variety of roles, requirements and benefits for the evaluation, selection and management of learning resources.

The 4 scenarios are:

- individual schools
- individual schools with district policy, assistance and/or expertise
- district-led
- ERAC-led with district involvement

Each scenario has different strengths and weaknesses related to:

- Curriculum Fit
- Accessibility to learning resources
- Efficiency and cost-effectiveness of the process
- Effectiveness of the process

Readers are encouraged to compare and contrast their current and potential future approaches to these learning resource-related roles and responsibilities.

SCENARIO ONE: ANALYSIS OF BENEFITS AND CONCERNS

CRITERIA	CURRICULUM FIT	ACCESSIBILITY TO LEARNING RESOURCES
SCHOOL: BENEFITS	<p>School determines specific local learning resource needs.</p> <p>School-level management can ensure an accurate inventory of learning resources in the school.</p> <p>Staff become familiar with all of the learning resources in the school.</p> <p>Teachers become familiar with a variety of learning resource formats (including various media), and understand how they can each be used to support the curriculum.</p> <p>Teachers develop increased awareness of the range of learning resource requirements based on students' needs and learning styles, as well as the range of teaching styles.</p> <p>Teachers develop increased familiarity with IRPs.</p> <p>Teachers develop increased familiarity with the evaluation process.</p>	<p>A school-managed inventory of learning resources provides information on the number, age, format, and location of resources in the school.</p>
SCHOOL: CONCERNS	<p>Evaluators need in-depth knowledge and understanding of learning resource formats and their role in supporting student learning.</p> <p>Evaluators need in-depth knowledge and understanding of the philosophy, rationale and goals of IRPS.</p> <p>Evaluators need in-depth knowledge of the content areas of each IRP.</p> <p>Teachers need to understand how the Ministry of Education and ERAC evaluate and select learning resources.</p>	<p>Need to have a staff member responsible for the organization and management of learning resources.</p> <p>Need to have information about learning resources available at the zone/area and district level.</p> <p>The need for staff capacity and the opportunity to share all resources in the school.</p> <p>The need to develop a process to fairly prioritize learning resource needs within the school.</p>

CRITERIA	CURRICULUM FIT	ACCESSIBILITY TO LEARNING RESOURCES
SCHOOL: CONCERNs (CONTINUED)	<p>There is an inconsistency among schools within a district because each school develops evaluation and selection criteria and procedures in isolation.</p> <p>To optimize the benefits, a school needs to have a resource specialist, such as a teacher-librarian, in the school.</p>	<p>The need to develop a system for the distribution of new learning resources to staff.</p> <p>The need to develop an equitable plan for the purchase of learning resources and their distribution to the classrooms.</p> <p>The need to manage the distribution of learning resources to students: for example, tracking textbooks can be difficult if consistent records are not maintained, as students obtain and then return the books.</p> <p>The need to organize resources in a manner that makes them easy to find and utilize.</p> <p>The need to provide accessible locations for learning resource storage.</p>
DISTRICT: BENEFITS	<p>No district staff are required for subject matter expertise or evaluator training.</p> <p>No district staff are required to facilitate the evaluation and selection process.</p>	<p>No need for a district budget to support learning resource processes.</p> <p>The district has no need to manage learning resource inventories from the schools.</p> <p>The responsibility for sharing of learning resources rests</p>
DISTRICT: CONCERNs	<p>Difficult for a district to develop a challenged materials policy that can be defended across the district.</p> <p>Difficulty in communicating to Ministry of Education and the public about how the district is resourcing new curricula.</p> <p>In a worst case scenario, schools may be selecting learning resources without evaluating them.</p> <p>No curriculum specialists to identify (prior to evaluation) appropriate learning resources suitable for evaluation.</p>	<p>No advice on utilization of learning resources from district curriculum experts and/or district media coordinator.</p> <p>No district textbook inventory to support student enrollment shifts.</p> <p>No sharing of information with all schools in the district concerning successfully evaluated learning resources.</p> <p>No system for distribution of learning resources throughout the district.</p>

CRITERIA	CURRICULUM FIT	ACCESSIBILITY TO LEARNING RESOURCES
<p>DISTRICT: CONCERNs (CONTINUED)</p>	<p>No district input into the development of evaluation criteria.</p> <p>No district input into the evaluation procedure.</p> <p>No district input into the specific learning resources chosen for evaluation by each school.</p> <p>No district-wide consistency in the incentives for teacher involvement in evaluation (for example, release time with a TOC, paid service, or volunteering), which may create controversy.</p> <p>No opportunity to ensure that only quality learning resources are being purchased to support existing IRPs or to implement new ones.</p> <p>No school-to-school consistency in evaluation criteria or process, so evaluation decisions may vary from school to school; for example, one school may reject a learning resource which another school has accepted.</p> <p>No shared knowledge of what learning resources have been evaluated and selected by the schools.</p> <p>Schools may sometimes choose textbooks from different publishers for the same subject area and thus lose the systemic consistency that a textbook series from one publisher provides (such as implementation support or teacher sharing).</p>	<p>No systems developed for resource sharing at the district level such as:</p> <ul style="list-style-type: none"> • Automated web-based library union catalog; • Materials available for review from curriculum resource specialists; • Materials easily available from District Resource Centre (i.e. web-based bookings). • Some schools will be rich in learning resources, while others will not. This inequity may raise parents' concerns.

SCENARIO TWO: ANALYSIS OF BENEFITS AND CONCERNS

Note: Scenario Two describes a range of possible district support services to assist schools with their responsibilities for learning resource evaluation, selection and acquisition. These possible services are presented in red text at the end of each column.

CRITERIA	CURRICULUM FIT	ACCESSIBILITY TO LEARNING RESOURCES	EFFICIENCY & COST EFFECTIVENESS OF THE PROCESS	EFFECTIVENESS OF THE PROCESS
SCHOOL: BENEFITS	<p>Consistency: School uses district developed evaluation criteria that meet Ministry of Education standards.</p> <p>School determines specific local learning resource needs.</p> <p>School-level management can ensure an accurate inventory of learning resources in the school.</p> <p>Staff becomes familiar with all of the learning resources in the school.</p> <p>Teachers become familiar with a variety of learning resource formats (including various media) and understand how they can each be used to support the curriculum.</p> <p>Teachers develop increased awareness of the range of learning resource requirements</p>	<p>A school managed inventory of learning resources provides information on the number, age, format, and location of resources in the school.</p> <p><i>Possibly, district staff can share information about learning resources available at the district level (if any).</i></p> <p><i>Possibly, district teacher librarian and/or media co-ordinator can assist schools in circulating textbooks through the school's automated library program.</i></p>	<p>Leading schools may pilot a publisher's textbook series and negotiate a deal on the pricing.</p> <p>Schools save time, by utilizing evaluation and selection criteria developed by the district rather than developing the criteria at the school level.</p> <p>There is school-based decision making about budget allocation for learning resources.</p> <p>To reduce the necessity of evaluating learning resources at the school level, schools select as many resources as possible from Ministry of Education Recommended lists, Locally Approved learning resource lists, and ERAC evaluated resource lists.</p> <p><i>Possibly, curriculum specialists can assist in locating and obtaining newly</i></p>	<p>Evaluation criteria that are used by the schools have been developed by the school district and therefore meet Ministry of Education standards for the evaluation of learning resources. So, schools' evaluation decisions will be more consistent and of higher quality.</p> <p>Schools identify and obtain resources to meet local and community needs.</p> <p>The more active and professional a Learning Resources Evaluation and Selection Committee, the more the school as a whole becomes aware of the importance of the evaluation and selection of high quality, well-aligned, suitable learning resources.</p> <p><i>Possibly, curriculum specialists, district teacher librarian, and/or media co-ordinator provide information and support if a school-evaluated learning resource has been</i></p> <p><i>Possibly, district teacher librarian</i></p>

CRITERIA	CURRICULUM FIT	ACCESSIBILITY TO LEARNING RESOURCES	EFFICIENCY & COST EFFECTIVENESS OF THE PROCESS	EFFECTIVENESS OF THE PROCESS
SCHOOL: BENEFITS (CONTINUED)	<p>contacts about learning resource evaluation and selection criteria and procedures based on students' needs and learning styles, as well as the range of teaching styles.</p> <p>Teachers develop increased familiarity with evaluation process.</p> <p>Teachers develop increased familiarity with IRPs.</p> <p>Curriculum specialists may be able to provide in-depth knowledge of content areas and philosophy, rationale and goals of IRP.</p> <p>District staff may be able to assist in locating Ministry Recommended, Locally Approved and ERAC and selected learning resources.</p> <p>District teacher librarian and/or media coordinator may be able to provide in-depth knowledge and understanding of learning resource formats and their role in supporting student learning.</p>		<p><i>published, quality educational resources.</i></p> <p><i>Possibly, district contact or curriculum specialist can assist leading schools to pilot a publisher's textbook series and negotiate a deal on the pricing.</i></p> <p><i>Possibly, district teacher librarian and/or media coordinator can establish communication with major Canadian publishers/distributors.</i></p> <p><i>Possibly, district teacher librarian and/or media coordinator can inform schools about ERAC and facilitate selection and purchase of ERAC evaluated resources.</i></p> <p><i>Possibly, district teacher librarian and/or media coordinator can organize bulk buying in the school district.</i></p>	<p>and/or media coordinator provide information on District Challenged Materials Policy and Procedures</p>

CRITERIA	CURRICULUM FIT	ACCESSIBILITY TO LEARNING RESOURCES	EFFICIENCY & COST EFFECTIVENESS OF THE PROCESS	EFFECTIVENESS OF THE PROCESS
SCHOOL: BENEFITS (CONTINUED)	Schools may be able to consult with curriculum specialists and/or learning resource contacts about learning resource evaluation and selection criteria and procedures.			
SCHOOL: CONCERNs	<p>Content Expertise: Evaluators need in-depth knowledge of content areas of each IRP.</p> <p>Evaluators need in-depth knowledge and understanding of learning resource formats and their role in supporting student learning.</p> <p>Teachers need to understand how the Ministry of Education evaluates and Recommends learning resources.</p> <p>Teaching Expertise: Evaluators need in-depth knowledge and understanding of philosophy, rationale and goals of IRPs.</p> <p>To optimize the benefits the school needs a resource specialist, such as a teacher librarian, in the school.</p>	<p>Need to have a staff member responsible for the organization and management of learning resources.</p> <p>The need for staff capacity and the opportunity to share all resources in the school.</p> <p>The need to develop a process to fairly prioritize learning resource needs within the school.</p> <p>The need to develop a system for the distribution of new learning resources to staff.</p> <p>The need to develop an equitable plan for the purchase of learning resources and their distribution to the classrooms.</p>	<p>Developing and maintaining an accurate and current inventory of learning resources in each school is on-going and time-consuming.</p> <p>Evaluation of learning resources is a time-consuming and on-going process that depends on staff willingness to participate, and likely volunteer.</p> <p>High turnover of staff can result in the purchase of learning resources that remain unused, since new staff may be familiar with different resources.</p> <p>Purchasing at an individual school is typically unable to access savings accrued from centralized bulk buying.</p> <p>School budgets may not allow for the purchase of more costly or less frequently used</p>	<p>Quality of learning resource evaluation may vary depending on the expertise of available evaluators.</p> <p>The successful resolution of a Challenge of a Learning Resource will depend on a reliable, consistent, defensible evaluation and selection process.</p> <p>This creates a need for all schools to maintain evaluation data records on learning resources that have been evaluated and selected (or rejected).</p> <p><i>Possibly, staff training in the evaluation of learning resources may not be available.</i></p>

CRITERIA	CURRICULUM FIT	ACCESSIBILITY TO LEARNING RESOURCES	EFFICIENCY & COST EFFECTIVENESS OF THE PROCESS	EFFECTIVENESS OF THE PROCESS
SCHOOL: CONCERNs (CONTINUED)		<p>The need to manage the distribution of learning resources to students: for example, tracking textbooks can be difficult if consistent records are not maintained, as students obtain and then return the books.</p> <p>The need to provide accessible locations for learning resource storage.</p> <p>May need to gather information about learning resources available at the district/zone/area level (if any).</p> <p>May need to organize resources in a manner that makes them easy to find and utilize.</p>	<p>learning resources.</p> <p>School budgets may not allow for the purchase of newer information technologies to utilize multi-media, comprehensive, and ever-expanding digital learning resources.</p> <p>School budgets may not be able to support all the identified resource needs, creating school-to-school inequities.</p> <p><i>Possibly, each school needs to be aware of newly published quality educational resources and how to obtain them for evaluation.</i></p> <p><i>Possibly, each school needs to establish communication with major Canadian publishers/distributors.</i></p>	
DISTRICT: BENEFITS	District Challenged Materials policy/procedure is based on the district developed	The district has no need to manage learning resource inventories from the schools.	Likely, districts spend less time addressing formal or informal resource challenges.	All schools in the school district are utilizing evaluation and selection criteria that have been developed by

CRITERIA	CURRICULUM FIT	ACCESSIBILITY TO LEARNING RESOURCES	EFFICIENCY & COST EFFECTIVENESS OF THE PROCESS	EFFECTIVENESS OF THE PROCESS
DISTRICT: BENEFITS (CONTINUED)	<p>evaluation and selection criteria, so schools' evaluation results will be more consistent and less prone to challenge.</p> <p>District develops evaluation and selection criteria and ensures that the criteria are being utilized.</p> <p><i>Possibly, consultation with curriculum specialists can help schools select quality learning resources to support existing and to implement new IRPs.</i></p> <p><i>Possibly, curriculum specialists can improve efficiency by assisting schools to identify (prior to evaluation) appropriate learning resources suitable for evaluation.</i></p> <p><i>Possibly, district staff develop a database of school-evaluated/selected and school-evaluated/rejected learning resources to avoid duplicated effort.</i></p>	<p><i>Possibly, an automated library union catalogue can provide an inventory of learning resources from all the schools. (Schools are encouraged to include textbooks and all other major learning resource formats in the school library catalogue.) This service would enable access to information about all school library collections in the district and to facilitate interlibrary loans.</i></p> <p><i>Possibly, curriculum specialists provide materials for review by schools.</i></p> <p><i>Possibly, district curriculum specialists, district teacher librarian or media coordinator may offer advice on utilization of learning resources.</i></p>	<p>There may be no inherent demand on district purchasing staff's time to negotiate and arrange bulk purchases.</p> <p><i>Possibly, cost benefits accrue from volume purchases, purchasing consortiums, one-stop shopping, and aggregated shipping and handling costs.</i></p> <p><i>Possibly, district teacher librarian and/or media coordinator can negotiate and arrange bulk purchases.</i></p> <p><i>Possibly, more leverage with publishers, suppliers, wholesalers and jobbers re: price, service, and information.</i></p>	<p>the school district (Consistency).</p> <p>District evaluation criteria for all schools are based on Ministry of Education criteria (Standards).</p> <p>Selection of many major learning resources will be made from Ministry of Education IRPs, Locally Approved learning resources, ERAC evaluated resources (Quality control).</p> <p><i>Possibly, District staff monitors the utilization of the evaluation and selection process (Reliability).</i></p>

CRITERIA	CURRICULUM FIT	ACCESSIBILITY TO LEARNING RESOURCES	EFFICIENCY & COST EFFECTIVENESS OF THE PROCESS	EFFECTIVENESS OF THE PROCESS
DISTRICT: BENEFITS (CONTINUED)	<p><i>Possibly,</i> district staff facilitate the implementation of the evaluation and selection criteria and processes in the schools, improving the consistency of evaluation results.</p> <p><i>Possibly,</i> district teacher librarian and/or media coordinator can offer evaluator training to improve the consistency of schools' evaluation results.</p>	<p><i>Possibly,</i> district staff or contact share information about school-evaluated learning resources with all schools in the district.</p> <p><i>Possibly,</i> district teacher librarian and/or media coordinator may plan for/ implement a district resource centre collection of learning resources in order to provide equal access to learning resources for all schools.</p> <p><i>Possibly,</i> no need for a district budget to support learning resource processes.</p> <p><i>Possibly,</i> responsibility for sharing of learning resources rests with the schools.</p>		

CRITERIA	CURRICULUM FIT	ACCESSIBILITY TO LEARNING RESOURCES	EFFICIENCY & COST EFFECTIVENESS OF THE PROCESS	EFFECTIVENESS OF THE PROCESS
DISTRICT: CONCERNs	<p>No district-wide consistency in the incentives for teacher involvement in evaluation (for example, release time with a TOC, paid service, or volunteering), which may create controversy.</p> <p>No school-to-school consistency in evaluation process, so evaluation decisions may vary from school to school, i.e. one school may reject a learning resource which another school has accepted.</p> <p>Schools may sometimes choose textbooks from different publishers for the same subject area and thus lose the systemic consistency that a textbook series from one publisher provides (such as implementation support or teacher sharing).</p> <p><i>Possibly, no curriculum specialists to identify (prior to evaluation) appropriate learning</i></p>	<p><i>Possibly, no advice on utilization of learning resources from district curriculum experts and/or district media coordinator.</i></p> <p><i>Possibly, no district textbook inventory to support student enrollment shifts.</i></p> <p><i>Possibly, no sharing of information with all schools in the district concerning successfully evaluated learning resources.</i></p> <p><i>Possibly, no system for distribution of learning resources throughout the district.</i></p>	<p><i>jobbers re: price, service, and information.</i></p> <p><i>Possibly, no cost benefits accruing from volume purchases, purchasing consortiums, one-stop shopping, etc.</i></p> <p><i>Possibly, no district evaluation and selection of new technologies and therefore no district licensing/ subscriptions.</i></p> <p><i>Possibly, no savings in aggregated shipping and handling costs.</i></p>	<p>resource evaluation and selection.</p> <p><i>Possibly, the district is unable to verify the reliability and/or consistency of the evaluation and selection process in each school.</i></p>

CRITERIA	CURRICULUM FIT	ACCESSIBILITY TO LEARNING RESOURCES	EFFICIENCY & COST EFFECTIVENESS OF THE PROCESS	EFFECTIVENESS OF THE PROCESS
DISTRICT: CONCERNs (CONTINUED)	<p><i>resources chosen for evaluation by each school.</i></p> <p><i>Possibly, no district opportunity to ensure that only quality learning resources are being purchased to support existing IRPs or to implement new ones</i></p> <p><i>Possibly, no shared knowledge of what learning resources have been evaluated and selected by the schools.</i></p>			

SCENARIO THREE: ANALYSIS OF BENEFITS AND CONCERNS

CRITERIA	CURRICULUM FIT	ACCESSIBILITY TO LEARNING RESOURCES	EFFICIENCY & COST EFFECTIVENESS OF THE PROCESS	EFFECTIVENESS OF THE PROCESS
SCHOOL: BENEFITS	<p>Curriculum specialists can provide in-depth knowledge of content areas and philosophy, rationale and goals of IRP.</p> <p>Curriculum specialists can provide schools with samples of evaluated learning resources.</p> <p>Curriculum specialists, the district teacher-librarian and/or media coordinator offer advice on the utilization of learning resources.</p> <p>District staff can assist in locating Ministry recommended, locally approved and ERAC evaluated learning resources.</p> <p>District teacher librarian and/or media coordinator can provide in-depth knowledge and understanding of learning resource formats and their role in supporting student learning.</p> <p>School determines specific local learning resource needs.</p>	<p>An automated web-based library union catalogue allows access to information about learning resources housed in all school libraries (and the district resource collection) and can be used as a selection and acquisition tool.</p> <p>A school-managed inventory of learning resources provides information on the number, age, format, and location of resources in the school.</p>	<p>An automated web-based library union catalogue allows access to information about learning resources housed in all school libraries (and the district resource collection) and can be used as a selection and acquisition tool.</p> <p>The district teacher-librarian and/or media coordinator can inform schools about ERAC and facilitate selection and purchase of ERAC-evaluated resources.</p> <p>There is school-based decision making about budget allocations for learning resources.</p> <p>To reduce the necessity of evaluating learning resources at the school level, schools select as many resources as possible from Ministry of Education recommended lists, Locally Approved learning resource lists, and ERAC evaluated resource lists.</p>	<p>Schools identify and obtain resources to meet local and community needs.</p> <p>The district teacher-librarian and/or media coordinator can provide information on the District's Challenged Materials policy and procedures</p> <p>The district will be responsible for all challenges pertaining to high-volume, high-cost, high-use, high-risk resources.</p> <p>The more active and professional the learning resources committee, the more the school as a whole becomes aware of the importance of evaluation and selection of high-quality, well-aligned, suitable learning resources.</p>

CRITERIA	CURRICULUM FIT	ACCESSIBILITY TO LEARNING RESOURCES	EFFICIENCY & COST EFFECTIVENESS OF THE PROCESS	EFFECTIVENESS OF THE PROCESS
SCHOOL: BENEFITS (CONTINUED)	<p>School-level management can ensure an accurate inventory of learning resources in the school.</p> <p>Schools can consult with curriculum specialists about evaluation and selection of learning resources.</p> <p>Schools have no direct responsibility for the evaluation of high-volume, high-cost, high-use, high-risk learning resources.</p> <p>Staff become familiar with all of the learning resources in the school.</p> <p>Teachers become familiar with a variety of learning resource formats (including various media), and understand how they can each be used to support the curriculum.</p> <p>Teachers can volunteer to become learning resource evaluators for the district learning resources committee.</p>			

CRITERIA	CURRICULUM FIT	ACCESSIBILITY TO LEARNING RESOURCES	EFFICIENCY & COST EFFECTIVENESS OF THE PROCESS	EFFECTIVENESS OF THE PROCESS
SCHOOL: BENEFITS (CONTINUED)	<p>Teachers develop increased awareness of the range of learning resource requirements based on students' needs and learning styles, as well as the range of teaching styles.</p> <p>Teachers develop increased familiarity with IRPs.</p>			
SCHOOL: CONCERNs	<p>Schools are responsible for the evaluation of narrower, additional resources.</p> <p>Teachers need to understand how the Ministry of Education evaluates and recommends learning resources.</p>	<p>Need to have a staff member responsible for the organization and management of learning resources.</p> <p>The need for staff capacity and the opportunity to share all resources in the school.</p> <p>The need to develop a process to fairly prioritize learning resource needs within the school.</p> <p>The need to develop a system for the distribution of new learning resources to staff.</p>	<p>Developing and maintaining an accurate and current inventory of learning resources in each school is on-going and time-consuming.</p> <p>High turnover of staff can result in the purchase of learning resources that remain unused, since new staff may be familiar with different resources.</p> <p>School budgets may not allow for the purchase of newer information technologies to utilize multi-media, comprehensive, and ever-expanding digital learning resources.</p>	<p>Schools need to maintain records on learning resources that have been selected for purchase.</p> <p>Schools will be responsible for challenges pertaining to narrower, additional resources.</p> <p>The successful resolution of a challenge of a learning resource will depend on a reliable, consistent, defensible evaluation and selection process.</p>

CRITERIA	CURRICULUM FIT	ACCESSIBILITY TO LEARNING RESOURCES	EFFICIENCY & COST EFFECTIVENESS OF THE PROCESS	EFFECTIVENESS OF THE PROCESS
SCHOOL: CONCERNs (CONTINUED)		<p>The need to develop an equitable plan for the purchase of learning resources and their distribution to the classrooms.</p> <p>The need to organize resources in a manner that makes them easy to find and utilize.</p> <p>The need to provide accessible locations for learning resource storage.</p>	<p>School budgets may not be able to support all the identified resource needs, creating school-to-school inequities.</p>	
DISTRICT: BENEFITS	<p>Consistency: High-volume, high-cost, high-use, high-risk learning resources are selected from Ministry Recommended, ERAC evaluated and selected and locally approved learning resource lists.</p> <p>Consistency: The district learning resources committee evaluates and selects high-volume, high-cost, high-use, high-risk learning resources that support the BC curriculum.</p>	<p>A district learning resource collection houses a variety of learning resource formats. All schools can utilize the collection and thus narrow the equity gap between schools.</p> <p>An automated library union catalogue can provide an inventory of learning resources (including textbooks) from all the schools.</p>	<p>An automated library union catalogue can provide an inventory of learning resources (including textbooks) from all the schools.</p> <p>Cost benefits accrue from volume purchases, purchasing consortiums, one-stop shopping, and aggregated shipping and handling costs.</p> <p>Curriculum specialists can assist the district learning resources committee in piloting a publisher's textbook</p>	<p>District staff monitoring of the selection process ensures the outcomes are more reliable.</p> <p>Reliability of the learning resource evaluation process should improve the performance of individual schools on various standardized assessments.</p> <p>The district guides schools in fulfilling the Ministry of Education requirements regarding learning resource evaluation and selection.</p>

CRITERIA	CURRICULUM FIT	ACCESSIBILITY TO LEARNING RESOURCES	EFFICIENCY & COST EFFECTIVENESS OF THE PROCESS	EFFECTIVENESS OF THE PROCESS
DISTRICT: BENEFITS (CONTINUED)	<p>Consultation with curriculum specialists can help schools select quality learning resources to support existing IRPs or implement new ones.</p> <p>District challenged materials policy/procedure is based on the district developed evaluation and selection criteria, so schools' selection will be more consistent and less prone to challenge.</p> <p>District-wide consistency to the incentives for teacher involvement in evaluation (such as release time with a TOC, paid service, or volunteering).</p> <p>District staff can develop a database of district-evaluated/rejected learning resources.</p> <p>Implications: The district develops evaluation and selection criteria and has responsibility for ensuring that the criteria are being utilized.</p>	<p>encouraged to include textbooks and all other major learning resource formats in the school library catalogue.) This service would enable access to information about all school library collections in the district and to facilitate inter-library loans.</p> <p>District curriculum specialists, and the district teacher-librarian or media coordinator, offer advice on the utilization of learning resources.</p> <p>The district develops a system for the distribution of learning resources throughout the district.</p> <p>To facilitate ease of access and use, the district teacher-librarian and/or media coordinator can implement</p>	<p>series and negotiating a deal on the pricing.</p> <p>Districts spend less time addressing formal or informal resource challenges.</p> <p>Establishment of a district resource collection means cost savings in the purchase of expensive, innovative, less frequently used, multi-copy learning resources.</p> <p>Evaluation at the district level means there is no duplication of effort at each school.</p> <p>The district learning resources committee can recommend that all textbooks be circulated through the district library automation program.</p> <p>The district learning resources committee evaluates all learning resource formats, including the evaluation and selection of new technologies.</p> <p>The district teacher-librarian and/or media coordinator</p>	<p>The district is responsible for the local evaluation of all major learning resource formats.</p> <p>The district recommends that all major learning resources selected for purchase will have been evaluated by the Ministry of Education, ERAC, or the district learning resources committee.</p>

CRITERIA	CURRICULUM FIT	ACCESSIBILITY TO LEARNING RESOURCES	EFFICIENCY & COST EFFECTIVENESS OF THE PROCESS	EFFECTIVENESS OF THE PROCESS
DISTRICT: BENEFITS (CONTINUED)	<p>Local teachers are trained as evaluators and then sit on the district learning resources committee.</p> <p>The district can confidently communicate to the Ministry of Education and the public about how the district is providing resources for new curricula.</p>	<p>a web-based booking program for the district learning resource centre.</p>	<p>liaises with ERAC to obtain district licensing or subscriptions for educational software and services.</p> <p>Volume purchases provide more leverage with publishers, suppliers, wholesalers and jobbers regarding price, service, and information.</p>	
DISTRICT: CONCERNs	<p>District staff may be required to assist with the school's selection process.</p> <p>If the district does not mandate what textbook series will be used in the district, schools may sometimes choose textbooks from different publishers for the same subject area and thus lose the systemic consistency that a textbook series from one publisher provides (such as implementation support or teacher sharing).</p> <p>In a worst case scenario, schools may be selecting narrower, additional learning resources without evaluating them.</p>	<p>Some schools will be rich in learning resources, while others will not. This inequity may raise parents' concerns.</p> <p>The district develops a budget for the district resource centre collection and staff.</p>		

SCENARIO FOUR: ANALYSIS OF BENEFITS AND CONCERNS

June 2008: Note that this scenario is conceptual and hypothetical, only. It is presented as a reference to consider the roles and responsibilities, costs and benefits that an ERAC-led provincial model could provide.

CRITERIA	CURRICULUM FIT	ACCESSIBILITY TO LEARNING RESOURCES	EFFICIENCY & COST EFFECTIVENESS OF THE PROCESS	EFFECTIVENESS OF THE PROCESS
SCHOOL: BENEFITS	<p>Curriculum specialists can provide schools with samples of evaluated learning resources.</p> <p>Curriculum specialists, the district teacher-librarian and/or media coordinator can offer advice on the utilization of learning resources.</p> <p>District staff can assist in locating Ministry Recommended and ERAC evaluated learning resources.</p> <p>School determines specific local learning resource needs.</p> <p>School-level management can ensure an accurate inventory of learning resources in the school.</p> <p>Schools can consult with curriculum specialists about evaluation and selection of learning resources, who also can provide an in-depth knowledge of the content areas and philosophy, rationale and goals of an IRP.</p>	<p>A school-managed inventory of learning resources provides information on the number, age, format, and location of resources in the school.</p> <p>An automated web-based library union catalogue allows access to information about learning resources housed in all school libraries (and the district resource collection) and can be used as a selection and acquisition tool.</p> <p>An automated web-based library union catalogue allows access to information about learning resources housed in all school libraries (and the district resource collection) and enables sharing of resources.</p>	<p>An automated web-based library union catalogue allows access to information about learning resources housed in all school libraries (and the district resource collection) and can be used as a selection and acquisition tool.</p> <p>The district teacher-librarian and/or media coordinator can inform schools about ERAC and facilitate the selection and purchase of ERAC-evaluated resources.</p> <p>There is school-based decision making about budget allocation for learning resources.</p> <p>To eliminate the necessity of school level evaluation of high-volume, high-cost, high-use, high-risk learning resources, schools select resources from Ministry of Education Recommended lists and ERAC evaluated and selected lists.</p>	<p>ERAC or the Ministry of Education will ultimately be responsible for all challenges pertaining to high-volume, high-cost, high-use, high-risk resources.</p> <p>Schools identify and obtain resources to meet local and community needs.</p> <p>The district teacher-librarian and/or media coordinator can provide information on the district's challenged materials policy and procedures</p> <p>The more active and professional the learning resources committee, the more the school as a whole becomes aware of the importance of evaluation and selection of high-quality, well-aligned, suitable learning resources.</p>

CRITERIA	CURRICULUM FIT	ACCESSIBILITY TO LEARNING RESOURCES	EFFICIENCY & COST EFFECTIVENESS OF THE PROCESS	EFFECTIVENESS OF THE PROCESS
SCHOOL: BENEFITS (CONTINUED)	<p>Schools have no direct responsibility for the evaluation of high-volume, high-cost, high-use, high-risk learning resources.</p> <p>Staff become familiar with all of the learning resources in the school.</p> <p>Teachers become familiar with a variety of learning resource formats (including various media), and understand how they can each be used to support the curriculum.</p> <p>Teachers develop an increased awareness of the range of learning resource requirements based on students' needs and learning styles, as well as the range of teaching styles.</p> <p>Teachers develop an increased familiarity with IRPs.</p>			

CRITERIA	CURRICULUM FIT	ACCESSIBILITY TO LEARNING RESOURCES	EFFICIENCY & COST EFFECTIVENESS OF THE PROCESS	EFFECTIVENESS OF THE PROCESS
SCHOOL: BENEFITS (CONTINUED)	The district teacher-librarian and/or media coordinator can provide in-depth knowledge and understanding of learning resource formats and their role in supporting student learning.			
SCHOOL: CONCERNs	<p>Schools are responsible for the evaluation of narrower additional resources.</p> <p>Teachers need to understand how the Ministry of Education and ERAC evaluate and select learning resources.</p>	<p>Need to have a staff member responsible for the organization and management of learning resources.</p> <p>The need for staff capacity and the opportunity to share all resources in the school.</p> <p>The need to develop a process to fairly prioritize learning resource needs within the school.</p> <p>The need to develop a system for the distribution of new learning resources to staff.</p> <p>The need to develop an equitable plan for the purchase of</p>	<p>Developing and maintaining an accurate and current inventory of learning resources in each school is on-going and time-consuming.</p> <p>High turnover of staff can result in the purchase of learning resources that remain unused, since new staff may be familiar with different resources.</p> <p>School budgets may not be able to support all the identified resource needs, thus creating school-to-school inequities.</p> <p>The school budget may not allow for the purchase of newer information technologies to utilize multi-media, comprehensive, and ever-expanding digital learning resources.</p>	<p>Schools need to maintain records on learning resources that have been selected for purchase.</p> <p>Schools will be responsible for challenges pertaining to narrower additional resources that have been evaluated by the school.</p> <p>The successful resolution of a challenge of a learning resource will depend on a reliable, consistent, defensible evaluation and selection process.</p>

CRITERIA	CURRICULUM FIT	ACCESSIBILITY TO LEARNING RESOURCES	EFFICIENCY & COST EFFECTIVENESS OF THE PROCESS	EFFECTIVENESS OF THE PROCESS
SCHOOL: CONCERNs (CONTINUED)		<p>learning resources and their distribution to the classrooms.</p> <p>The need to organize resources in a manner that makes them easy to find and utilize.</p> <p>The need to provide accessible locations for learning resource storage.</p>		
DISTRICT: BENEFITS	<p>Because ERAC evaluates and selects high-volume, high-cost, high-use, high-risk learning resources that support the BC curriculum, there is district-wide consistency.</p> <p>Because high-volume, high-cost, high-use, high-risk learning resources are only selected from Ministry Recommended or ERAC evaluated and selected lists, there is district-wide consistency.</p> <p>Consultation with curriculum specialists can help schools select quality learning</p>	<p>A district learning resource collection houses a variety of learning resource formats. All schools can utilize the collection and thus narrow the equity gap between schools.</p> <p>District curriculum specialists and the district teacher-librarian or media coordinator offer advice in utilization of learning resources.</p> <p>The automated web-based library union catalogue can</p>	<p>An automated library union catalogue can provide an inventory of learning resources (including textbooks) from all the schools.</p> <p>Cost benefits accrue from volume purchases, purchasing consortiums, one-stop shopping, and aggregated shipping and handling costs.</p> <p>Curriculum specialists can assist in piloting a publisher's textbook series and negotiating a deal on the pricing.</p> <p>Districts spend less time addressing formal or informal resource challenges.</p>	<p>ERAC is responsible for the evaluation of all major learning resource formats.</p> <p>Reliability of the learning resource evaluation process should improve the performance of individual schools on various standardized assessments.</p> <p>The district ensures that all major learning resources selected for purchase will have been evaluated by the Ministry of Education or ERAC.</p> <p>The district guides schools in fulfilling Ministry of Education requirements regarding learning resource evaluation and selection.</p>

CRITERIA	CURRICULUM FIT	ACCESSIBILITY TO LEARNING RESOURCES	EFFICIENCY & COST EFFECTIVENESS OF THE PROCESS	EFFECTIVENESS OF THE PROCESS
DISTRICT: BENEFITS (CONTINUED)	<p>resources to support existing IRPs or implement new ones.</p> <p>District staff can develop a database of ERAC-evaluated and selected learning resources.</p> <p>District-wide consistency to the incentives for teacher involvement in evaluation (such as release time with a TOC, paid service, or volunteering).</p> <p>ERAC trains teacher evaluators.</p> <p>The district can confidently communicate to the Ministry of Education and the public about how the district is providing resources for new curricula.</p> <p>The district challenged materials policy/procedure is based on the ERAC-developed evaluation criteria, so schools' selection will be more consistent and less prone to challenge.</p>	<p>provide a district textbook inventory for availability and cost-savings.</p> <p>The automated web-based library union catalogue enables access to information about all school library collections in the district.</p> <p>The district develops a system for distribution of learning resources throughout the district.</p> <p>To facilitate ease of access and use, the district teacher-librarian and/or media coordinator implements a web-based booking system for the district learning resource centre.</p>	<p>ERAC evaluates all learning resource formats including the evaluation and selection of new technologies.</p> <p>The district teacher-librarian and/or media coordinator can establish communications with major Canadian publishers and distributors.</p> <p>The district teacher-librarian and/or media coordinator can negotiate and arrange bulk purchases.</p> <p>The district teacher-librarian and/or media coordinator can recommend that all textbooks be circulated through the district library automation program.</p> <p>The district teacher-librarian and/or media coordinator liaises with ERAC to obtain district licensing/subscriptions for educational software and services.</p> <p>The establishment of a district resource collection means cost savings in the purchase of</p>	<p>With district staff monitoring the selection process, it will become more consistent.</p>

CRITERIA	CURRICULUM FIT	ACCESSIBILITY TO LEARNING RESOURCES	EFFICIENCY & COST EFFECTIVENESS OF THE PROCESS	EFFECTIVENESS OF THE PROCESS
DISTRICT: BENEFITS (CONTINUED)			<p>expensive, innovative, less frequently used, multi-copy learning resources.</p> <p>Volume purchases provide more leverage with publishers, suppliers, wholesalers and jobbers regarding price, service, and information.</p>	
DISTRICT: CONCERNs	<p>District staff may be required to assist with the school's selection process.</p> <p>If the district does not mandate what textbook series will be used in the district, schools may sometimes choose textbooks from different publishers for the same subject area and thus lose the systemic consistency that a textbook series from one publisher provides (such as implementation support or teacher sharing).</p> <p>In a worst case scenario, schools may be selecting narrower, additional learning resources without evaluating them.</p>	<p>Some schools will be rich in learning resources, while others will not. This inequity may raise parents' concerns.</p> <p>The district develops a budget for the district resource centre collection and staff.</p>		

ROLE COMPARISON OF THE FOUR SCENARIOS

ROLES	SCHOOL	DISTRICT	ERAC
Scenario 1: individual schools <ul style="list-style-type: none"> • All responsibility is given to the school. • The school develops the evaluation, selection and acquisition criteria/procedures and does the evaluation, selection and acquisition of learning resources. 	<ul style="list-style-type: none"> • Evaluation criteria • Selection criteria • Evaluation procedures • Selection procedures • Acquisition procedures • Initial stage (school-based) challenge review and resolution process 	<ul style="list-style-type: none"> • Challenge policy/procedure 	
Scenario 2: individual schools with district policy, assistance and/or expertise <ul style="list-style-type: none"> • Schools evaluate, select, and acquire learning resources. • The district develops the evaluation/selection criteria. • Optionally, a district staff member may provide process facilitation (organize and monitor the evaluation and selection process). • Optionally, district curriculum specialists, teacher-librarian or media coordinator may provide professional assistance, guidance and expertise in the evaluation and selection of learning resources. 	<ul style="list-style-type: none"> • Evaluation procedures • Selection procedures • Acquisition procedures • Initial stage (school-based) challenge review and resolution process 	<ul style="list-style-type: none"> • Evaluation criteria • Selection criteria • Challenge policy/procedure 	

ROLE COMPARISON OF THE FOUR SCENARIOS - PAGE 2

ROLES	SCHOOL	DISTRICT	ERAC
<p>Scenario 3: district-led</p> <ul style="list-style-type: none"> The district develops the evaluation/selection process. The district has adequate human and material resources to fully implement a Learning Resources Implementation Plan. Schools select, and acquire learning resources. Schools may also evaluate narrower additional resources to meet teachers' specific needs. 	<ul style="list-style-type: none"> Selection procedures Acquisition procedures Initial stage (school-based) challenge review and resolution process 	<ul style="list-style-type: none"> District Policy for learning resource selection and acquisition District-led or district-approved selection process for "high-demand" and narrower resources Standardized approach for learning resource acquisition Optionally, coordinated acquisition procedures Evaluation criteria Selection criteria District evaluation procedure Challenge policy/ procedure 	
<p>Scenario 4: ERAC-led with district involvement</p> <ul style="list-style-type: none"> The district assigns responsibility for the evaluation of high-volume, high-cost, high-use, high-risk learning resources to ERAC. The district develops selection and acquisition policy. Schools may evaluate narrower additional resources to meet teachers' specific needs. 	<ul style="list-style-type: none"> Selection procedures Acquisition procedures Initial stage (school-based) challenge review and resolution process 	<ul style="list-style-type: none"> District Policy for learning resource selection and acquisition Optionally, coordinated acquisition procedures Challenge policy/ procedure (for local approvals) 	<ul style="list-style-type: none"> Evaluation of high-volume, high-cost, high-use, high-risk learning resources ERAC challenge policy / procedure (for ERAC - evaluated and selected resources) (Optional) Coordinated acquisition service

DETAILED COMPARISON OF SCENARIOS 3 AND 4

ROLES	SCENARIO 3: DISTRICT-LED	SCENARIO 4: ERAC-LED WITH DISTRICT PARTICIPATION
Roles and Responsibilities overview	<ul style="list-style-type: none"> The district develops the evaluation/selection process. The district has adequate human and material resources to fully implement a Learning Resource Implementation Plan. Schools select, and acquire learning resources. Schools may also evaluate narrower additional resources to meet teachers' specific needs. 	<ul style="list-style-type: none"> The district assigns responsibility for the evaluation of high-volume, high-cost, high-use, high-risk learning resources to ERAC. The district develops a selection and acquisition policy. Schools may evaluate narrower additional resources to meet teachers' specific needs
District Roles	<ul style="list-style-type: none"> The district develops the evaluation/selection process. The district has adequate human and material resources to fully implement a Learning Resource Implementation Plan. 	<ul style="list-style-type: none"> Selection procedures (To be developed) Acquisition procedures (TBD) Initial stage (school-based) challenge review and resolution process
School Roles	<ul style="list-style-type: none"> Selection procedures Acquisition procedures Initial stage (school-based) challenge review and resolution process Schools may also evaluate narrower additional resources to meet teachers' specific needs 	<ul style="list-style-type: none"> Selection procedures (TBD) Acquisition procedures (TBD) Initial stage (school-based) challenge review and resolution process Schools may also evaluate narrower additional resources to meet teachers' specific needs
ERAC Roles	<ul style="list-style-type: none"> Coordinated Acquisition service (to be determined) 	<ul style="list-style-type: none"> Coordinated Acquisition service (to be determined)

SCENARIOS 3 AND 4: COST-BENEFIT ANALYSIS

	SCENARIO 3: DISTRICT-LED	SCENARIO 4: ERAC-LED WITH DISTRICT PARTICIPATION
Curriculum Fit	<ul style="list-style-type: none"> Districts reduce evaluation cost to \$0, for most comprehensive resources 	<ul style="list-style-type: none"> Districts reduce evaluation cost to \$0, for most comprehensive resources
Accessibility to learning resources	<ul style="list-style-type: none"> No direct impact 	<ul style="list-style-type: none"> No direct impact; reduced resource cost may cause districts to increase acquisition budgets
Efficiency and cost-effectiveness of the process	<ul style="list-style-type: none"> District evaluations may be comparatively cheaper, based on reduced process and time-savings or reduced cost factors (e.g. travel, TOC) 	<ul style="list-style-type: none"> ERAC assumes all costs, shared on a provincial basis
Effectiveness of the process	<ul style="list-style-type: none"> Districts can choose to evaluate whenever they wish 	<ul style="list-style-type: none"> Districts access the most experienced evaluators and curriculum expertise in province

APPENDICES



APPENDIX 1: MINISTRY POLICY SITE

http://www.bced.gov.bc.ca/policy/policies/prov_approval_of_lr.htm

Policy Document: Provincial Approval of Learning Resources

TITLE	Provincial Approval of Learning Resources
DATES	Issued and in effect August, 2002.
STATUS	Current policy
POLICY STATEMENT	School boards are required to use either Recommended learning resources or those approved through a district process. School boards must approve the policies and procedures for the district approval process.
RATIONALE	This policy provides information relating to the granting of Recommended status to learning resources for use in classrooms. It also clarifies the roles and responsibilities of the Ministry and Boards of Education/school districts in regards to the evaluation and selection of learning resources. This will provide clarity to teachers and school districts in their selection of learning resources to support curriculum initiatives.
LEGISLATION/ REGULATIONS	<p>Under the authority of the <i>School Act</i>, Section 168 (2) (e): 168 (2) The minister may make orders for the purpose of carrying out any of the minister's powers, duties or functions under this <i>Act</i> and, without restriction, may make orders...</p> <p>(e) governing educational resource materials in support of educational programs</p> <p>Section 3 of Ministerial Order 333/99, the <i>Educational Program Guide Order</i>, should be referred to in conjunction with this policy:</p> <p>3. (1) A board or francophone education authority may only use the following educational resource materials:</p> <p>(a) resource materials in an educational program guide specified in section 1 of this Order;</p> <p>(b) resource materials in a document referred to in column 1 of Table 1;</p>

LEGISLATION/ REGULATIONS	<p>(c) the educational resource materials referred to as authorized or recommended in the most recent "Catalogue of Learning Resources," published from time to time by the Ministry of Education;</p> <p>(d) other educational resource materials that, subsequent to the publication of the Catalogue referred to in paragraph (c), are designated by the minister as authorized or recommended; and (e) educational resource materials that the board or francophone education authority considers are appropriate for individual students or groups of students.</p> <p>(2) Before a board or francophone education authority uses educational resource materials referred to in subsection (1) (e), the board or francophone education authority must approve those educational resource materials in accordance with evaluation and selection criteria and procedures established by the board or francophone education authority.</p> <p>Also see policies regarding:</p> <p>Withdrawal of Recommended Learning Resources http://www.bced.gov.bc.ca/policy/policies/withdrawal_of_lr.htm</p> <p>Challenges to the Use of Recommended Learning Resources http://www.bced.gov.bc.ca/policy/policies/challenges_rec_learn_res.htm</p>
ADDITIONAL DEFINITIONS	<p>Definition - "Challenge:" A formal complaint to the Ministry concerning the appropriateness of a Recommended learning resource.</p> <p>Definition - "District approved:" Learning resources that have been evaluated and selected based on policies and procedures established by the school district and approved by the Boards of Education.</p> <p>Definition - "Grade Collection:" The set of Recommended learning resources with the most comprehensive curriculum support for a particular curriculum.</p> <p>Definition - "Learning Resource:" Information represented, accessible, or stored in a variety of media and formats, which assists student learning as defined by the learning outcomes of the provincial curriculum.</p>

ADDITIONAL DEFINITIONS	<p>Definition - “Recommended:” The legal status granted to a learning resource, which has been evaluated and approved by the Ministry for use in all B.C. schools and designated by the Minister as Recommended.</p> <p>Definition - “Withdrawal:” The termination of the Recommended status of a learning resource.</p>
POLICY	<p>The Ministry of Education supports resource-based learning and encourages teachers to employ a range of education media.</p> <p>Learning resources to be used in the classroom must go through a formal evaluation process, either at the Ministry level or the district level.</p> <p>The Ministry of Education is responsible for evaluating and selecting learning resources to support provincial curriculum. Any challenges to the use of Recommended learning resources will be addressed by an Educational Resource Advisory Committee. Resources will retain their Recommended status for five years after which time they may be withdrawn from grade collections and lose their Recommended status. A withdrawal earlier than five years will occur if there is a successful challenge to the resource or if the resource has been determined to be unsuitable as a result of a Ministry review.</p> <p>The approval of learning resources by districts must be based on policies and procedures established by the district and approved by the Board of Education. Any challenges to the use of district-approved resources will be dealt with at the district level.</p>
PROCEDURES	<p>The provincial learning resources evaluation process supports both English language and French language curriculum.</p> <p>Evaluators are primarily practicing educators.</p> <p>Evaluation criteria are divided into five categories: Curriculum Fit, Content, Instructional Design, Technical Design and Social Considerations. Media specific evaluation forms are used (the forms may be found in Evaluating, Selecting and Managing Learning Resources: A Guide). [unavailable pending revisions]</p>

PROCEDURES	<p>Resources that are chosen using the Ministry evaluation process receive Minister's Order and become Recommended and are included in the grade collections for each curriculum.</p> <p>Resources evaluated and approved through the Western and Northern Canadian Protocol process and which meet the criteria for inclusion in a grade collection are given Recommended status in BC.</p> <p>The Ministry evaluates learning resources that will be used by teachers and/or students for instructional purposes, and that either</p> <ul style="list-style-type: none">• provide comprehensive support for a significant portion of the learning outcomes for a grade or course (categorized as comprehensive resources), or• address a narrow range of learning outcomes not covered by current Recommended resources (categorized as additional resources).
-------------------	---

APPENDIX 2: MINISTRY POLICY SITE

http://www.bced.gov.bc.ca/policy/policies/withdrawal_of_lr.htm

Policy Document: Provincial Approval of Learning Resources

TITLE	Withdrawal of Recommended Learning Resources
DATES	Issued and in effect June 1, 2000.
STATUS	This policy replaces Policy Circular 96-01 issued on June 12, 1996. “Current policy”
POLICY STATEMENT	Learning resources will retain Recommended status for five years, after which time continued status as a Recommended learning resource will be subject, but not limited to, criteria such as curriculum relevance, currency and availability.
RATIONALE	This policy provides information relating to the termination of the Recommended status granted to learning resources. This will provide clarity for teachers and school districts in their selection and management of learning resources to support curriculum initiatives.
LEGISLATION/ REGULATIONS	<p>Under the authority of the <i>School Act</i>, Section 168 (2) (e):</p> <p>168 (2) The minister may make orders for the purpose of carrying out any of the minister's powers, duties or functions under this <i>Act</i> and, without restriction, may make orders...</p> <p>(e) governing educational resource materials in support of educational programs</p> <p>Section 3 of Ministerial Order 333/99, the <i>Educational Program Guide Order</i>, should be referred to in conjunction with this policy:</p> <p>3.(1) A board or francophone education authority may only use the following educational resource materials:</p> <p>(a) resource materials in an educational program guide specified in section 1 of this Order;</p> <p>(b) resource materials in a document referred to in column 1 of Table 1;</p>

LEGISLATION/ REGULATIONS	<p>(c) the educational resource materials referred to as authorized or recommended in the most recent "Catalogue of Learning Resources," published from time to time by the Ministry of Education;</p> <p>(d) other educational resource materials that, subsequent to the publication of the Catalogue referred to in paragraph (c), are designated by the minister as authorized or recommended; and (e) educational resource materials that the board or francophone education authority considers are appropriate for individual students or groups of students.</p> <p>(2) Before a board or francophone education authority uses educational resource materials referred to in subsection (1) (e), the board or francophone education authority must approve those educational resource materials in accordance with evaluation and selection criteria and procedures established by the board or francophone education authority.</p> <p>Also see policies regarding:</p> <p>Provincial Approval of Learning Resources</p> <p>Challenges to the Use of Recommended Learning Resources</p>
ADDITIONAL DEFINITIONS	<p>Definition - "Challenge:" A formal complaint to the Ministry concerning the appropriateness of a Recommended learning resource.</p> <p>Definition - "Recommended:" The legal status granted to a learning resource, which has been evaluated and approved by the Ministry for use in all B.C. schools and designated by the Minister as Recommended.</p> <p>Definition - "Withdrawal:" The termination of the Recommended status of a learning resource.</p>

Appendix 3

District Policies Regarding Challenged Learning Resource Material

Following are two examples of BC district policies to address challenges of locally-approved learning resources.

Example #1

If learning resource material is challenged the following procedure should be carried out:

The complaint should be received courteously and the complainant invited to complete, in duplicate, the Form #36-18.2E - "Request for Reconsideration of Learning Resource Material."

Copies of the form should be distributed as follows: - One to the principal of the school concerned - One to the Deputy Superintendent of Schools

The complainant should be invited to meet with the principal of the school concerned.

If the matter is still unresolved, it shall be referred to the Deputy Superintendent of Schools.

If necessary, arrangements will then be made for the complainant to have a personal interview with the Reviewing Committee, in accordance with Board policy.

If the matter is not resolved by the Reviewing Committee, the complainant may make a final appeal to the Board of School Trustees.

Example#2

Learning Resources Reconsideration

1. Any resident of the school district may formally request reconsideration of learning resources used in the district's educational program.

2. Request for Reconsideration - School Level

- 2.1 The school receiving a complaint regarding a learning resource will try to resolve the issue informally.
- 2.2 The principal or designate shall explain to the questioner the district's resource selection procedure and criteria.
- 2.3 The principal and appropriate educational staff will explain the particular place that the reconsidered resource occupies in the education program and its intended

educational usefulness.

- 2.4 If the questioner wishes to file a formal request for reconsideration, they will be provided with a copy of the district's learning resources selection policies (Policy 7016, Learning Resources, and Regulation 7016R1, Learning Resources Selection, as well as this regulation) and a Request for Learning Resources Reconsideration form, which schools may obtain from the Learning Resources Centre.
- 2.5 The individual filing a formal request for reconsideration must submit the Request for Learning Resources Reconsideration form to the school principal not more than two weeks from the date of the original meeting.

3. Request for Reconsideration - District Level

- 3.1 The principal of the school will forward, within six working days, the Request for Learning Resources Reconsideration form to the district Vice-Principal - Learning Resources.
- 3.2 Within one month of receiving a reconsideration, the Learning Resources Advisory Committee will meet to review it. The committee will consist of:
 - Superintendent's designate (chair);
 - the district Vice-Principal - Learning Resources;
 - a teacher/librarian not previously involved;
 - two administrative officers not previously involved;
 - one Parent Advisory Council representative not previously involved
 - one Teachers' Association representative not previously involved.
- 3.3 The Learning Resources Advisory Committee will review the reconsidered resource and judge whether it conforms with the principles of resource selection outlined in Board policy and whether the material is appropriate for its intended educational use. Within one month of conducting the review, the committee will submit a recommendation to the Superintendent of Schools for a decision.
- 3.4 Criteria for Reviewing Resources
- 3.4.1 Criteria for reviewing a reconsidered learning resource shall include:
 - a.examination of the reconsidered resource;
 - b.consideration of the concerns outlined by the questioner;
 - c.determination of professional acceptance by reading critical reviews of the resource;
 - d.consideration of the learning resource as a whole, rather than on passages or sections taken out of context;
 - e.relevancy of the learning resource in terms of curricular learning outcomes.
- 3.4.2 Although it is learning resources which are being reconsidered, the principles of freedom to read, listen, and view must be defended as well.

- 3.5 Access to reconsidered material shall not be restricted during the reconsideration process.
- 3.6 A written report will be prepared which will include the procedures followed, minutes of committee meetings, and the rationale for the decision made by the committee.
- 3.7 The committee's decision and the rationale for it will be discussed with the individual who filed the reconsideration.

Appendix 4

Current Publishing, Copyright Collective, Public Performance Rights and Pre-binders and Re-binders Contact Information

Publishing Information

Books in Print

Canadian Sales:
#412, 30 Elm Drive East
Mississauga, ON L5A 4C3
Toll-free: 1-877-896-3178
Phone: 1-905-268-0428
Fax: 1-905-268-0429
www.booksinprint.com/bip

BCALMER

(BC Association of Learning Materials and Educational Representatives)
www.bcalmer.ca

Book Trade in Canada

Quill & Quire, PO Box 819
Markham, ON L3P 8A2
Phone: 905-946-0406
www.quillandquire.com

Canadian Publishers' Directory

Published as a semi-annual supplement
to Quill & Quire
Canadian Library Association
328 Frank Street
Ottawa, ON K2P 0X8
Phone: (613) 232-9625
Fax: (613) 563-9895
www.cla.ca

Copyright Collectives

Access Copyright

The Canadian Copyright Licensing Agency
1 Yonge Street, Suite 800
Toronto, ON, M5E 1E5
Toll-free: 1-800-893-5777
Phone: 416-868-1620
Fax: 416-868-1621
www.accesscopyright.ca

SOCAN

(Society of Composers, Authors, and Music Publishers of Canada)
West Coast Division:
1201 West Pender Street, Ste. 400
Vancouver, BC V6E 2V2
Phone: 604-669-5569
Toll-free: 1-800-93 SOCAN (ie 1-800-937-6226)
Fax: 604-688-1142
www.socan.ca

ERCC

P.O. Box 658
31 Adelaide Street East
TORONTO, ON, M5C 2J8
Fax: 416-368-8324
www.ercc.ca/ercc_welcome
info@ercc.ca

Public Performance Rights**Visual Education Centre**

Western Office Address:
59 Somerglen Court SW
Calgary, AB T2Y 3V5
Phone: 403-873 9281
Fax: 403-266 1781
www.visualed.com

Audio Ciné Films Inc

1955 Côte-de-Liesse Road, Suite 210
Montréal, QU H4N 3A8
Phone: 514-493.8887
Toll-free: 1-800-289-8887
Fax: 514-493-9058
www.acf-film.com
info@acf-film.com

Pre-binders and Re-binders**Academic Bookbinding Co. Ltd.**

11 - 13550 77th Avenue
Surrey BC V3W 6Y3
Phone: 604-591-8288
Fax: 604-591-6773

North-West Book Company

Unit 11 - 13055 80th Avenue
Surrey BC V3W 3B1
Phone: 604-591-8608
Fax: 604-591-8405
www.nwbookcompany.com

Victoria Bindery

Unit 2, 460 Tennyson Place
Victoria, BC V8Z 6S8
Phone: 250-383-6353
Fax: 250-383-2247
www.victoriabindery.com
sales@victoriabindery.com

BC Bindery

#5, 1698 Cary Rd.
Kelowna, BC V1X 2B9
Toll-free: 1-800-661-7301
Phone: 250-862-5109
Fax: 250-862-5158
info@bcbindery.com

Appendix 5: Evaluating and Selecting Websites

The Internet provides students and teachers with the ability to access large amounts of information quickly and easily. Turning this information into a valuable learning resource requires organization, planning, and careful selection of material. Teachers should select websites that are appropriate to the needs of their students and that support the objectives of the curriculum. Students should be encouraged to develop a variety of analytical, searching and critical thinking skills and strategies to become confident and competent users of the Internet. Selected websites will need to be revisited regularly, however, to ensure that the content and/or the URL have not changed.

School-based planning will ensure that students experience a comprehensive, varied, and engaging program. Consultation with resource teachers, such as teacher-librarians and technology coordinators, will provide information on how best to provide access for students. Sites should be appropriate for the grade level and language of instruction while being readable and accessible. The school's technology resources will have an impact on what type of sites are of practical use. Teachers must also ensure students are aware of school district policies on Internet safety and computer use.

Use of the Internet should be considered as part of the overall educational environment that will also include print, pictures, videos, film, and other non-digital resources.

Appendix 6: Evaluation Form for Narrower, Additional Learning Resources

All learning resources used in the classroom must be evaluated by professional educators. The Ministry of Education has developed criteria, grouped under five main areas, to evaluate learning resources. This is an abbreviated evaluation form that can be used for narrower, additional learning resources selected for use in the classroom. Evaluators may wish to refer to the detailed version of this form (which appears in the first section of this booklet) for reference.

1. Curriculum Fit

(Supports the philosophy, rationale and goals of the IRP.)

Yes No

2. Content

(Accurate and relevant to the curriculum)

Yes No

3. Instructional Design

(Appropriate organization, teaching strategies, assessment)

Yes No

4. Technical Design

(Enhances student accessibility and understanding)

Yes No

5. Social Considerations

(The following criteria draw attention to the potential presence of controversial or offensive elements that may exist in the content or presentation).

a. AGE (realistic portrayal, avoids stereotyping)

Yes Concerns:

b. Gender Roles (equity, diversity, avoids stereotyping)

Yes Concerns:

c. Aboriginal Peoples (accurate, non-denigrating, avoids stereotyping and tokenism)

Yes Concerns:

d. Multiculturalism (cultural diversity, respectful portrayal, cultural accuracy)

Yes Concerns:

e. Gender Identity and Sexual Orientation (Inclusion, respectful portrayal)

Q Yes Concerns:

f. Ability/Disability (realistic portrayal, accurate, emphasis on ability)

Q Yes Concerns:

g. Belief System (respectful, free from generalization and prejudice)

Q Yes Concerns:

h. Socio-Economic (reality of day-to-day life in Canadian society)

Q Yes Concerns:

i. Violence (clear purpose, supports instruction)

Q Yes Concerns:

j. Ethical and Legal (clear purpose, accurate, current data, fact / opinion)

Q Yes Concerns:

k. Humour (positive, non-denigrating, age appropriate)

Q Yes Concerns:

l. Safety (legal and community standards for safe practice)

Q Yes Concerns:

m. Language (contributes to instructional effectiveness)

Q Yes Concerns:

Submitted for Local Approval **Q**

Description (content / curriculum fit, strengths and weaknesses, social consideration cautions)

Appendix 7: Local Challenge Procedure for a Learning Resource

Note that the *School Act* requires that all learning resources which are not Ministry-Recommended must be locally approved by the school board.

Ministry of Education evaluated and recommended learning resource	<p>The school receiving a complaint regarding a learning resource shall try to resolve the issue informally at the school level.</p>	<p>If the complaint is unable to be resolved at the school level, the complainant may choose to complete a district "Request for Reconsideration of a Learning Resource" form.</p>	<p>Concerns regarding Ministry of Education recommended resources that cannot be resolved at the school or district level are referred to the Ministry of Education. Challengers should be provided with the form, "Inquiry Into the Suitability of a Learning Resource".</p>
ERAC evaluated learning resource	<p>Same as above</p>	<p>Same as above</p>	<p>Concerns regarding ERAC evaluated resources which are subsequently Ministry-Recommended, are referred to the Ministry of Education. ERAC supports the Ministry in the challenge process.</p>
School district evaluated and locally approved learning resource	<p>Same as above</p>	<p>Same as above</p>	<p>Challenges to locally approved resources must be resolved at the district level.</p>
School evaluated and locally approved learning resource	<p>Same as above</p>	<p>Same as above</p>	<p>Challenges to locally approved resources must be resolved at the district level.</p>

Appendix 8: Challenge Procedure for a Learning Resource

Ministry Policy Statement

Occasionally, the Ministry of Education or a school district will receive a challenge against a Recommended resource. (A Recommended resource is one that has been evaluated and approved by the Ministry for use in all BC schools. Districts may also locally approve the use of resources.) In these cases, a complainant formally challenges the appropriateness of a Recommended learning resource. The Ministry is responsible for dealing with formal complaints about the use of Recommended learning resources. Concerns regarding the use of district approved resources are resolved at the district level.

Based on the *School Act* and Ministerial Order 333/99 Education Program Guide Order (3) Educational Resource Materials, the Ministry has an established process for dealing with challenges to Recommended learning resources. This process involves consultation with an educational resources advisory committee, which is comprised of representatives from partner groups including parents, teachers, school administrators, school trustees and superintendents. This committee's main function is to examine Recommended resources that have been challenged and make recommendations to the Ministry concerning the continued use of these materials. It is the responsibility of each board of education to have in place a district process for dealing with complaints about district approved resources.

Procedures

Concerns regarding the use of Recommended learning resources should first be addressed and, if possible, resolved at the school or district level. If the concern cannot be resolved locally, it is referred to the Ministry.

Challengers should be provided with the form (included below), "Inquiry into the Suitability of Learning Resource" which they can submit directly to the Ministry. The Ministry will acknowledge the challenge and refer it to an educational resource advisory committee, which meets as required to address challenges received.

Based on the committee's recommendations, the Ministry may forward cautions about the resource to teachers, communicate with publishers about the issue, and/or withdraw Recommended status for materials deemed inappropriate for school use. The Ministry will also forward information regarding any cautions or withdrawals to districts. Further, challengers, and the district superintendent, receive a response informing them of actions taken.

Inquiry into the Suitability of a Learning Resource

Resource Title:		
Context of Usage:	Classroom Resource <input checked="" type="checkbox"/> Distance Learning Material <input checked="" type="checkbox"/>	
	Other: (please specify) <input checked="" type="checkbox"/>	
Author(s):		
Publisher/year:		
Request initiated by:		
Role of Complainant:	Teacher <input checked="" type="checkbox"/> Parent <input checked="" type="checkbox"/>	
	Other: (please specify) <input checked="" type="checkbox"/>	
Telephone No.:		
Address:		
1) To what in the resource(s) do you object?	Pages	Specific Objection:
	a	
	b	
	c	
	d	
2) What do you think is the theme or purpose of the resource?		
3) What effect do you believe this resource would have on your students or son or daughter?		
4) What effect do you believe this resource would have on other students?		

5) Have you reviewed the entire resource?	
6) In many cases, the impact of a resource will vary according to how it is presented and interpreted in the classroom. We urge you to discuss this material with the appropriate people. Have you discussed the resource with the:	teacher <input checked="" type="checkbox"/> School district staff? <input checked="" type="checkbox"/> What was their response?
7) Have you read reviews of this resource?	Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> Source of reviews? If reviews are available, would you like copies? Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>
8) Additional Comments:	
Signed: _____ Date: _____	

Appendix 9: Copyright

The *Copyright Act* is a federal law that defines the right to copy, perform, or publish a creator's work. Those responsible for the use and management of published materials, whether in print, video, or digital formats, or available through off-air taping or via the Internet, must be aware of issues relating to copyright as they affect learning resources, including:

- the need for public performance rights on video/DVD
- expiry dates for public performance rights on video/DVD
- site licenses and limitations on computer software
- laws related to the duplication of video, audio, software, Internet, and off-air recordings
- unauthorized copying of print material
- unauthorized use of sheet music
- unauthorized copying of materials when developing multimedia programs
- provisions of the *Copyright Act* with respect to permitted use of broadcast materials

Copyright Collectives

Under the *Copyright Act*, copyright collectives are permitted to represent creators, publishers, and broadcasters. These organizations set conditions for use of the works in their repertoires, administer the statutory rights of the creators, and collect any required royalties from users of copyrighted materials.

These agencies include:

Access Copyright, The Canadian Copyright Licensing Agency

www.accesscopyright.ca

Access Copyright, The Canadian Copyright Licensing Agency, represents writers, publishers and other creators for the administration of copyright in all provinces except Quebec. The purpose of the collective is to provide easy access to copyright material by negotiating comprehensive licenses with user groups, such as schools, colleges, universities, governments, corporations, etc. permitting reproduction rights, such as photocopy rights, for the works in its repertoire.

The B.C. Ministry of Education is a signatory to a license with Access Copyright, which provides specific rights to K-12 educational institutions in BC and other provinces. The agreement is administered via the Council of Ministers of Education, Canada. Information is available at:

www.cmecc.ca/copyright/copyPrint

This site includes links to the detailed contractual agreement and its components, as well as various other useful copyright documents.

SOCAN

Society of Composers, Authors and Music Publishers of Canada www.socan.ca

The Society of Composers, Authors and Music Publishers of Canada is a performing rights society that administers performing rights in musical works on behalf of Canadian composers, authors and publishers as well as affiliated societies representing foreign composers, authors and publishers.

The BC Educational Resource Acquisition Consortium (ERAC) currently maintains a license with SOCAN that provides specific rights to BC K-12 educational institutions. More information is available at: www.bcerac.ca/SOCAN

ERCC

Educational Rights Collective of Canada

The Educational Rights Collective of Canada (ERCC) is a non-profit collective established in 1998 to represent the interests of copyright owners of television and radio programs (news, commentary and all other programs), when these programs are reproduced and performed in public by educational institutions for educational or training purposes. Further information is available at: www.info@ercc.ca.

Public Performance Rights

Commercially rented videos/DVDs or videos purchased in retail stores are usually labeled "for home use only". In order to legally show these in a school setting, written permission and, in most cases, payment of a fee for this right are required. Districts may wish to enter into agreements pertaining to public performance rights which permit the screening of feature films and videos in schools. Each board of education should develop policies and guidelines outlining the educational use of feature films in their district.

There are two organizations that provide public performance rights for the majority of feature films available in Canada:

Audio Ciné Films

www.acf-film.com

Audio Ciné Films Inc. (ACF) is a Canadian non-theatrical distributor and public performance licensing agent for Canadian, American and foreign feature film producers such as Universal Studios, Walt Disney Pictures, Alliance-Atlantis, Paramount Pictures, MGM Studios, Touchstone Pictures, PolyGram Filmed Entertainment, United Artists, FineLine Features, Orion Pictures, Hollywood Pictures, New Line Cinema, Behaviour, Miramax Films, Odeon, Sony Classics, Paramount Classics, Blackwatch Releasing and Artisan Entertainment. The company offers annual public performance licensing agreements to schools and school districts that permit the showing of feature films for classroom, educational, non-profit presentations.

Visual Education Centre

www.visualed.com

VEC offers a site-based license for schools and/or boards of education that allows educators to source feature films on videocassette/DVD from rental outlets, use legally manufactured copies from personal collections, or public libraries and legally exhibit them in Canadian classrooms. VEC represents Warner Brothers, TriStar Pictures, Columbia Pictures, 20th Century Fox, Fox Searchlight, Sony Pictures, Motion International, Astral, Canadian Famous Players, Lions Gate Films, Paramount Pictures, Paramount Advantage, Paramount Classics, and others.

Contact Information:

Access Copyright

The Canadian Copyright Licensing Agency
1 Yonge Street, Suite 1900
Toronto, ON M5E 1E5
Phone: 416- 868-1620, ext. 228 or 1-800-893-5777
Fax: 416-868-1621

Society of Composers, Authors and Music Publishers of Canada (SOCAN)

Head Office:
41 Valleybrook Drive
Don Mills, ON M3B 2S6
Phone: 416-445-8700 or 1-800-55-SOCAN (1-800-557-6226)
Fax: 416-445-7108
www.socan.ca

West Coast:
1201 West Pender Street, Suite 400
Vancouver, BC V6E 2V2
Phone: 604-669-5569 or 1-800-93-SOCAN (1-800-937-6226)
Fax: 604-688-1142

Audio Ciné Films Inc. (ACF)

1955 Côte-de-Liesse Road, Suite 210
Montreal, QUE H4N 3A8
Phone: 1-800-289-8887

Visual Education Centre (VEC/Criterion)

Head Office:

41 Horner Avenue, Unit 3
Toronto, ON M8Z 4X4
Toll-free: 1-800-668-0749
Fax: 416-251-3720
www.criterionpic.com

Montreal Office:

7810 Jarry Street, Unit J
Anjou, QUE H1G 2A1
Phone: 1-800-361-2788
Fax: 514-356-1499

Vancouver Office:

7218 Progress Way, Unit 7
Delta, BC V4G 1H2
Phone: 1-800-663-0991
Fax: 604-940-9541

Appendix 10: The School Library

An effective school library promotes the development of independent, lifelong learners. It emphasizes the collaboration of all participants in education and focuses on resource-based learning, using a wide variety of sources. The school library program supports the achievement of the education goals identified by the school district, the school, and the Ministry of Education. The school library collection provides a variety of learning resources of differing media formats at appropriate reading, listening, viewing and cognitive levels for the students in the school.

Many of the resources in the school library are carefully chosen to support the curriculum taught in the school, but the evaluation criteria used to select these resources may not be the same as those used to select learning resources for use in the classroom. If this is the case, teachers choosing library materials that will be used as "key" resources in the classroom should evaluate them using the same criteria that they use for all other "key" classroom resources.

