

INSTRUCTIONAL MATERIALS PILOT USE REQUEST

THE COMPLETED REQUEST AND SUPPORTING DOCUMENTS ARE TO BE SUBMITTED TO THE IMC SECRETARY,
ALONG WITH MATERIAL SUGGESTED FOR PILOT

Title _____ Author _____

Publisher _____ Copyright Date _____

Course Title and Grade Level _____

This material is: New _____ Replacing _____ (TITLE/COPYRIGHT)

Number of Copies Needed _____ Unit Price _____

This material is intended for pilot use during _____ term, 20 _____

I have taken the following step(s) to determine the suitability of the above instructional material.

THE FOLLOWING ARE MANDATORY STEPS:

- () 1. I have reviewed the material and found it meets the criteria of the District Instructional Materials Committee, including criteria for the elimination of gender bias.
Please complete and attach a Bias Content form.
- () 2. I have compared it with other available materials.
Please provide a list of all materials considered on reverse or as an attachment.
- () 3. I have compared reviews of it with reviews of other available materials.
Please attach copies of reviews.
- () 4. I have evaluated the reading level (using a readability scale) and found it averages about _____ grade.
Please describe the reading level and the method used to determine readability on reverse or as an attachment.
- () 5. I have answered the questions listed on the following page.
Please note, two sets of questions are available, one pertaining to text and one pertaining to literature. Use the question(s) which best pertains to your submission.

Selector's Signature _____ Date _____

School _____ Grade Level or Department _____

Principal or Department Head _____ Date _____



PILOT APPROVAL DATE

Curriculum Director _____ Date _____

Limitations: _____

BIAS CONTENT FORM

The following checklist is provided to help selectors follow the above criteria. Selections which receive “0 – 3” ratings on any items should be avoided. If materials uniquely suited to an important purpose fail to meet the above criteria, they may be used in conjunction with countervailing materials.

	HIGH	←————→					LOW	
1) Presents more than one view of controversial issues.	5	4	3	2	1	0	N/A	
2) Presents accurate facts when generalizations are made.	5	4	3	2	1	0	N/A	
3) Includes all socioeconomic levels and settings, and all ethnic groups.	5	4	3	2	1	0	N/A	
4) Gives balanced treatment to the past and present.	5	4	3	2	1	0	N/A	
5) Facilitates the sharing of cultural differences.								
6) Promotes the diverse character of our nation by:	5	4	3	2	1	0	N/A	
a) presenting the positive nature of cultural differences;								
b) using languages and models which treat all human beings with respect, dignity and seriousness;								
c) including characters which help students identify positively with their heritage and culture;								
d) portraying families realistically; and,								
e) portraying persons with disabilities realistically.								
7) Includes various cultural groups and both genders by:	5	4	3	2	1	0	N/A	
a) presenting their roles positively and in realistic manner;								
b) having all contributions, inventions or discoveries appear equitable;								
c) depicting them in a variety of occupations and at all levels in a profession;								
d) having their work included in materials;								
e) presenting information from their perspective; and,								
f) having appropriate illustrations.								

To evaluate materials by these criteria, text selectors may find the following steps helpful:

- 1) Read reviews in the professional periodicals available through the school library and/or the internet.
- 2) Review copies of other available texts and literature.