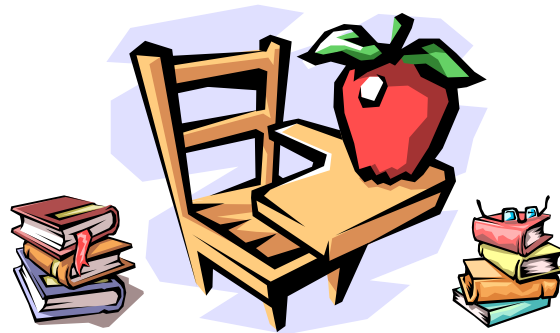


**A PLAN  
FOR DEVELOPING  
CURRICULUM IN THE  
EAST HADDAM PUBLIC SCHOOLS**



**January 21, 2000**

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**COMMITTEE MEMBERS**

**TERM EXPIRATION DATE**

Steve Durham, Chair and Superintendent	Permanent
Craig Edmondson, Middle School Principal	June 2004
Everett Herden, Board of Education	Permanent
Anne Johnson, Middle School Teacher	June 2005
Sue Kenny, Elementary School Teacher	June 2004
Nancy Magowan, Elementary School Teacher	June 2005
Sue McKinlay, High School Media Specialist	June 2004
Cindy Mello, Elementary School Assistant Principal	June 2005
Peggy Neal, Middle School Teacher	June 2003
David Scata, Director of Pupil Services	June 2003
Howard Sheldon, High School Principal	June 2003
Chris Veronesi, High School Teacher	June 2005

## **East Haddam Public Schools' Mission Statement**

The mission of the East Haddam School District, where people are our greatest resource, is to develop a community of life-long learners through a rigorous instructional program delivered by a caring, competent staff dedicated to preparing productive citizens for our diverse and changing society.

## **East Haddam Public Schools' Belief Statements**

- We value every child and respect every individual.
- We recognize individuals learn through dynamic and diverse learning experiences.
- We promote quality education through the active partnerships of the community, school, and home.
- We believe individuals should learn in a safe and positive environment.
- We support personal growth through risk taking, mutual respect and an openness to innovation.
- We believe fostering pride and self-worth promotes educational excellence.
- We respect expertise and promote educational excellence.
- We accept the responsibility to provide all children with access to equal education.
  - We value critical thinking, problem solving, and creativity.

## **East Haddam School District's Goals**

### **STUDENT ACHIEVEMENT**

- Objective 1 - Students in grades 4, 6, 8, and 10 will achieve mastery on state standardized testing.
- Objective 2 - Every student will demonstrate mastery of the East Haddam Curriculum.

## PROFESSIONAL DEVELOPMENT

- Objective 1 - Each child will engage in an instructional program provided by a professional staff that utilizes exemplary educational practice.

## TECHNOLOGY

- Objective 1 - All students will have equal access to and use current technological resources.

## RELATIONSHIPS

- Objective 1 - Every student will have the opportunity to engage in a mentor/mentee relationship with an adult within the school community

## FACILITIES

- Objective 1 - Every child will be provided school facilities that assist the delivery of a comprehensive PreK-12 educational program, as well as community-based activities.

# **THE CURRICULUM COUNCIL**

## **Statement of Purpose**

Curriculum development is a dynamic and continuous process by which a school system plans, implements, and evaluates its educational programs in a coherent and logical manner. Curriculum guides the teaching/learning process by defining what is to be learned, how it is to be learned and how it will be assessed. Through the use of written curriculum documents, teachers are able to ensure that every student will encounter a planned, on-going, and systematic program. To be highly effective, the written curriculum must be used by teachers on a daily basis to make instructional decisions that are focused on a common core of mastery objectives. The curriculum must also be flexible enough to allow for a teacher's creativity, enhancement and critical monitoring of effective learning strategies. The written curriculum must be a working document that is constantly reviewed and modified to meet the learning needs of students.

The Curriculum Council will establish an orderly and ongoing process for assuring that there is a written curriculum in each discipline which accurately reflects the philosophy and goals of the East Haddam Public Schools. To accomplish this purpose, the Curriculum Council must actively engage in a process of determining the need for curriculum review and revision. The Council must become the body which reviews current research, understands the impact of state initiatives, and is aware of how the future affects today's curricular offerings.

The Council will set the standards for learning in East Haddam. The establishment of what is expected of a graduate of the East Haddam Public Schools has a major impact on the curriculum which, in turn, will affect what students will be expected to accomplish at each grade level.

Within the framework of the limited resources of time and money, each program offering must be routinely evaluated to determine those programs which are of value for today's learners and those which are not. It is through a process of ongoing evaluation that the Curriculum Council will determine how best to design a curriculum which will meet the present and future learning needs of our students.

## **Membership**

The Curriculum Council will include a minimum of two teachers from each of the building level Curriculum Councils, a library/media specialist, an administrator from each school, one member of the Board of Education, and the Superintendent who will serve as chairperson.

### **Functions of the Council**

The Curriculum Council is charged with the responsibility to fully consider the implications of all concepts, mandated or otherwise, which relate to the total curriculum of the East Haddam School System. In fulfilling this function, the Council shall serve as the major source for curriculum-related input to the Superintendent and the Board of Education and shall facilitate the implementation of the Council's recommendations including the establishment of a master curriculum calendar.

## **SUBJECT AREA COMMITTEES**

### **Purpose**

Subject area committees shall conduct all activity required to periodically assess and update written curriculum guides.

### **Membership**

- a. The subject area committees for Language Arts, mathematics, science, and social studies shall consist of:
  1. At least one teacher representing each grade, K-12;
  2. At least one special educator;
  3. At least one administrator from any school level; and
  4. The committee shall elect one of its members as chairperson and another as recording secretary.
  
- b. The subject area committees for fine arts (art and music), physical education and health shall consist of:
  1. At least one teacher from each school level, K-5, 6-8, and 9-12;
  2. At least one administrator from any school level; and
  3. The committee shall select one of its members as chairperson and another as recording secretary.
  
- c. The subject area committees for technology education, business education, world languages, family and consumer science, and vocational agriculture shall consist of:
  1. At least one teacher from each discipline representing each school level in which the discipline is taught, 6-8 and 9-12;
  2. An administrator; and
  3. The committee shall elect one of its members to serve as chairperson and another as recording secretary.

Subject Area Committees (Cont'd)

### **Membership (Cont'd)**

Members of subject area committees shall be appointed by the chairperson of the Curriculum Council (Superintendent). All teachers shall be invited to express their interests and preferences. Terms of membership shall be three years, with members being eligible for reappointment. Vacancies shall be filled so as to maintain a degree of continuity while simultaneously attempting to infuse new viewpoints through the selection process.

### **Functions of the Committee**

The subject area committees shall convene as needed to ensure that appropriate needs assessments, periodic reviews and requisite updatings are accomplished so that written curriculum guides reflect the most current thinking in the field.

### **Tasks Performed by Subject Committees**

Curriculum renewal may involve all or some of the following tasks:

1. Conduct a review of the research related to the specific subject area including cognitive research;
2. Conduct needs assessments to determine program strengths and weaknesses;
3. Analyze student achievement on standardized tests to determine student needs;
4. Review any state regulations that may impact the curriculum;
5. Review/revise the philosophy and program goals;
6. Develop or revise learner outcomes;
7. Assess available resources and identify new resources needed including the reallocation of existing resources;
8. Select and recommend appropriate instructional materials, including textbooks, supplies, equipment and audio-visuals, and technology needs;
9. Develop plans for the implementation and pilot testing when appropriate;
10. Conduct follow-up evaluations of implemented changes;

Subject Area Committees (Cont'd)

### **Tasks Performed by Subject Committees (Cont'd)**

11. Identify staff development (in-service) needs associated with curriculum changes;
12. Make provisions for articulation of programs between levels of instruction; and
13. Provide appropriate information to Board of Education members and the community about curriculum topics.

### **Meetings**

It is expected that each subject area curriculum committee will meet at least twice annually to review and evaluate its curriculum. Meetings are generally held after school on a date that is convenient for most of its members. Committees are encouraged to meet as often as possible in order to complete its work.

### **Time**

Curriculum development is a professional responsibility that all teachers and administrators must embrace. The lack of time is often cited as a major reason for the inability to implement a serious continuous curriculum development program. Many dedicated staff members have voluntarily served on committees and the administration has, whenever possible, budgeted funds to remunerate staff members for performing curriculum work. Staff members cannot be expected to do a total curriculum renewal project on their own time. It is equally unrealistic to expect that funds could be available to remunerate all of the necessary curriculum work. Professional cooperation is needed in this regard from all parties concerned.

Curriculum work will be accomplished by a combination of committee meetings after school, on school days without extra pay, meetings on a released time basis as scheduled by the administration within the budgetary constraints, and summer curriculum work with additional pay. Funding for paid curriculum work will be reserved for those committees that may be ready to culminate a renewal project with a concentrated period of work. Typically, committee members would be paid for curriculum writing during the summer months.

Subject Area Committees (Cont'd)

### **Curriculum Format**

The format for curriculum writing in East Haddam will be guided by “The Connecticut Frameworks: K-12 Curricular Goals and Standards.” The main focus of curriculum documents will be on learner outcomes which will be a prime responsibility of each subject area committee.

Any new or revised curricula used in the East Haddam Public Schools will consist minimally of the following components:

1. Statement of philosophy (for the subject area);
2. Programs goals;
3. K-12 content standards;
4. Learner outcomes stated by grade;
5. Illustrations of classroom activities that may be used to accomplish the standards and learner outcomes.
6. Equipment needed to support the curriculum;
7. Required textbooks and suggested supplemental materials (including AV materials);
8. Technology use;
9. Procedure for evaluating the curriculum; and
10. Other items that may be desired or necessary for a particular subject such as teacher training, teacher resources, vocabulary lists, descriptions of units of study, scope and sequence, scheduling considerations, etc. may be included.

### **Adoption of Curriculum Materials**

The East Haddam Board of Education is charged with the legal responsibility under Sections 10-220(c), 10-16(b), 10-22(a), and 10-229 of the Connecticut General Statutes for the adoption of all courses, curriculum guides and textbooks in the East Haddam Schools.

Therefore, any significant changes in curriculum content, objectives and basic textbooks will be adopted by vote of the East Haddam Board of Education before implementation or use in the schools.

Subject Area Committees (Cont'd)

### **Master Schedule for Curriculum Development**

The establishment of a master curriculum schedule is critical to the planned, on-going, and systematic curriculum process in the East Haddam Public Schools. The master schedule establishes the primary charge to each subject area committee (i.e. revision, evaluation, textbook adoption, etc.). Development of the master schedule is one of the major functions of the Curriculum Council.

A master schedule for the current year is attached. (To be developed by the Council).

## CURRICULUM STANDARDS

The Curriculum Council is charged with the task of developing, reviewing, and revising curriculum with the goal of providing a curriculum which will “set and meet high expectations for academic achievement for all students in order to prepare them for productive adult life, continuing education and responsible citizenship.” (Conn. Frameworks) The curriculum must attempt to be diligent in its standards and to reach all students according to their abilities and interests. The curriculum process must be continuous in its review of past and present learning experiences and environments and must provide for the current and future educational needs of its students.

In meeting that charge, the Curriculum Council proposes standards for a curriculum that represents a broad array of outcomes that should result from an education in the East Haddam Public Schools, including academic skills and knowledge, social skills, attitudes, and attributes. These standards allow for differences in abilities, interests, and aspirations among students and serve to prescribe the highest expectations for each child. The standards aspire to help students create and attain meaningful goals and engage in lifelong learnings. Reflected in these standards are the spirit and philosophy of the goals adopted by the East Haddam Board of Education, the Connecticut Frameworks, and the Common Core of Learning adopted by the Connecticut State Board of Education. Also embodied in this document is the Connecticut Common Core of Teaching which is embellished in the East Haddam Public School’s Professional Development and Teacher Evaluation Plan.

Standards for the East Haddam curriculum include the cornerstones of Aspects of Character, Skills and Competencies, and Understandings and Applications. As a point of reference, these cornerstones, their rationale, and major points of emphasis are as follows:

1) **Aspects of Character**

A positive self-image and self-esteem are crucial to learning. These attributes determine goals, behaviors and responses to others. Furthermore, people depend on and influence one another.

Therefore, it is important that students take responsibility for their lives and set appropriate goals for themselves. In doing so, they develop lifelong attitudes.

- Responsibility and Integrity
- Effort and Persistence
- Intellectual Curiosity
- Respect
- Citizenship and Sense of Community

## 2) **Skills and Competencies**

All educated citizens must possess a core of basic or enabling skills and competencies that provide the critical intellectual foundations for broader acquisition of knowledge. These enabling skills, applied in diverse ways, form the heart of an academic experience as each contributes to the development of understanding within and among disciplines.

- Writing
- Speaking, Listening, and Viewing
- Quantifying
- Reasoning, Problem Solving, and Creative Thinking
- Learning Resources and Information Technology
- Working Independently and Collaboratively

## 3) **Understanding and Applications**

Skills and competencies cannot be ends in themselves. Unless students have the knowledge and experience needed to apply those learnings and develop a fuller understanding of life, their education will be incomplete. Schools must, therefore, accept responsibility for leading students through a body of knowledge and its application. This is what comprises the major content of the curriculum.

- The Arts
- Health and Safety
- World Languages
- History and Social Studies
- Language Arts
- Mathematics
- Physical Education
- Science
- Technology Education
- Applied Education:
  - School-to-Career Transition
  - Adult Life and Lifelong Teaching

Assessing student attainment of the District's curricular goals requires the integration of information collected from many sources. These sources include, but are not limited to, the following:

- Teacher Made Criterion Referenced Tests
- Connecticut Mastery Tests
- Connecticut Academic Performance Tests
- Formal and Informal Teacher Observations
- Follow-up Studies of High School Graduates
- Commercially Produced Tests by Publishers
- Performance Assessments
- Portfolio Assessment

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Curriculum Standards (Cont'd)

3) **Understanding and Applications** (Cont'd)

Attention by subject area committees to both the qualitative and quantitative aspects of the curriculum as broadly detailed above can ensure that graduates of the East Haddam School System have been well prepared to become responsible citizens.

## **CURRICULUM EVALUATION/STUDENT ASSESSMENT**

The Curriculum Council is responsible for overseeing the evaluation of all programs within the East Haddam Public Schools and to assure that these programs are in concert with the systems mission and goals. The Curriculum Council will provide the general framework for the evaluation of all curriculum. Each subject area committee will be expected to follow these general guidelines to ensure that there will be proper learner outcomes, coordination of content at each grade level and effective articulation from grade level to grade level throughout the district.

To accomplish this task, each subject area committee must examine the connection between the written, taught, and tested curriculums. To ascertain whether or not the curriculum is achieving what is expected, subject area committees must ensure that what is written is both appropriate and implemented effectively. The testing component of the evaluation process will measure student outcomes and validate the written and taught curriculums.

The purpose of evaluation is to determine what is working, what is not working, what to change and what to keep. Evaluation is a process used to assess the quality of the educational program. In order to make these determinations, each committee must concern itself with the relationship among the work being done (teaching/implementation), the work design which guides teaching (curriculum), and work measurement (testing/assessment).

### **General Guidelines for Evaluation**

- A review of content objectives, activities, and materials at each grade level to determine:
  - Teacher usability
  - Cognitive, social, emotional, and physical appropriateness to the learner
  - Accuracy with respect to current research and trends
  - Congruence to the content tested on all tests
  
- A determination of the extent to which these objectives are being appropriately addresses at each grade level, system-wide.

## **Student Assessment**

Assessment is the ongoing process of collecting information about student learning that provides valuable data from multiple sources to improve both student performance and teacher instruction.

Student learning should be assessed continuously throughout a unit or course of study. Determining prior knowledge and assessing student performance during and at the end of an instructional unit will provide valuable data regarding student understanding.

Data regarding student learning should be gathered using various forms of both formal and informal methods.

### **Key questions teachers need to address:**

- What skills should students be able to understand and be able to demonstrate?
- What is the purpose of the assessment?
- How will assessment affect student performance and teacher instruction?
- Does the assessment match the objectives for the learning outcome?
- Does the assessment enable all students to demonstrate their progress and capabilities?
- Does the assessment allow all students to apply their skills in real world situations?

## Classroom Assessment Planning Chart

LEARNING OUTCOMES	PURPOSES FOR ASSESSMENT	METHODS OF ASSESSMENT
What skills should students be able to understand and be able to demonstrate?	How will assessment provide feedback on student learning and guide instruction?	What assessment methods will be used to evaluate student learning?
<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> Provide feedback on student learning <input type="checkbox"/> Provide practice applying knowledge and skills <input type="checkbox"/> Provide basis for student evaluation <input type="checkbox"/> Provide a basis for instructional placement <input type="checkbox"/> Communicate learning expectations <input type="checkbox"/> Motivate and focus student attention <input type="checkbox"/> Provide practice applying knowledge and skills <input type="checkbox"/> Diagnose student strengths and needs <input type="checkbox"/> _____	<input type="checkbox"/> visual representation <input type="checkbox"/> essays <input type="checkbox"/> research papers <input type="checkbox"/> log/journal <input type="checkbox"/> poem <input type="checkbox"/> portfolio <input type="checkbox"/> story/play <input type="checkbox"/> oral presentation <input type="checkbox"/> dance/movement <input type="checkbox"/> debate <input type="checkbox"/> oral questioning <input type="checkbox"/> recital <input type="checkbox"/> _____

(Adapted from McTighe & Fernara 1994 National Education Association)

# EAST HADDAM PUBLIC SCHOOLS

## Master Curriculum Calendar School Years 2002-2007

SUBJECT	CHAIR	DATE OF LAST REVISION	2002-03	2003-04	2004-05	2005-06	2006-07
Business	D. Telep		Revise	Implementation	Evaluate	Review & Adjust	Research & Development
Fine Arts	C. Mazzotta S. Weaver		Research & Development	Revise	Implementation	Evaluate	Review & Adjust
Language Arts	A. Johnson	2000-01	Implementation	Evaluate	Review & Adjust	Research & Development	Revise
Family & Consumer Science	J. Vigen J. Finlayson		*Complete Revision	Implementation	Evaluate	Review & Adjust	Research & Development
Math	C. Mello	6/2002	Implementation (5-12)	2nd Year Implementation (K-4)	Evaluate	Review & Adjust	Research & Development
PE & Health	M. Ryczek		Research & Development	*Complete Revision	Implementation	Evaluate	Review & Adjust
Science	P. Buxton C. Nowak		Research & Development	*Complete Revision	Implementation	Evaluate	Review & Adjust
Social Studies	G. Tripp R. Flaherty	Civics 3/2002	*Complete Revision	Implementation	Evaluate	Review & Adjust	Research & Development
Tech. Ed.	D. Foster		*Complete Revision	Revision Continued	Implementation	Evaluate	Research & Dev./Review & Adjust
Vo-Ag	C. Matthewson	Intro. To Agri. Small Animal 8/02	*Complete Revision	Implementation	Evaluate	Review & Adjust	Research & Development
World Languages	B. Barnes		*Complete Revision	Implementation	Evaluate	Review & Adjust	Research & Development

\* NOTE: Plan for potential budgetary implications for subsequent year.

## Appendix A

### CURRICULUM WRITING GUIDELINES/FORMAT

- I. Statement of Philosophy
  - The philosophy should reflect a single philosophy K-12 for the particular discipline.
- II. Program Goals
  - At a minimum, the goals for each curriculum should be the program goals from the CSDE “Curriculum Frameworks.”
- III. Content Standards
  - Each curriculum document should be organized by K-12 Content Standards as delineated in the “Curriculum Frameworks.”
- IV. Learner Outcomes/Student Objectives
  - Outcomes & objectives should be stated in measurable terms by grade level.
  - Objectives, when applicable, should reflect the objectives of the CMT, CAPT, etc.
  - The objectives that are ultimately written will constitute the core of the curriculum and should serve as the major point of instructional emphasis.
  - A statement on how students will be assessed on the relevant objectives should be included as well.
- V. Classroom Illustrations
  - The suggested activities or class illustrations should appear directly after the objectives and should reflect the instructional context (i.e. best practice methodology and instructional context).
  - This list need not be extensive. It is important, however, to use illustrations whenever the objective requires specific teaching strategies.
- VI. Required texts, supplemental materials, including AV materials (within reason), equipment, and technology.
  - Textbook adoption procedures will be identified by the Curriculum Council.
- VII. Other
  - Additional items that are both germane and significant to the curriculum should also be included (such as course description at the high school level, scope and sequence, in-service recommendations, etc.).

## Appendix B

(Sample Curriculum Guide Format)

### Language Arts K-12

#### Statement of Philosophy

The East Haddam Public School District believes that language facilitates the intellectual and emotional growth within individuals and within society; therefore, it is essential that all students develop proficiency, confidence and fluency in reading, writing, listening, speaking and viewing to meet the literacy demands of the 21<sup>st</sup> century.

#### Program Goals

As a result of the educational program in the East Haddam Public Schools (grades K-12), students will:

- read, write, speak listen and view to construct meaning;
- read with understanding and respond thoughtfully to a variety of texts;
- write and speak English proficiently to communicate ideas clearly;
- create works using the language arts in visual, oral and written texts;
- choose and apply strategies that enhance the fluent and proficient use of language arts;
- understand and appreciate texts from many literary periods and cultures;
- and
- employ the language arts for lifelong learning, work and enjoyment.

#### Content Standard 1: Reading and Responding

**Grade 3:** Students will:

1. describe the thoughts, opinions and questions that arise as they read, view or listen to text and use relevant information from the text to summarize the content.

Classroom Illustration: Students read *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, share their ideas about what makes a bad day for them, and summarize in writing what happened to the character in the book. Students should receive instruction in the use of an appropriate graphic organizer in preparation for writing the summary.

[This illustration may be appropriate for a number of objectives under this content standard, if so, then one illustration is all that may be required.]

At the end of each content standard section, list the titles of the required texts, suggested supplemental materials, approved reading lists, special equipment, technology resources, etc. Specific best practice teaching strategies should be referred to in the classroom illustrations as they relate to individual or groups of objectives.

EAST HADDAM PUBLIC SCHOOLS

Curriculum Council

**Pilot Materials Selection Criteria**

Subject Area: \_\_\_\_\_

Course: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Recommended Textbook/Program: \_\_\_\_\_

Title: \_\_\_\_\_

Author(s): \_\_\_\_\_

Publisher: \_\_\_\_\_

Publication Date: \_\_\_\_\_

Unit Cost of Textbook: \_\_\_\_\_

1. Does the program/text address the desired content at the appropriate grade levels?

Yes       No

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Does the program/text promote the use of “Best Practice” instructional strategies and are they clearly identifiable?       Yes       No

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Are there sufficient and appropriate assessment exercises?       Yes       No

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Do the assessment exercises align with the CMT/CAPT (if appropriate)?

Yes       No

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Does the program/text address issues of diversity sufficiently and appropriately? (i.e. race, ethnicity, gender, etc.)       Yes       No

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Does the program/text make appropriate technology connections?       Yes       No

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Is the readability/DRP of the text age appropriate?       Yes       No

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Is the text/program used in other districts?       Yes       No

Do other districts using the text speak favorably?       Yes       No

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reviewed by committee on: \_\_\_\_\_

Date

PILOT TEXT EVALUATION CRITERIA

<u>AREA OF FOCUS</u>
<p><b>I. Visual Appearance</b></p> <ul style="list-style-type: none"> <li>A. Overall appearance; durability</li> <li>B. Page organization</li> <li>C. Print size &amp; type grade appropriate</li> <li>D. Consistent organization; ease of use by students</li> <li>E. Appropriate student response areas</li> </ul> <hr/>
<p><b>II. Approaches to Diversity Issues</b></p> <ul style="list-style-type: none"> <li>A. Visibility (ethnicity, gender, physical)</li> <li>B. Nonstereotyped approaches</li> <li>C. Lack of bias; point of view</li> <li>D. Sensitivity to uniqueness</li> </ul> <hr/>
<p><b>III. Content</b></p> <ul style="list-style-type: none"> <li>A. Grade appropriate (readability)</li> <li>B. Addresses CT Standards and/or District Curriculum</li> <li>C. Development spiral (scope &amp; sequence)</li> <li>D. Breadth &amp; depth of topics</li> <li>E. Instructional connection to current practices used in other content areas; common vocabulary (ex: narrative, expository, persuasive)</li> <li>F. Addresses differentiated instruction</li> </ul>

<u>COMMENTS</u>
<hr/>
<hr/>

## PILOT TEXT EVALUATION CRITERIA (continued)

<u>AREA OF FOCUS</u>	<u>COMMENTS</u>
<p><b>IV. Assessment</b></p> <ul style="list-style-type: none"><li>A. CMT/CAPT format in questions &amp; expectations</li><li>B. Connect to CT Standards and/or District Curriculum</li><li>C. Pre/post assessments</li><li>D. Alternate assessments, including technology</li><li>E. Performance style assessments</li><li>F. Ease of administration in usefulness and scoring</li></ul> <hr/> <p><b>V. Teacher Materials</b></p> <ul style="list-style-type: none"><li>A. Manual set-up; ease of use</li><li>B. Technology connections</li><li>C. Support resource books; remedial resources; enrichment resources</li><li>D. Audio-visual supports, i.e. overheads</li><li>E. Connection to student text</li></ul>	<hr/>

### **Decision Summary Issues:**

- Material value weighed against old baseline
- Gains with new materials
- Potential losses with new materials
- Reasons for this thinking
- Level of supplementary materials needed to accomplish learning goals

Appendix E

EAST HADDAM PUBLIC SCHOOLS

**Textbook Adoption Form**

Subject Area: \_\_\_\_\_

Course: \_\_\_\_\_

Grade Level: \_\_\_\_\_

-----

Title: \_\_\_\_\_

Author(s): \_\_\_\_\_

Publisher: \_\_\_\_\_

Publication Date: \_\_\_\_\_

Unit Cost of Textbook: \_\_\_\_\_

8. Does the text address the desired content of the curriculum at the appropriate grade level?

Yes       No

What areas of the curriculum are not adequately addressed in the text?: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Does the text promote the use of “Best Practice” instructional strategies and are they clearly identifiable?     Yes       No

Please provide three examples: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3a. Are there sufficient and appropriate assessment exercises?     Yes       No

If no, how can the assessment exercises be supplemented?: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3b. Do the assessment exercises align with the CMT/CAPT?

Yes       No

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. How does the text address issues of diversity? (i.e. race, ethnicity, gender, etc.)

Cite several examples: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Does the text make appropriate technology connections?     Yes       No

Cite several examples: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Is the readability/DRP of the text age appropriate?       Yes       No

Readability Level: \_\_\_\_\_  
Instrument: \_\_\_\_\_

If there is a range of readability, answer the following:

Is the range due to specific/technical vocabulary?: \_\_\_\_\_

Will the text be used for teacher directed instruction?       Yes       No

or

Will the text be used independently by students?       Yes       No

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Committee Chair

\_\_\_\_\_  
Date