

# Learning Resources Evaluation Guidelines

2020

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## Acknowledgments

The Ministry of Education wishes to thank those who contributed to the development of these guidelines.

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Pathways to Learning

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## Introduction

The purpose of this document is to support educational administrators, teachers and library support staff in selecting and evaluating appropriate learning resources that complement curricula.

The provision and effective use of high-quality learning resources facilitates students' construction of understanding through inquiry so they are better able to explore, question, identify, organize, analyze, synthesize and evaluate information. These processes and skills enhance deeper understanding of the subject matter and promote information literacy and lifelong learning.

In accordance with clause 3(2)(e) of *The Education Act, 1995*, the Saskatchewan Ministry of Education shall provide lists of specified, recommended, or approved resources to schools. In turn, clause 42(1)(a) and (b) of *The Education Regulations, 2019*, requires boards of education and the conseil scolaire to establish policies concerning the selection and challenge of learning resources. Appendix A includes the legislation pertaining to learning resources.

The Saskatchewan Ministry of Education hereinafter referred to as *the ministry*, helps educators identify suitable learning resources by recommending resources that support curricula. The ministry's priority is to meet the needs of all Saskatchewan students; therefore, recommended resources reflect the diversity of students in the province and include Francophone, multicultural and First Nations, Métis and Inuit content and perspectives.

Educators are encouraged to acquire materials from the recommended items. They may also select other resources using criteria from their school board's learning resources selection policy.

In evaluating learning resources and in responding to challenges for inclusion or exclusion of resources, the ministry adheres to the guidelines outlined in this document. Terms used in this document are found in the glossary for quick reference.

## Learning Resources Evaluation Process

The ministry is responsible for approving titles listed as recommended learning resources. Before the ministry recommends learning resources, each item is evaluated as part of a systematic process that includes the pre-selection of materials, the initial screening of pre-selected items by ministry consultants, and a thorough evaluation by one or more of the following groups:

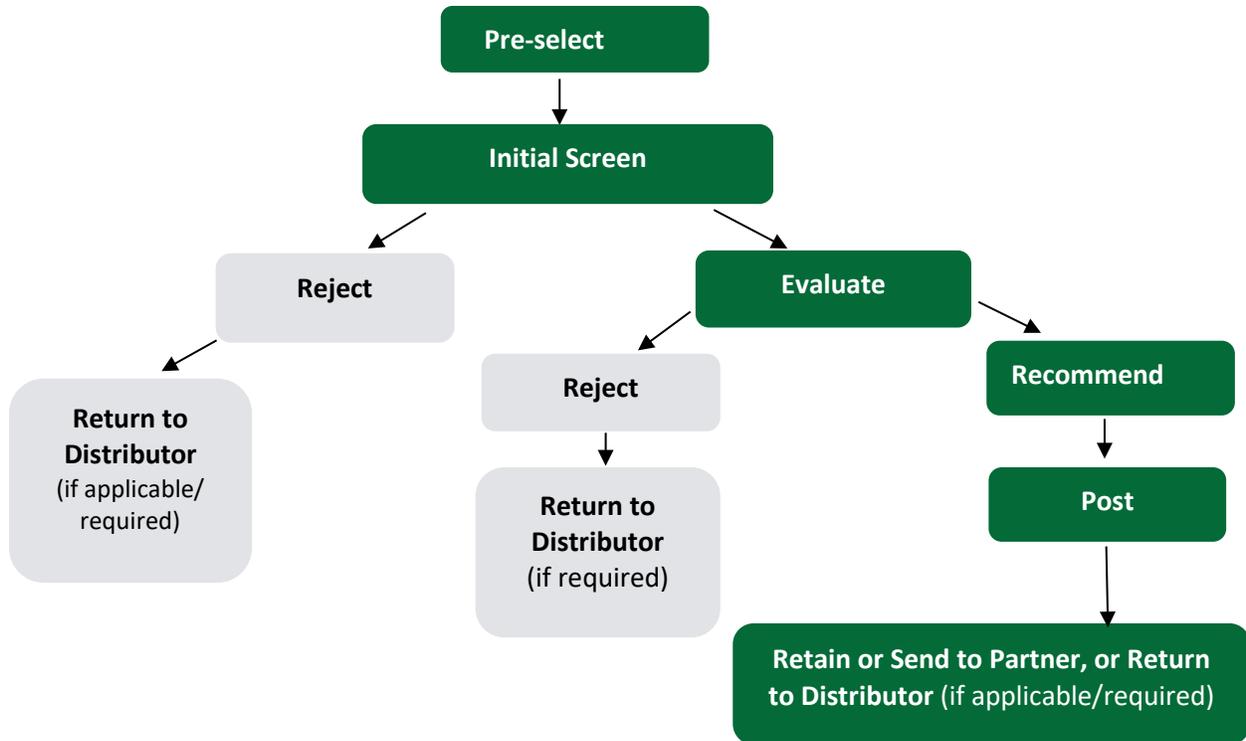
- ministry consultants;
- two or more selected practising educators who evaluate individually or in groups and, where possible, involve students in the process; and,
- specialists in the content area.

Recommended learning resources may be categorized in a variety of ways. Examples include:

- Implementation Resources, comprised of recommended key, professional and student resources;
- Additional Resources; and,
- Other Useful Materials.

Refer to **Organization of Resources** for further information.

The following flow chart illustrates the process that occurs from the point when a resource is pre-selected for evaluation purposes until it is either rejected or recommended and posted online.



## Guiding Principles for the Evaluation and Posting of Learning Resources

The ministry strives to keep informed of the most current resources; therefore, resources are screened on an ongoing basis. The ministry determines which resources it will thoroughly evaluate based on needs.

The following general principles serve as guidelines throughout the learning resources evaluation process:

- A variety of learning resources are needed to support individual and group instruction, to permit both teacher-directed and student-directed activities and to meet the varying needs of students and educators. The ministry advocates for inquiry learning and therefore evaluates several media formats including fiction and non-fiction print, audio-visual resources, electronic resources – both online and in physical format, multi-resource packages, manipulatives and games.
- Learning resources are evaluated on their overall merit and suitability to support curricula.
- Learning resources are fair, equitable and supportive of the belief that each individual has value as a human being and should be respected as a worthwhile person. Some resources, however, contain an inherent bias. For example, many classic works of literature and historical documents reflect viewpoints and biases of the era in which they were written. These resources may be used to aid in the development of critical thinking. Lessons may be structured to help students recognize the bias, to interpret it within a historical or cultural framework and to relate it to the world of today.
- Resources on controversial issues are necessary to support student achievement of particular curriculum outcomes.
- All other factors being equal, resources with Saskatchewan or Canadian content receive preference.
- Materials that address current ministry priorities and policies are to be included, where appropriate and available, as learning resources.

## **General Criteria for the Evaluation of Learning Resources**

The following general criteria guide the evaluation of resources. Specific criteria, including First Nations, Métis and Inuit resource evaluation criteria, are found in Appendix B.

### **Instructional Design**

Learning resources are user-friendly (e.g., do not require extensive in-service before using). Learning resources foster deeper understanding of the subject being addressed. They relate to the curriculum and are consistent with its philosophy. They are reasonable regarding expected classroom time commitment. For example, lengthy sequential programs that were created to be taught from beginning to end in order to be effective tend to take time away from teaching the curriculum and are not recommended.

### **Content/Format**

Learning resources are well organized and of high artistic/literary quality. They offer content that is current, accurate, free from copyright infringement and authentic. They also include appropriate and significant Saskatchewan or Canadian content.

### **Social Considerations**

Learning resources are fair and equitable concerning age, ability, culture, gender, socioeconomic status, religion, occupation and sexual orientation. They are as free from bias as reasonably possible and they are appropriate for the general age and maturity level of the audience. Also, learning resources are free of intrusive advertising.

### **Physical Quality**

Learning resources offer durability and high physical and technical quality. They are appealing to the intended audience.

### **Qualifications of Developer**

Learning resources have been developed and validated by qualified, reputable people.

### **Cost**

Learning resources are reasonable regarding cost.

## Organization of Learning Resources

Learning resources are posted on the ministry's curriculum website and reviewed on an ongoing basis.

Learning resources may be organized in three main ways: **Implementation Resources**, **Additional Resources** and **Other Useful Materials**.

### Implementation Resources

Implementation Resources complement new and renewed curricula in an effective way and include key, professional or student resources. For example, a comprehensive resource that broadly addresses several of the student learning outcomes (e.g., an anthology, a video, a major integrated resource, a textbook), an in-depth student resource that addresses at least one student learning outcome or a professional resource/teacher reference for educators could be considered.

These materials include high-quality resources in a variety of formats that have gone through the formal resource evaluation process and support the student learning outcomes. The types of resources identified as Implementation Resources may vary according to the nature of the subject area, the developmental level of the students and other factors specific to each curriculum.

Implementation Resources are identified when curricula are developed or renewed during the writing and piloting stages to support school divisions when planning for implementation. The ministry, in consultation with teacher writers and pilot teachers, prioritize recommended resources as Implementation Resources. Lists of Implementation Resources are posted when curricula are implemented, remain available for a maximum of five years and are then archived, though still accessible.

### Additional Resources

Materials posted as Additional Resources are also recommended resources that have gone through the formal resource evaluation process and address curricula in an effective way. They may include a variety of high-quality key, professional and supplemental resources in multiple formats; however, where funds are limited, educators are advised to start by purchasing Implementation Resources.

### Other Useful Materials

Resources identified as Other Useful Materials are items that are awaiting review or may not have undergone the same formal evaluation process that is required for Implementation Additional resources. The ministry recommends these resources, according to ministry priorities. Ministry-created learning materials, such as the [Supporting Reconciliation in Saskatchewan Schools](#) website, may be listed as recommended resources without going through the formal resource evaluation process.

## Categories of Learning Resources

Learning resources may include several categories of resources: **Key Instructional Resources**, **Professional Resources** and **Supplemental Resources**.

### Key Instructional Resources

These learning resources are intended to be used in the instructional process by teachers. These may include teacher guides or materials that teachers would present to students as part of the instructional process. Textbooks would be included in this category. Also included would be multi-genre comprehensive resources that integrate all strands of a subject; for example, English language arts (i.e., reading, speaking, writing, listening, viewing and representing). The resource may include multi-components and /or multimedia, a teacher's guide and assessment tools.

### Professional Resources

Professional resources may be in any format and foster professional development for educators. They are intended to provide educators with background information to the content, context and philosophy of the subject area and grade level.

### Supplemental Resources

Supplemental resources may be reference materials, such as a dictionary, or a learning resource designed to assist students to achieve curricular outcomes.

It remains the responsibility of educators to preview and to select materials that best meet the needs of their students, school and community. Educators should choose resources in accordance with their school board's learning resources selection policy.

## Formats of Learning Resources

Learning resources exist in many formats. Each format provides access to information to meet learners' varying needs and learning styles. The list below provides information on many types of learning resources that may be recommended by the ministry.

### Applications or Apps for Tablets and Mobile Phones

Applications for tablets, mobile phones and other devices may be considered learning resources if they provide access to content as described in the categories below, or provide a tool that appears only in an application format.

### Literary Texts

Texts may be accessed in any format (e.g., novels, plays, poetry, short stories, e-books and feature films) that use language in “aesthetic, imaginative, and engaging ways to entertain and move, to reflect and express emotions, and to shape and explore cultural values and identity” (Queensland Studies Authority, page 18).

### Informational Texts

Texts in any format (e.g., reports, essays, feature articles, editorials, documentary films, websites, texts of work, family and community life) that use language to “transact and negotiate relationships, goods, and services, report on people, things, events, and issues, and to explain, analyze, argue, persuade and give opinions” (Queensland Studies Authority, page 18).

### CDs or Audio Recordings

Audio texts may be recorded and available in various media including CDs, podcasts or other digital formats.

### DVD or Video Recordings

DVD or video recordings are accessed through the ministry's ROVER (Recommended Online Video Education Resources) (<http://rover.edonline.sk.ca/>), a video streaming service that includes “public performance rights” or other mediums, purchased for use in the classroom.

### Magazines, Periodicals or Journals

Subscriptions or individual copies of magazines, periodicals or journals may be obtained in print or with digital access. Many of these resources are available through the ministry subscriptions to databases and online resources found on the curriculum website.

### Manipulatives

Concrete objects that allow students to explore an idea in an active, hands-on approach may be recommended for some subjects, particularly mathematics.

## Websites

Websites are recommended when they are from a reliable source, updated, appropriate for learners and exist in a stable environment.

## Resources Not Included in Evaluation

The following types of learning resources **will not** be evaluated, as school divisions are in the best position to determine their local needs:

- presentations;
- guest speakers; and,
- resources requiring specialized training.

## When Learning Resources Are Challenged

From time to time, a group or an individual from Saskatchewan challenges the recommendation or rejection of a resource.

The ministry provides a challenge process so that Saskatchewan residents who are not involved in the evaluation of learning resources may voice their concerns and have them respectfully considered.

The experience of dealing with challenges is an anticipated and healthy process. A challenger may request that a resource be excluded from a ministry list for a variety of reasons, including the nature of the ideas presented, the maturity required for understanding the content or the language that is used. Conversely, a challenger who believes that material has merit for curriculum support may request that a resource be evaluated for inclusion on a ministry list.

Challenges are accepted from the Saskatchewan public with the exception of publishers, authors, editors or producers whose material has been rejected. Challenges should be expressed in writing with a clear explanation of the reasons for the request. Challengers must complete a form such as the example in Appendix C.

Every effort is made to resolve the challenger's request informally; where this is not possible, challenges are referred to a committee. The guidelines for this committee are found in Appendix D.

## Appendix A: Legislative Authority

The following sections of *The Education Act, 1995*, and *The Education Regulations, 2019*, contain the legislation that pertains to the recommendation and challenge of learning resources.

In accordance with *The Education Act, 1995*:

**3(2)** The minister shall:

(e) provide lists of textbooks, library books, reference books, other learning resources, apparatus, equipment and other materials that the minister may specify, approve or recommend pursuant to clause 4(1.1)(m);

**4(1.1)** Without limiting the generality of subsection (1), the minister may:

(m) specify, approve or recommend textbooks, library books, reference books, other learning resources, apparatus, equipment and other materials that the minister considers necessary to ensure an optimum quality of instructional services in schools;

**87(1)** Subject to the powers of the conseil scolaire with respect to the division scolaire francophone and minority language instruction programs, a board of education may:

(f) subject to the regulations, approve textbooks, library books, reference books and other learning resources;

**88(1)** Subject to section 87, the conseil scolaire may:

(e) subject to the regulations, approve textbooks, library books, reference books and other learning resources for use in fransaskois schools;

In accordance with *The Education Regulations, 2019*:

### Interpretation

**2(1)** In these regulations:

**“learning resource”** means a resource used for educational purposes in any format, real or virtual, that:

(a) illustrates or supports one or more elements of a course or course of study; and,

(b) may enrich the learning experience of the pupil or the teacher;

## **Learning resources and library services**

**42(1)** A board of education and the conseil scolaire shall establish policies concerning:

(a) subject to subsection (2), the selection of textbooks, library books, reference books and other learning resources;

(b) the procedure by which a person may challenge the inclusion or exclusion of specific textbooks, library books, reference books and other learning resources; and,

(c) the procedures to be used to ensure that pupils have access to the textbooks, library books, reference books and other learning resources that they need to complete their course requirements.

(2) Subject to subsection (3), if the minister has prescribed textbooks, library books, reference books or other learning resources, a board of education and the conseil scolaire shall ensure their use in schools.

(3) If a board of education or the conseil scolaire requests an exception to the prescribed textbooks, library books, reference books or other learning resources, the minister may approve its use of alternative textbooks, library books, reference books or other learning resources.

(4) A board of education or the conseil scolaire may, in accordance with policies established pursuant to clause (1)(a), approve other textbooks, library books, reference books or other learning resources to be provided at the expense of the board of education or the conseil scolaire, as the case may be.

(5) A board of education and the conseil scolaire shall:

(a) provide school library services; and,

(b) establish policies and standards governing school libraries.

## Appendix B: Specific Criteria for Guiding the Evaluation of Learning Resources

Written in a question format, the following criteria were designed to guide evaluators in choosing high-quality appropriate learning resources to complement Saskatchewan curricula and meet the needs of students and educators. These questions may be used in the learning resources evaluation process as appropriate.

### Instructional Design

- Does the learning resource support the philosophy of the curriculum regarding:
  - what will be taught;
  - why it will be taught;
  - to whom it will be taught; and,
  - how it will be taught?
  
- Does the learning resource complement the education goals and outcomes within a specific curriculum area?
- Does the learning resource complement various areas of study?
- Is the learning resource suitable for a range of learning styles and instructional approaches?
- Does the learning resource stimulate the interest of the audience?
- Is the material compatible with the general age and maturity level of the audience for whom it is intended?
- Could the learning resource be useful in challenging the students to be creative, imaginative, inquisitive and reflective – to become active rather than passive learners?
- Could the learning resource be useful in promoting the development of communication skills?
- Could the learning resource be useful in contributing to the students' abilities to make informed decisions in daily life?
- Could the learning resource be useful in enhancing deeper understanding?
- Are the illustrations, graphs, charts and maps up-to-date and clear?
- Does the learning resource include a useful glossary?
- Does the learning resource offer a useful index?
- Does the learning resource have suggestions for promoting learning (e.g., ideas for projects, questions that promote critical and creative thinking)?
- Does the learning resource present opportunities for learning strategies that reflect First Nations, Métis and Inuit values and beliefs, including cooperative learning, experiential learning, the role of family and Elders/traditional knowledge keepers and the relationship that people have with the natural environment?
- Does the learning resource suggest interesting activities that will challenge the students to conduct independent investigation?
- Does the learning resource promote the use of a variety of learning skills?
- Does the learning resource include useful assessment tools?

## Content

- Is there meaningful organization (i.e., material is organized in a consistent and logical fashion)?
- Is there accurate, authoritative and realistic presentation of content?
- Is the resource of high literary quality?
- Are contemporary knowledge and research reflected?
- Does the resource represent First Nations, Métis and Inuit history and knowledge as presented in oral traditions, such as stories and songs?
- Does the resource refrain from equating traditional First Nations, Métis and Inuit stories and legends to fables, fairytales, myths or magic/spells and recognize their value in the culture?
- Does the learning resource portray a contemporary view of First Nations, Métis and Inuit content, perspectives and ways of knowing and integrate it authentically with traditional and historical content?
- Are sources of information such as statistics and research studies cited?
- Is the learning resource current? (Note: Informational resources with a copyright date more than five years old are usually considered to be outdated; however, there may be exceptions. For example, an older historical reference may be very useful.)
- Does the learning resource include appropriate Saskatchewan or Canadian content?
- Is there significant Canadian content (e.g., Canada is featured in references, examples, data maps)?
- Does the learning resource list First Nations, Métis and Inuit peoples as distinct nation groups, use terms based on what is deemed appropriate to the specific First Nations, Métis and Inuit audience and, when possible, avoid the overuse of umbrella terms such as Aboriginal?
- Is the metric system of measurement used?

## Social Considerations

- Does the learning resource demonstrate consideration for the human worth and dignity of all people regardless of age, ability, gender identity, sexual orientation, socioeconomic status, occupation or ethnocultural background?
- Does the learning resource show a strong commitment to equal rights and responsibilities for all citizens?
- Does the learning resource show unbiased concern for religious, political and intellectual freedom?
- Does the resource treat with sensitivity and respect, portrayals of sacred items and ceremonies and demonstrate a consultation with Elders regarding this treatment (e.g., the ceremonial pipe, the Sun Dance, the Horse Dance and the Ghost Dance)?
- Does the learning resource contain appropriate multicultural content and perspectives?
- Does the learning resource accurately reflect the multiethnic character and cultural diversity of our society?
- Is the learning resource gender equitable?
- Does the learning resource portray the diversity in society in a respectful way, free from abusive and derogatory references and avoid stereotypes?

- Does the learning resource address career development?
- Does the learning resource foster abilities awareness?
- Could the learning resource contribute to the students' understandings of the complexities of contemporary society?
- Does the resource indicate appropriate local protocols to follow when Elders/traditional knowledge keepers and community members share Indigenous Knowledge in the classroom or in the development of the resource?
- Is bias (if present) sufficiently explicit to be identified and examined by the students for whom the learning resource is intended?
- Are controversial issues and ideas (if present) conveyed in a manner which could contribute to the students' understandings of the issues and ideas and their origins?
- Is the use of language appropriate?
- Are there portrayals of violence, content on the occult, intrusive advertising or other potentially offensive content?

### First Nations, Métis and Inuit Content

- Is the information historically accurate (e.g., dates, traditions, customs, events)?
- Are First Nations, Métis or Inuit worldviews (beliefs and values) sensitively and accurately presented?
- Does the resource include the diversity of perspectives between and within cultures, First Nations, communities, languages, worldviews, political organizations, social organizations and traditions?
- Is the language accurate and respectful?
- Do word choices falsely imply the character of First Nations, Métis and Inuit people and their relationships with the incoming peoples from other nations?
- Does the resource portray First Nations, Métis and Inuit speech and dialects in appropriate and respectful ways and avoid discriminatory terms?
- Is the information balanced and objective?
- Are First Nations, Métis and Inuit people shown in a variety of political, social and economic situations and in a variety of leadership roles and professions?
- Is the diversity among First Nations, Métis and Inuit people and within groups represented (e.g., Plains Cree, Woodland Cree)?
- Does the resource refrain from depicting First Nations, Métis and Inuit people as existing only in the past, as part of fiction, as part of the landscape, as non-human or as inanimate objects?
- Are the visuals accurate and respectful?
- Has the resource been developed and validated by First Nations, Métis or Inuit Elders, traditional knowledge keepers, authors or other qualified, reputable people?

### Physical Quality/Format

- Does the learning resource reflect high technical quality through:
  - typography;
  - visuals, sound; or,
  - attractiveness to students?
- Are a variety of visuals used to support and represent concepts?
- Do the graphics contribute to understanding of the content and concepts?
- Is the learning resource durable enough to last for its period of intended use?
- Is the learning resource packaged to permit easy use and storage?
- Are components of multi-resource packages coordinated by means such as colour coding or number sequencing?
- Does the learning resource accommodate current technologies (e.g., available in print and e-book)?
- Does the learning resource represent oral traditions, including stories and songs, in appropriate and accessible formats?

### Qualifications of Developer

- Are the developers (e.g., author, publisher/producer, editor) of the learning resource reputable and qualified in the field being addressed?
- Has the resource been validated by a reputable, qualified person?
- In the case of resources with First Nations, Métis and Inuit content and perspectives, is there evidence that First Nations, Métis and Inuit individuals, groups, Elders/traditional knowledge keepers or community members were involved in the development or validation of the resource?

### Cost

- Is the cost reasonable compared with other resources of similar quality?

## Appendix C: Request for Reconsideration of a Learning Resource

### Request for Reconsideration of a Learning Resource

Title \_\_\_\_\_ Author(s)/Editor(s) \_\_\_\_\_

Publisher/Producer \_\_\_\_\_ Copyright Date \_\_\_\_\_

Format (e.g., DVD, print, kit, CD-ROM) \_\_\_\_\_

Please state your reasons for wanting to have this resource excluded from or included on the ministry's list of recommended learning resources (e.g., the effect that you perceive it might have on students). \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If your request is for exclusion, please state your specific objection(s) to the material including page number(s), if applicable. \_\_\_\_\_  
\_\_\_\_\_

Have you reviewed the entire resource? \_\_\_\_\_

Have you discussed with educators the way that this material might be used to support learning outcomes in the classroom? \_\_\_\_\_

If you answered "yes" to the previous question, what response(s) did you receive? \_\_\_\_\_  
\_\_\_\_\_

Additional Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Role \_\_\_\_\_

Address \_\_\_\_\_ Phone Number(s) \_\_\_\_\_

Date \_\_\_\_\_ Signature \_\_\_\_\_

## Appendix D: Guidelines for the Resources Advisory Committee

### Purpose

The main purpose of the committee is to respond to challenges of recommended or rejected learning resources, with the ultimate goal of choosing high-quality educational materials that support student achievement of curriculum outcomes.

### Responsibilities

The responsibilities of the committee include:

- reviewing challenged learning resources, as well as reading reviews and evaluation forms pertaining to these resources;
- compiling written recommendations either supporting or reversing the ministry's original decision regarding the challenged resources, including reasons for the recommendation reached; and,
- submitting written recommendations to the deputy minister for review, decision and response to the challenger.

### Scope

Acting on behalf of the Minister of Education, the committee shall review learning resources challenged by a member of the Saskatchewan public for exclusion or inclusion (with the exception of challenges from publishers, authors, editors or producers whose learning resources have been evaluated and rejected).

### Membership

The committee has a minimum of six participants that may include:

- consultants and directors from the ministry when resources related to their areas are being considered;
- experts in the field being addressed (e.g., medical, agricultural), when appropriate;
- one or two teachers who teach the curriculum that the challenged resource complements;
- a teacher-librarian or library consultant who is familiar with the curriculum that the challenged resource complements;
- an educational administrator from a school division or school; and,
- a parent or member of the public.

## Process

- The committee meets when necessary to ensure that requests are responded to in a timely manner. When possible, the committee members will receive the learning resources at least one week in advance of the meeting to allow time for review and reflection.
- A director or designate from the ministry chairs the committee.
- At the beginning of each meeting, the chairperson reviews the purpose of the committee, provides basic background information regarding the challenged resource and shares the reasons for the challenge. Copies of the correspondence from the challenger are distributed and discussed.
- Each participant is requested to complete an evaluation form on the learning resource being considered. These forms are filed in a central location for future reference.
- Every effort should be made to reach consensus regarding the acceptance or rejection of the request. If this is not possible, it is noted in a report (described below) that a general consensus could not be reached.
- Following each review process, the chairperson is responsible for compiling a written learning resource evaluation report including reasons for the recommendation of the material, rejection of the material or lack of consensus. This report is circulated to and signed by each committee member who participated in the review process. Space will be provided beside each signature for the person to make comments, if desired (e.g., “I disagree with the majority because ...”).
- The chairperson forwards one copy of this report to the deputy minister for review and response to the challenger. Another copy is placed in a confidential file along with the evaluation forms and correspondence from the challenger.
- Based on the committee’s recommendations, the ministry may maintain the status quo, add a cautionary note to an annotation, add a resource to one or more lists of recommended resources or remove a resource from one or more lists of recommended resources.

## Expectations of Committee Members

The expectations of committee members include:

- confidentiality;
- attendance at meetings;
- preparation (i.e., advance review of learning resources, reviews and evaluation forms);
- participation in discussion;
- consideration of the educational needs of all students;
- completion of evaluation forms;
- respect for and consideration of the opinions of other members; and,
- open-mindedness.

## Glossary

**Additional Resource** – An additional learning resource complements curricula in an effective way and is a high-quality key, professional or supplemental resource that has gone through the formal resource evaluation process.

**Bias** – The attitudes of one segment of the population toward another group, individual or idea may contribute to different forms of bias including:

- invisibility – some groups may be rarely seen or not seen at all;
- stereotyping – use of pared down, simplified images and attributes;
- imbalance – one-sided interpretation of issues or situations;
- unreality – avoidance of in-depth analyses of situations and circumstances in life;
- fragmentation/isolation – treatment of gender, age and cultural differences as separate, add-on information; and,
- linguistic bias – language that is patronizing or ignores disability, age and gender differences and cultural diversity.

**Canadian Content** – The following points are indicators of Canadian content:

- is authored, designed, illustrated, edited or published by a Canadian person or company;
- represents a Canadian perspective; or,
- is designed to meet Canadian needs.

**Challenge** – A group or individual making a formal complaint regarding the inclusion or exclusion of a resource on a ministry list is engaged in a challenge process.

**Controversial Materials** – Materials presenting points of view which, when introduced, arouse strong reactions are considered to be controversial. There are many subjects which, by the nature of our contemporary society, may be considered controversial.

**Culture** – The customs, history, values and languages that make up the heritage of a person or people and contribute to that person's or people's identity is considered to be their cultural heritage.

**Diversity** – This term is used to encompass the various differences among people including race, religion, gender, sexual orientation, disability and socio-economic status.

**Implementation Resources** – Implementation Resources are recommended high-quality key, professional and student learning resources that complement a new or renewed curriculum in an effective way. These are identified during the writing and piloting stages to help in planning for implementation.

**Indicators** – Indicators are representative of what students need to know and/or be able to do in order to achieve an outcome. The set of indicators provided for an outcome:

- provides the intent (depth and breadth) of the outcome;
- tells the story, or creates a picture, of the outcome;
- defines the level and types of knowledge required by the outcome; and,
- is not a checklist or prioritized list of instructional activities or assessment items.

**Information Literacy** – The ability to access, evaluate, use and share information effectively and ethically for a range of educational, career and personal purposes is considered information literacy.

**Instructional Approaches** – The approaches teachers may take to support student achievement of curriculum outcomes include direct instruction, indirect instruction, experiential learning, interactive instruction and independent study.

**Inquiry Learning** – Inquiry learning provides students with opportunities to build knowledge, abilities and inquiring habits of mind that lead to deeper understanding by building on students' inherent sense of curiosity and wonder and drawing on their diverse backgrounds, interests and experiences. The process provides opportunities for students to become active participants in a collaborative search for meaning and understanding.

**Key Instructional Resources** – These learning resources are intended to be used in the instructional process by teachers. These may include teacher guides or materials that teachers would present to students as part of the instructional process. Textbooks would be included in this category. Also included would be multi-genre comprehensive resources that may include multi-components, and /or multimedia, a teacher's guide and assessment tools.

**Learning Resource** – As defined in *The Education Regulations, 2015*, learning resource means, “a resource used for educational purposes in any format, real or virtual, that: (a) illustrates or supports one or more elements of a course or course of study; and (b) may enrich the learning experience of the pupil or teacher”.

**Multitype Database Licensing Program (MDLP)** – Saskatchewan libraries, coordinated by the Provincial Library and Literacy Office, co-operatively purchase province-wide access to several online information databases and other virtual resources. All library patrons in the public, post-secondary education, school and special library sectors are entitled to access these resources.

**Other Useful Materials** – Resources identified as Other Useful Materials are items that are awaiting review or may not have undergone the same formal evaluation process that is required for core and additional resources. The ministry recommends these resources, according to ministry priorities.

**Outcomes** – Outcomes define what students are expected to know, understand and be able to do by the end of a grade or secondary level course in a particular area of study. Therefore, all outcomes are required. The outcomes provide direction for assessment and evaluation and for program, unit and lesson planning and:

- focus on what students will learn rather than what teachers will teach;
- specify the skills, abilities, knowledge and/or attitudes students are expected to demonstrate;
- are observable, assessable and attainable; and,
- are supported by indicators which provide the breadth and depth of expectations.

**Professional Resources** – Professional resources may be in any format and foster professional development for educators. They are intended to provide educators with background information to the content, context and philosophy of the subject area and grade level.

**Recommended Learning Resources** – Materials that have been recommended as a fit for curriculum and from which educators are encouraged to choose their learning resources; posted as Implementation Resources or Additional Resources.

**Recommended Online Video Education Resources (ROVER)** – ROVER is a video streaming service provided through the ministry which offers English language video programs that have been purchased by the ministry for use in Prekindergarten to Grade 12 schools to support curriculum. Each recommended program contains a hyperlink directly to the program and accompanying teacher resources (if provided). See **Ressources éducatives vidéos en ligne (REVEL)** for the French language collection of videos.

**Ressources éducatives vidéos en ligne (REVEL)** – This is the French language collection of videos. See **Recommended Online Video Education Resources (ROVER)** for the English language collection.

**Saskatchewan Content** – The following criteria are indicators of Saskatchewan content:

- authored, designed, illustrated, edited or published by a Saskatchewan person or company;
- represents a Saskatchewan perspective; or,
- designed to meet Saskatchewan needs.

**Stereotype** – A fixed mental picture or image of a group of people, ascribing the same characteristic(s) to all members of the group regardless of their individual differences is a stereotypical view. Stereotyping may be based upon misconceptions, incomplete information and/or false generalizations about race, age, ethnic, linguistic, geographical or natural groups; religions; social, marital or family status; physical, developmental or mental attributes; gender; or sexual orientation.

**Supplemental Resources** – Supplemental resources may be reference materials, such as a dictionary, or a learning resource designed to assist students to achieve curricular outcomes.

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