

## Resource Selection Framework

### For Resources Requiring School Board Approval

In a rapidly changing world, learning includes knowledge *plus* dispositions students will need to navigate and thrive. The resources we provide students are inextricably linked to the pedagogy with which they will be used. The intention of this document is to provide a framework for reviewing resources to ensure they support high student intellectual engagement and support students in attaining the needed knowledge and dispositions for their future success.

#### **Curriculum Resource Statement:**

Students are the focus of district resources decisions. The district's goal is to provide resources that will engage students in effective thinking, effective action, effective relationships and effective accomplishment. Learning projects are to engage students through place based themes: craftsmanship and creativity, stewardship of place/environment, leadership/self-reliance, community cultural elements, citizenship, and economic/entrepreneurial possibilities.

The framework elements are based upon the district vision for student development and learning. Resources requiring School Board approval are those that require a substantial district financial investment and/or resources that are a foundation for learning through frequency of use or concept development. A resource might not meet every element of the framework.

#### **Instructions for Use of this Framework and Resource for Consideration:**

For Resources such as digital or print texts-

- Record the grade and title of the lesson/unit on the district Framework recording form.
- Scan one resource at a time to see what the lesson/unit contains and how it is organized.
- Read key materials related to instruction, assessment and teacher guidance.

Once you have a sense of the selected resource, begin using the Framework

- Read the title of the Framework area (e.g. Rigor)
  - The detail in the framework shows meanings and applications of the title
- When you find a description that applies to the resource you are examining mark YES. If you notice the resource does not apply to an area mark N/A. Make comments for discussion.
- *You do not need to mark every descriptor.* Just mark the ones that are pertinent to the resource.
- Your markings and comments are important for discussion and selection of the resource that best meets the framework criteria.

Resource Name \_\_\_\_\_

Copyright -

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

Date of Review \_\_\_\_\_

**Qualities of the Resource**

**Rigor-** The result of work that challenges students’ thinking in new and interesting ways, encourages students toward understanding of big ideas, and drives students through curiosity to discover what they don’t already know. Rigor is the intersection of encouragement and engagement.

This resource...	Ye s	No	Comments
encourages curiosity and the exploration of independent, divergent ideas.			
contains open ended tasks and activities and meaningful practice.			
provides appropriate entry points for students at all levels.			
provides opportunities to develop deep understanding of content.			
allows students at all levels to be supported and challenged through scaffolding, structure, and independence.			
extends students learning beyond the Common Core State Standards			

**Real World Application-**Students apply learning to real-life problems and opportunities during the learning process.

This resource...	Ye s	No	Comments
engages students in authentic disciplinary activities and problem solving that mirror real work in professional fields			
develops students’ conceptual understanding through tasks, problems, questions, multiple			

representations and opportunities for students to write and speak about their understanding.			
provides relevant understandings/applications/design solutions related to MDS projects, families, community, world or careers			
includes opportunities for creativity and innovation in solutions.			
incorporates students' use of digital tools.			
Requires students to learn, use, and make meaning of discipline specific language.			

**Rewarding- Activities create student engagement; develops intrinsic motivation/rewards**

<b>This resource...</b>	<b>Ye s</b>	<b>No</b>	<b>Comments</b>
engages students in relevant, first hand experiences, manipulatives or models to allow students to develop and makes sense of concepts, and the physical or natural world.			
promotes student talk, discussion and debate to advance student learning.			
makes the learning purpose explicit and students can articulate what they are learning and why.			
develops student interest beyond working for a grade by providing a sense of accomplishment through contribution to the community.			

**Rich in thinking- thinking is developed and encouraged through activities and discussion**

<b>This resource...</b>	<b>Ye s</b>	<b>No</b>	<b>Comments</b>

provides opportunities for students to identify and apply multiple methods to show learning and/or to solve problems (oral, written, graphic, digital, models, simulations, etc.)			
builds concepts through the use of manipulatives			
provides opportunities for students to analyze situations and the thinking of others.			
presents a balance of procedural and deeper conceptual understanding.			
encourages student initiated questions.			
encourages thinking as both work and play			
provides opportunities for students to explain their thinking.			
engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit content thinking			
provides opportunities for making connections between content and disciplines.			

**Personal learning- learning fosters independence and choice**

<b>This resource...</b>	<b>Ye s</b>	<b>No</b>	<b>Comments</b>
provides students with targeted, differentiated practice and support in areas of struggle or competence. – Provides extra supports for students working below grade level. – Provides extensions for students with high interest or working above grade level.			

supports a broad range of learners: supports diverse cultural and linguistic backgrounds, interests and styles. Supports access for students with disabilities			
supports a flexible learning environment (e.g., less time spend in solo seatwork; inside and outside, different groupings, online learning)			
offers tasks that can be adapted to student interests and passions, including choice in place-based endeavors and career interests			
provides opportunities for making connections between content and disciplines.			
encourages student initiated questions.			
encourages thinking as both work and play			
provides opportunities for students to explain their thinking.			
promotes students new learning, not repeatedly practicing what is already known.			
allows students to make appropriate choices in how they will learn and demonstrate their learning.			
allows students to pursue learning out of standard sequence.			
supports students in addressing challenges, making mistakes and moving forward			
supports anytime/anywhere learning			

**Reflection and Metacognition- Students reflect on their learning, set goals, evaluate progress**

This resource...	Ye s	No	Comments
provides multiple opportunities for students to demonstrate and receive feedback on their understanding of disciplinary core ideas and concepts.			
provides learning and assessment criteria and targets to students ahead of assignments.			
promotes student reflection on errors and successes to reflect on their learning progress			
facilitates students to set realistic goals and monitor their progress; student reflection anchors understanding, facilitates connection making and makes thinking visible.			
allows for frequent formative assessment for students and teachers to make “next step” decisions about teaching and learning for each student.			
provides reporting based on student’ achievement of learning goals and targets rather than assignment completion and dispositions.			

**Relationships- communication and collaboration fosters relationship building and citizenship**

This resource...	Ye s	No	Comments
promotes relationship building between stakeholders of all ages, within the school settings and beyond.			
promotes collaboration and co-learning, 1:1, in teams, in the community, in work			

environments and/or on-line.			
provides opportunities for developing dispositions and social-emotional skills: negotiation, networking, empathy, critical thinking, sensitivity to diversity, and conflict resolution.			
embeds opportunities for students to demonstrate and present their learning and accomplishments with others.			

**How will the resource develop the students' achievement of the adopted standards?**

**Common Core ELA**       **Arts Standards**  
 **Common Core Math**       **Career and Tech**  
 **Next Gen Science Standards**       **Health/PE**  
 **Other:** \_\_\_\_\_

**Please explain how this supports achievement of adopted standards-**

\_\_\_\_\_ Targets a set of grade level standard(s) to the **full depth** of the standards for teaching and learning.  
 \_\_\_\_\_ Standards that are central to the lesson are identified, handled in a grade appropriate way, and well connected to the content being addressed.

**Equity and Format:**

Rate: (Low) 1 2 3 4 5 (High)

1- Strongly disagree, 2- disagree, 3-

Format

1. Appropriate student editions (appearance size, color layout)	N/A	1	2	3	4	5
2. Teacher's Guides are well organized (background information, objectives, teaching strategies outlined, answers provided, motivational ideas included, inclusion of script, bibliography.)	N/A	1	2	3	4	5
3. Appropriate support materials are available and coordinated to the text.	N/A	1	2	3	4	5

Sex/Racial/Ethnic Bias

1. Males and females are equally represented. (i.e., shown performing similar work in related fields. Stereotypes of roles avoided)	N/A	1	2	3	4	5
2. Stereotyping of language regarding sex is avoided.	N/A	1	2	3	4	5
3. Material(s) contains racial/ethnic balance in characters and presentation. (e.g., Minority characters are shown in a variety of lifestyles in active, decision-making and leadership roles.)	N/A	1	2	3	4	5
4. Vocabulary of racism is avoided.	N/A	1	2	3	4	5
5. Promotes the diverse character of the United States (portrays cultural differences; treats all humans with respect, dignity and seriousness; positive presentation of heritage and culture; portrays families realistically; portrays the handicapped realistically).	N/A	1	2	3	4	5
6. Portrays sexes, socioeconomic groups, ethnic groups, etc., in an appropriate manner.	N/A	1	2	3	4	5

7. People are sometimes portrayed as able-bodied, healthy, ill, and having disabilities.	N/A	1	2	3	4	5
8. Persons without disabilities and persons with disabilities are shown performing similar work in related fields.	N/A	1	2	3	4	5

I. Special Notes

- A. List any special features of this text or series that contributed significantly to its choice for recommendation.

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- B. K-12 Articulation: Briefly describe the development of students' skills and knowledge K-12 through this material.

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C. List other titles considered for selection.

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D. Additional rationale for selection.

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II. Material Cost

Initial cost to purchase \_\_\_\_\_

Continuing/recurring cost \_\_\_\_\_ Comments: (Cost per year, per student, etc.)

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Explain continuous/recurring costs  
\_\_\_\_\_

**Is this resource: \_\_\_ for daily use \_\_\_ for a limited time (e.g. a unit)? If for a limited time, explain how often the students will be using this resource: (For example- *This is for a unit I will use for 3 months every other year. Students will use it every day for these three months*)**

**Will students use this resource in a place-based project? If so, please describe its use.**

**Will professional development be required to facilitate quality implementation? If yes, describe.**

**Is this an Open Educational Resource or digital resource? \_\_\_\_\_ Yes, \_\_\_\_\_ NO\***

**If you answered NO: Using Open Educational Resources (OER) and digital curriculum is a district goal. Which OER and/or digital resources have you considered? (Required)**

**Describe any digital access to resources for students that are part of this proposal.**

**What other resources are required to use the proposed resource? (e.g., computers, workbooks, teaching assistants, etc.)**

**Costs-**

**Total number proposed for purchase** \_\_\_\_\_

**Cost per student** \_\_\_\_\_

III. List of names and signatures of persons who evaluated this material on behalf of the District and community.

Signature	Date	Position	School Position