

ATTACHMENT 'A' – POLICY 400 – SELECTION OF LEARNING RESOURCES

EVALUATION OF LEARNING RESOURCES CHECKLIST

QUESNEL SCHOOL DISTRICT #28

Resources for student and teacher use must promote respect for and understanding of diversity of Canadian society, respect rights protected under the Human Rights Code and meet the expected learning outcomes of the BC Curriculum <https://curriculum.gov.bc.ca/> (refer to Policy 400).

The following checklist serves as a tool for the District and staff when determining what might be used for instruction and practice in schools.

SECTION 1: CURRICULUM FIT

- supports the rationale and goals of the BC Curriculum
- supports the development of Core Competencies
- supports the First Peoples Principles of Learning (FNESC)

SECTION 2: CONTENT

- content is current and connected to BC Curriculum
- content is accurate
- content has a B.C. or Canadian perspective
- level of difficulty and content is appropriate for intended audience
- content integrates “real world” experiences

SECTION 3: SOCIAL CONSIDERATIONS

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

- | | |
|---|---|
| <input type="checkbox"/> Age | <input type="checkbox"/> Gender roles |
| <input type="checkbox"/> Aboriginal/Indigenous Peoples | <input type="checkbox"/> Multiculturalism |
| <input type="checkbox"/> Gender Identity and Sexual Orientation | <input type="checkbox"/> Ability and Disability |
| <input type="checkbox"/> Belief System | <input type="checkbox"/> Socio-economic |
| <input type="checkbox"/> Violence | <input type="checkbox"/> Ethical and Legal |
| <input type="checkbox"/> Humour | <input type="checkbox"/> Safety |
| <input type="checkbox"/> Language | <input type="checkbox"/> Racism |

IF YOU ARE ADDRESSING CONTROVERSIAL ISSUES WITH THESE RESOURCES MAKE SURE YOU SHARE YOUR RATIONALE WITH YOUR PRINCIPAL (AND PARENTS IF NECESSARY).

SECTION 4: INSTRUCTIONAL DESIGN

- the resource supports instruction and assessment
- is suitable for a wide range of learning and teaching styles
- reflects a logical and consistent approach to the BC Curriculum
- ancillary materials contribute to the overall effectiveness of the resource

SECTION 5: TECHNICAL DESIGN

- the presentation and layout support student learning
- is accessible for a variety of learners

**ATTACHMENT 'A' – POLICY 400 – SELECTION OF LEARNING RESOURCES
EVALUATION OF LEARNING RESOURCES GUIDE
QUESNEL SCHOOL DISTRICT #28**

NOTE: Refer to these guidelines when completing the SD#28 Evaluation of Learning Resources Checklist.

SECTION 1 CURRICULUM FIT

Have you referred to the:

- BC Curricular Competencies? <https://curriculum.gov.bc.ca>
- Core Competencies? <https://curriculum.gov.bc.ca/competencies>
- First Peoples Principles of Learning? <https://firstpeoplesprinciplesoflearning.wordpress.com/>

SECTION 2 CONTENT

Have you considered:

- Whether content is current; if not, how are you using it to support the current BC Curriculum?
- Content accuracy?
 - out-dated information
 - factual errors
 - Improper use of statistics
 - Inaccurate graphs or displays
 - Invalid or oversimplified models, examples, or simulations
 - Errors in spelling or grammar
- Local/BC/Canadian perspective?
 - references, examples, analogies, maps, etc. reflect these viewpoints
- Whether it is appropriate for the intended audience?
 - 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
 - Graphic illustrations are suitable for the maturity, age, and/or developmental level of the student
 - Supports (indexes, glossaries, etc.) are suitable for the maturity, age, and/or developmental level of the student
- Integrates “real world” experiences?
 - Creates meaning for students by integrating personal, familial, and cultural contexts of society
 - Links with real-world activities

SECTION 3 SOCIAL CONSIDERATIONS

All resources should have portrayals that avoid stereotypes.

Criteria	What to look for
Age	<ul style="list-style-type: none"> • Representation of individuals and groups at various stages along the continuum of life • Portrayals are realistic
Gender Roles	<ul style="list-style-type: none"> • Representation of females and males in diverse roles and relationships • Portrayals reflect diversity • Equitable and realistic female and male portrayals • Free from sexist, abusive, and derogatory references to gender

Aboriginal Peoples	<ul style="list-style-type: none"> • Representation of Aboriginal peoples; portrayals, both in historical and contemporary context, are accurate and non-denigrating • Recognition of the cultural diversity among Aboriginal peoples • Free from tokenism; 'generic' and/or 'romanticized' portrayal
Multiculturalism	<ul style="list-style-type: none"> • 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 • Free from 'exotic' and/or token portrayal
Gender Identity and Sexual Orientation	<ul style="list-style-type: none"> • 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 • Inclusion and respectful portrayal • Free from abusive and derogatory references
Ability-Disability	<ul style="list-style-type: none"> • 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
Belief System	<ul style="list-style-type: none"> • Representation of traits, circumstances, attitudes, and actions of various belief systems are respectful • Free from generalization, exaggeration, prejudice • 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 • Do not advocate for one belief system over another
Socio-Economic	<ul style="list-style-type: none"> • Representation reflects the complexity of the socio-economic make-up of British Columbian/Canadian society • Respects the socio-economic realities of British Columbian students • Representations are accurate and realistic
Violence	<ul style="list-style-type: none"> • Representation of 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
Ethical and Legal	<ul style="list-style-type: none"> • Representations provide opportunities for alternative points of view • Issues that may be subject to legal or ethical debate are presented with a clear purpose and provide opportunity for critical thinking • Make a clear distinction between fact and opinion
Humour	<ul style="list-style-type: none"> • Representation is used in a positive, non-denigrating manner • Is age appropriate
Safety	<ul style="list-style-type: none"> • Representation models safe practice and common sense • Reflects legal and community/societal standards of safe practice • Includes instructions for safe use of equipment and handling of materials

Language	<ul style="list-style-type: none"> • Representation of 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 • Is not disrespectful, discourteous, or defamatory
Racism	<ul style="list-style-type: none"> • Representation does not promote discriminatory view points

SECTION 4 INSTRUCTIONAL DESIGN

Have you considered:

- How it supports instruction and assessment?

goals and purpose clearly stated

learner objectives clearly stated

concepts clearly introduced

concepts clearly developed

concepts clearly summarized

pre-teaching activities provided

follow up activities provided

assessment opportunities provided

technical terms explained

- Is the resource suitable for a wide range of learning and teaching styles?
 - Supports **active learning** (allows 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)
 - Supports a variety of **learning styles** (encourages teacher intervention, student contributions, cooperative learning, discovery learning, and collaborative teaching)
 - Supports opportunities for **group-based learning** (readers/writers workshop, literature circles, collaborative learning teams, partnerships, cooperative learning, open ended problems and other inclusive strategies)
 - Supports opportunities for **reflection and self-assessment**
 - Supports the development of **critical thinking skills** (reflection, analysis, synthesis, evaluation, interpretation and problem solving)
 - Supports the development of **communication skills** (visual, auditory, oral and writing skills, as well as listening for understanding; activities such as debate, static display, construction, pamphlet writing, small group discussion and cooperative learning)
 - Supports and encourages **creativity** (unique interpretations and solutions)
- Does the resource reflect a logical and consistent approach to the B.C. Curriculum?
 - The order in which the information is presented is logical and suited to the subject and objectives
- Do the ancillary materials contribute to the overall effectiveness of the resource?

SECTION 5 TECHNICAL DESIGN

Have you considered:

- Does the presentation and layout support student learning?
 - Illustrations/visuals and font are effective/appropriate
 - Is clear, logical and user friendly
 - Captions are clear and relevant
 - Visuals are placed effectively and do not interfere with reading or viewing
 - A variety of different types of visuals are used to support and represent concepts (flow charts, webs, diagrams, graphs, tables)
 - Illustrations focus attention on the important content areas
 - Animations and graphics are high quality and add to the instructional design
- Is the design accessible for a variety of learners?
 - Available on multiple platforms (google docs, windows, etc.)