



---

**EVALUATION, SELECTION AND ACQUISITION OF DISTRICT APPROVED  
INSTRUCTIONAL LEARNING RESOURCES**

APPROVED 1979.05.15

REVISED: 1992.02.04  
2008.11.25

***POLICY***

To meet the educational needs of all students, School District No. 57 will provide a wide range of learning resources, which shall be fair, objective and free from bias, propaganda, discrimination and gender stereotyping, except where the use of such material promotes critical thinking about these issues.

***DEFINITIONS:***

**“District or locally approved resources”** are any resources that have been evaluated and selected based on policies and procedures established by the school district and approved by the Board of Education.

**“Educational Resource Acquisition Consortium (ERAC) Evaluated Resources”** are any learning resources (including novels) which have gone through the same rigorous evaluation process identical to those criteria and guidelines used by the Ministry of Education and conducted by trained teachers and teacher-librarians. See web link @ <http://www.bcerac.ca/k12-resources/>

**“Grade collections”** are regarded as the “starter sets” of recommended learning resources with the most comprehensive curriculum support for a particular 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.) See web link at [www.bced.gov.bc.ca/irp\\_resources/lr/resource/gradcoll.htm](http://www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm)

**“Instructional learning resources”** are any resources selected for direct use in the classroom to address learning outcomes.

EVALUATION, SELECTION AND ACQUISITION OF DISTRICT-APPROVED  
INSTRUCTIONAL LEARNING RESOURCES

---

“**Learning resources**” are defined as “information represented, accessible or stored in a variety of media and formats, which assist student learning as defined by the learning outcomes of the provincial curriculum,” as defined by the Ministry of Education.

“**Ministry-recommended**” is the legal status granted to a learning resource, which has been evaluated and approved by the Ministry of Education for use in all B.C. schools and designated by the Minister as Recommended.

“**School library resources**” are any resources selected to support the instructional program and the informational and recreational needs of students and staff members in schools.

---

Responsibility Centre: Director of School Services

References: *School Act*, Section 168(2)(e)

Ministerial Order 333/99 – Educational Program Guide Order



EVALUATION, SELECTION AND ACQUISITION OF DISTRICT-APPROVED  
INSTRUCTIONAL LEARNING RESOURCES

---

***PREAMBLE***

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

Resources that are more appropriate for local decision-making include those having a specialized curricular or regional focus. This allows for consideration of local demographics and individual school and classroom needs. Teacher-nominated resources, Board authorized course resources, novels, plays, videos, digital resources, games, manipulatives and other supplementary materials are also evaluated at the local level.

Instructional learning resources which are selected for use by individual schools and are not Ministry recommended nor Educational Resource Acquisition Consortium (ERAC) evaluated must go through a formal local evaluation process.

---

Approved: 2008.11.25



EVALUATION, SELECTION AND ACQUISITION OF DISTRICT-APPROVED  
INSTRUCTIONAL LEARNING RESOURCES

---

**REGULATIONS:**

1. The Superintendent of Schools is responsible for ensuring that learning resources will:
  - 1.1 Support the learning outcomes of the curriculum.
  - 1.2 Accommodate individual differences, learning styles, abilities, needs and interests.
  - 1.3 Assist students in making connections between what they learn in school and its practical application in their lives.
  - 1.4 Support teachers in providing learning opportunities to develop information technology and media literacy skills.
  - 1.5 Encourage students to use, access, evaluate, analyze, process and present information using current technology.
  - 1.6 Reflect the diversity of cultures, including Aboriginal, in British Columbia, Canada and the world.
  - 1.7 Support the curriculum and be consistent with the educational goals of the province, the district and the school.
  - 1.8 Meet district selection criteria as outlined in Appendix 1: District Resources Evaluation Form.
  
2. All learning resources (including novels) that have been evaluated and recommended by the Educational Resource Acquisition Consortium (ERAC) will be considered by the Board to have “locally approved” status.

---

Approved: 1979.05.15  
Revised: 1992.02.04, 2008.11.25



EVALUATION, SELECTION AND ACQUISITION OF DISTRICT-APPROVED  
INSTRUCTIONAL LEARNING RESOURCES

---

**ADMINISTRATIVE PROCEDURES:**

1. The acquisition of learning resources for use in district schools shall occur as follows:
  - 1.1 For each resource that is not Ministry recommended nor Educational Resource Acquisition Consortium (ERAC) evaluated, the teacher completes the District Resources Evaluation Form (Appendix 1) and the District Approved Instructional Learning Resources Application Form (Appendix 2).
  - 1.2 The teacher submits a copy of the resource and the two completed forms, with the school principal's signature, to the Director of School Services.
  - 1.3 The Director of School Services reviews the application, and upon approval, submits the forms to the District Resource Centre Administrator for central registry.
  - 1.4 District Resource Centre staff enter the resource into the district library system as a district-approved instructional learning resource.

---

Approved: 1992.02.04  
Revised: 2008.11.25



**District Resources Evaluation Form**

Please complete section A for **all** resources. In addition, complete Section B for videos/DVDs, Section C for digital resources, including software and video streaming, and Section D for games and manipulatives. Check one box for each criterion: Y = Yes, N = No, X = not applicable

**Section A: All Resources**

**Y N X Curriculum Fit**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Resource supports the philosophy, rationale and goals of the BC curriculum
--------------------------	--------------------------	--------------------------	--

**Y N X Content**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Content is current
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Content is accurate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Scope (range) and depth of topics are appropriate to student needs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Material has significant Canadian content
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Level of difficulty is appropriate for intended audience
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Content integrates "real-world" experiences

**Y N X Instructional Design**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Instructional goals and learner objectives are clearly stated
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Suitable for a wide range of learning/teaching styles
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Promotes student engagement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Promotes active learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Promotes communication skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Encourages group interaction
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Encourages student creativity
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Allows/encourages students to work independently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Suitable for intended purpose
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Materials are well organized and structured
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Materials have unity/congruency
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Concepts are clearly summarized
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Integration across curriculum subjects is supported
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Non-technical vocabulary is appropriate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Technical terms are consistently explained/introduced
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pedagogy is innovative
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adequate/appropriate pre-teaching and follow-up activities are provided
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adequate/appropriate evaluation tools are provided

**Y N X Technical Design**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Text relates to visuals
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Appropriate support materials are provided
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Visual design is interesting/effective
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Illustrations/visuals are effective/appropriate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Character size/typeface is appropriate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Layout is logical and consistent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Users can easily employ the resource
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Packaging/design is suitable for the classroom
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Makes effective use of the medium

**Y N X Social Considerations**

Consider whether the resource addresses the following issues in view of its intended use in meeting learning outcomes:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Gender equity/Role portrayals of the sexes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Portrayal of sexual orientation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	References to belief systems
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Age portrayals
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Socio-economic portrayals
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Regional bias
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Multiculturalism and anti-racism content



**Y N X Social Considerations (cont'd)**

			Aboriginal culture/roles
			Portrayal of special needs
			Ethical/legal issues
			Language issues
			Language use
			Portrayal of violence
			Safety standards compliance

**Section B: Additional Video/DVD Specific Criteria**

**Y N X Instructional and Technical Design**

			Extends or builds upon students' knowledge
			Sequencing (chunking) allows for appropriate contextual pauses in viewing
			Volume and quality of sound are appropriate
			Narration is effective and appropriate to instructional purposes (pacing, clarity, gender)
			Music and sound effects are appropriate and effective for instructional purposes
			Visual effects/transitions are used appropriately to highlight story and topic
			Titles/captions are appropriate and clear
			Presentation is logical and varied
			Pacing is appropriate

**Section C: Additional Digital Specific Criteria**

Consultation with the school's technical committee and/or technical analyst should precede the purchase of software to ensure that technical considerations have been addressed.

**Y N X Instructional and Technical Design**

			Instructional prerequisites are stated or easily inferred
			Opportunities are provided for different levels of instruction
			Opportunities are provided for different levels of interactivity
			Interaction promotes meaningful learning
			Content chunking and sequencing are appropriate
			User navigation through program is appropriate
			Content depth is appropriate to target audience(s)
			Integrates with other activities in the same subject
			User inputs are appropriately monitored and responses are provided
			Feedback is non-threatening, immediate, positive, motivational, and user-sensitive
			Feedback is appropriate to user's previous responses
			Quantitative feedback is used where appropriate
			Makes balanced use of graphics, animation, and video
			Input and output is used effectively
			A help function is provided and appropriate
			Material can be networked or shared across platforms, or retrieved using standard Internet tools
			Teacher control of feedback and progress is provided and appropriate

**Section D: Additional Games/Manipulative Specific Criteria**

**Y N X Instructional and Technical Design**

			Manipulative is safe to use for its intended purpose
			Size and composition of manipulative is appropriate for intended audience
			Suggested manual tasks within the activities are compatible with motor skills of the intended users

Approved: 2008.11.25



---

## District-Approved Instructional Learning Resources Application Form

Please fill in this form after completing the District Resources Evaluation Form and return both forms to the Director, School Services, Central Administration Office, School District No. 57 (Prince George), 2100 Ferry Avenue, Prince George, BC V2L 4R5.

School Name	
Title	
Author	
Publisher	
ISBN	Copyright Date
Grade Suitability	
Subject(s)	
I hereby attest that the identified resource has been selected in accordance with criteria established for the selection of instructional learning resources for use in School District No. 57 (Prince George).	

---

 Signature of teacher requesting approval

---

 Date of teacher's request for approval

---

 Signature of school principal

---

 Date signed by school principal

---

 Signature of Director of School Services

---

 Date signed by Director of School Services

---

 Signature of District Resource Centre Administrator

---

 Date received for central registry purposes

---

 Approved: 2008.11.25
