Learning Resource Evaluation Form

Mission Public Schools

Teacher Name: _____   **Grade Level:** _____

Title of Resource: _____   **Subject Area:** _____

Author: _____

Number of Copies required: _____

Cost: _____

Selection Criteria	Considerations	Check all that apply:
Curriculum Fit	• Does the resource support the learning standards or learning outcomes of the curriculum? • Are the concepts in the learning resource discussed at the appropriate depth of the curriculum for the grade level being taught?	☐ ☐
Content	• Is the content appropriate for the emotional maturity and cognitive level of students? • Is the content engaging, accurate, and current for the intended curriculum and grade? • Does the resource assist students in making connections between what they learn in school and real-life applications? • How does this resource represent different perspectives (Indigenous, diverse cultures, BC-context)? • Do the multiple perspectives represent balanced views on the issue? • How will this resource add to the breadth of resources that are being used in the classroom? How does this resource add to the mix? • Is this resource more current than what is being used currently? Could this resource replace another that is outdated? (Source: ERAC, 2017)	☐ ☐ ☐ ☐ ☐ ☐ ☐
Social Considerations	• **Indigenous Peoples:** Is there authentic representation of Indigenous Peoples? Authentic representation for Indigenous resources means the resource is authored or co-authored by Indigenous authors/illustrators. The Indigenous community and culture of these authors/illustrators is acknowledged. When unsure, check the author/illustrator's	☐

biography. If the author/illustrator is non-Indigenous, check their biography using questions such as: What are the author's qualifications as a voice for/with Indigenous peoples? What is their connection to specific Indigenous communities? Has/have the Indigenous community/communities contributed to this work? If so, in what way?

- **Multiculturalism:** Is there authentic representation of cultural diversity?
- **Gender Roles:** Are gender identities represented in diverse roles and relationships that avoid stereotypes? ☐
- **Gender Identity and Sexual Orientation:** Is there representation of individuals and groups across the full range of gender identity and sexual orientation? ☐
- **Ability/Disability:** Is there representation of individuals and groups along the continuum of ability-disability? ☐
- **Age:** Is there representation of individuals at various ages that avoid stereotypes? ☐
- **Belief System:** Are religion, philosophy and/or political ideologies presented with a clear purpose and one belief system is not advocated over another? ☐
- **Socio-Economic:** Is the full range of the social-economic realities of BC represented? ☐
- **Violence:** Does the violence, tension or graphic imagery have a clear purpose and provide opportunities for modeling effective problem-solving and conflict resolution strategies? ☐
- **Ethical and Legal:** Are issues subject to legal or ethical debate presented with a clear purpose and opportunity for critical thinking? ☐
- **Humour:** Is humour used in a positive, effective manner to engage student interest? ☐
- **Safety:** Does the story model safe practices and common sense? ☐
- **Language:** Is there disrespectful or defamatory language used that detracts from audience engagement? ☐
- **Sustainability:** Does the story reflect an awareness of issues and promote a culture of conservation? ☐

Note: Not every resource will address each social consideration, but over the course of the year, educators should be mindful to be as inclusive and representative as possible in the range of resources that are used. (ERAC, 2017)

Copyright and Privacy Legislation	• Educators are required to respect copyright legislation and should refer to the [Council of Ministers of Education, Canada (CMEC)](#) for current copyright guidelines for K-12 institutions. • Digital Resources: In British Columbia, educators are subject to the *Freedom of Information and Protection of Privacy Act ("Act")*. In accordance with this Act, the teacher, school and district must at all times protect the privacy of students under our care. Personal and identifiable information of a student, including student work, requires yearly written consent of the student's parent or guardian and is strictly regulated by the Act. If information is stored outside of Canada, it may be subject to the laws of foreign jurisdictions including, but not limited to, the United States and the USA Patriot Act. Consent is required for the current school year to use these programs or applications. (Source: SD75 Consent form)	Indicate copyright date: ☐ ☐
Instructional and/or Technical Design	• Does the resource promote the active engagement of the learner by visual and/or auditory stimulus? • Does the resource make effective use of the medium? • Does the resource contain overt advertising or promotional information? • For digital content delivery, is it responsive to a variety of devices and easily navigable? • Do instructional suggestions and assessment tools add value to the resource? (Source: ERAC, 2017)	Specify: ☐ ☐ ☐ ☐ ☐