



# Learning Resources Evaluation Guidelines





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# Learning Resources Evaluation Guidelines

Prepared by:  
Student Achievement and Supports Branch  
Saskatchewan Ministry of Education

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# Introduction

***If students are to become lifelong learners, they must have the ability to access information in real and virtual environments, and the critical thinking skills to use that information ethically, creatively, and wisely. Students must be confident, capable learners who achieve the learning outcomes described in the curriculum. In order to realize this, it is essential that students have access to a wide range of high-quality resources that complement curricula.***

Successful implementation of the Saskatchewan Ministry of Education's curricula depends upon careful planning by educational administrators, teacher-librarians, and teachers. As educators guide students' learning, they must consider the goals and outcomes of the curricula; the backgrounds, abilities, interests, and learning styles of individual students; and the learning resources available.

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 Section 3(2) e of *The Education Act, 1995*, the Saskatchewan Ministry of Education shall provide lists of prescribed, recommended, or approved resources to schools. In turn, Section 37(1) a and b of *The Education Regulations, 1986*, requires school divisions 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 complement curricula. The ministry's priority is to meet the needs of students in a Saskatchewan cultural context; therefore, recommended resources include multicultural and First Nations, Métis, and Inuit content, and perspectives.

Educators are encouraged to acquire materials from the lists of recommended items, and they may also select additional resources, using criteria from their school division's or school'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.

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# Services Provided by the Ministry

*The ministry assists educators in accessing a wide range of high-quality learning resources that support educators in teaching curriculum and students in achieving curriculum outcomes.*

The ministry assists schools in accessing appropriate learning resources by:

- providing annotated lists of recommended core and additional resources
- acquiring rights and providing access to video resources for use in schools
- providing access to online databases for newspapers, journals, and reference materials by participating in the Multitype Database Licensing Program (MDLP) co-ordinated by the Provincial Library and Literacy Office
- developing curriculum-related learning resources to complement those areas of study that are not supported adequately by commercially produced materials\*
- co-operating with other organizations and individuals to broaden the range of learning resources available to schools\*\*
- negotiating copyright licences to obtain clearance for classroom use
- facilitating the provision of a province-wide technological infrastructure that enables resource access, resource sharing, and professional development
- participating in the Western and Northern Canadian Protocol (WNCP) for Collaboration in Basic Education, Kindergarten to Grade 12 which, among other purposes, aspires to achieve optimum use of educational resources.

\*These learning resources are developed in cases where the need is pressing and sufficient funding is available.

\*\*Co-operation from the ministry may include offering general feedback on draft material (time permitting), providing curricula outlines, and making school mailing information available.

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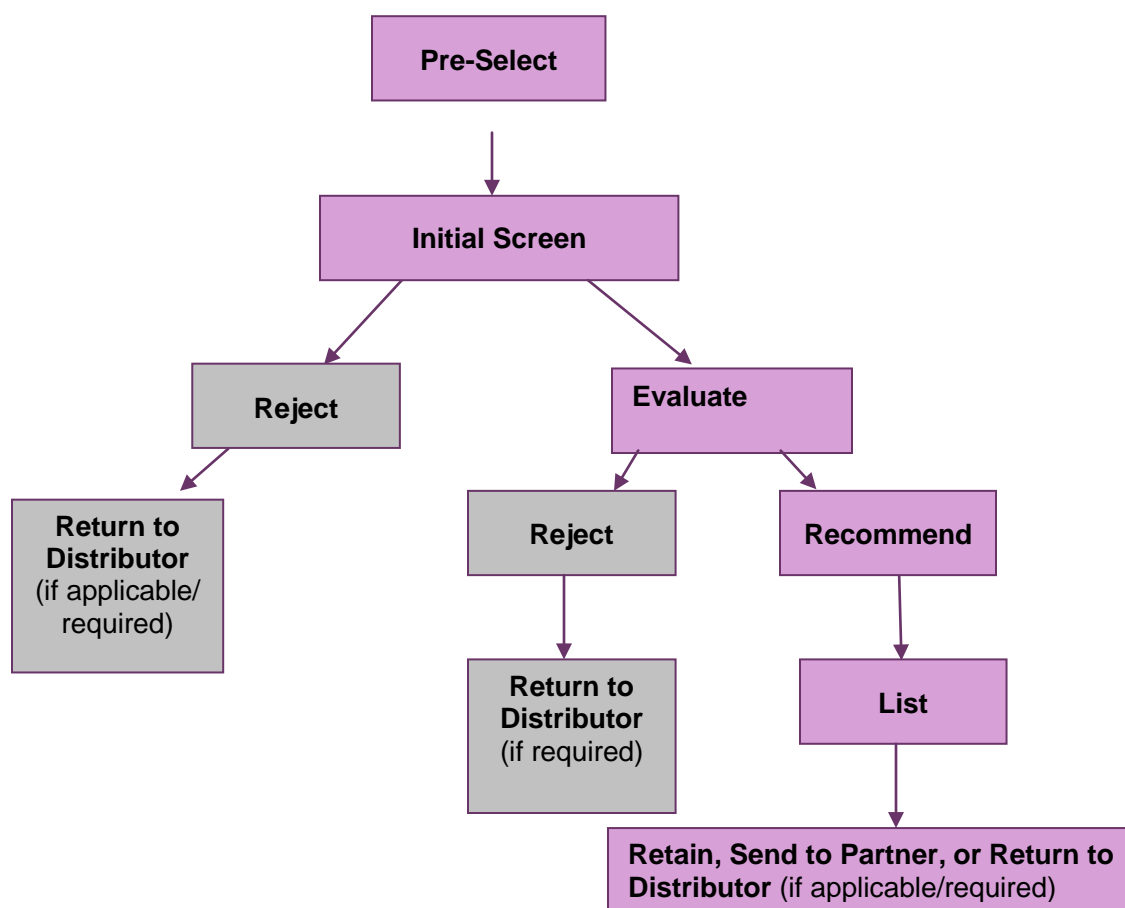
# Learning Resources Evaluation Process

The Student Achievement and Supports Branch is responsible for making decisions as to the titles included on lists of recommended learning resources. Before the ministry recommends and lists 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 practising educators, who are encouraged, where possible, to involve students in the process
- selected committees of practising classroom teachers, who evaluate materials as a group at a pre-arranged time and location
- specialists in the content area.

Recommended learning resources may be listed in a variety of ways. Examples include databases, and web-based lists of core and additional resources, videos, and websites.

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 listed.



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# Guiding Principles for the Evaluation and Listing of Learning Resources

The ministry strives to keep abreast of the most current resources; therefore, consultants screen both solicited and unsolicited resources on an ongoing basis. The ministry determines which resources it will thoroughly evaluate based on needs.

*Learning resources play a significant role in shaping students' views about themselves and the world. Therefore, it is important that these resources portray respect and dignity for both genders, for those in specific cultural groups, for people with varying physical and intellectual abilities, for people of various ages, and for people of differing sexual orientation.*

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

- A variety of learning resources is 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 resource-based 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.
- 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 can be used to aid in the development of critical thinking. Lessons can 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 particular curriculum outcomes.
- All other factors being equal, resources with Saskatchewan or Canadian content receive preference.
- Where numerous resources are available on a particular topic, only resources of the highest quality are recommended.
- Learning resources that address current ministry priorities and policies are to be included, where appropriate and available, on all lists of learning resources.

These above-mentioned guiding principles direct the ministry's evaluation criteria.

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# General Criteria for the Evaluation of Learning Resources

*Providing a variety of high-quality learning resources offers students the opportunity to choose, to explore, and to discover. The freedom to make choices in a resource-rich environment where students' thoughts and feelings are respected is vital to the development of lifelong learners.*

The following general criteria are used when evaluating resources. Not all of the criteria, however, can be met by every learning resource. For example, it is sometimes impossible to find resources on particular topics that include Canadian content. Also, certain older resources such as novels and primary sources may be very valuable learning tools. Further, if a resource has overall merit but has a minor weakness or an area of sensitivity, this resource may be recommended with the weakness or area of sensitivity identified in the annotation. More detailed criteria are found in Appendix B.

## **Physical Quality**

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

## **Content/Format**

Learning resources are well organized and of high artistic/literary quality. They offer content that is current, accurate, 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.

## **Instructional Design**

Learning resources are user-friendly (e.g., do not require extensive inservice 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 must be taught from beginning to end to be effective tend to take time away from teaching the curriculum and are not recommended.

## **Qualifications of Developer**

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

## **Cost**

Learning resources are reasonable regarding cost.

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# Information for Guiding the Development of Core and Additional Learning Resources Lists

*Select lists of resources offer a lifeline to educators by saving them precious time and money, as well as supporting them in providing a resource-rich environment that fosters relevant, productive learning experiences for students.*

Lists of recommended core and additional learning resources are posted on the ministry's website and updated on an ongoing basis with some titles being taken off the lists and others added.

A core learning resource is a foundational or key resource that complements a curriculum in an especially effective way. It may be 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.

An additional learning resource also addresses the curriculum in an effective way and is of the same variety as a core learning resource; however, where funds are limited, educators are advised to start by purchasing core learning resources.

## **Core Learning Resources Lists**

A list of core resources is provided to support every grade level of each new or renewed curriculum and aims to cover 100 percent of the student learning outcomes. Core resource lists are comprised of foundational or key resources that may include a variety of formats that address developmental levels or learning styles of students, or that are needed to support specific learning outcomes (e.g., art prints for visual art, manipulatives for mathematics). The types of core resources vary according to the nature of the subject area, the developmental level of the students, and other factors specific to each curriculum.

The lists of core resources include learning resources with multicultural and First Nations, Inuit, and Métis content and perspectives, where quality resources are available.

## **Additional Learning Resources Lists**

A list of additional resources may also be provided to support every grade level of each new or renewed curriculum.

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# Challenges Regarding Learning Resources

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

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

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 of 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 included 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 Resources Advisory Committee. The guidelines for this committee are found in Appendix D.



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# Appendices



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## Appendix A: Legislative Authority

The following sections of *The Education Act, 1995* and *The Education Regulations, 1986* 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 prescribe, approve or recommend pursuant to clause 4(1)(e);

**4(1)** The minister may:

(e) prescribe, 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;

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In accordance with *The Education Regulations, 1986*:

2 (b.1) “**learning resource**” means a resource used for educational purposes in any format, real or virtual, that:

- (i) illustrates or supports one or more elements of a course or course of study; and
- (ii) may enrich the learning experience of the pupil or teacher;

37(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 school division 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.

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## 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 included on learning resources evaluation forms as appropriate.

### Physical Quality

- Does the learning resource reflect high technical quality through:
  - typography
  - visuals, sound
  - attractiveness to students?
- Is a variety of visuals used to support and represent 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 co-ordinated by means such as colour coding, number sequencing?
- Does the learning resource accommodate current technologies (e.g., available in print and ebook)?

### Content/Format

- 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 the graphics an integral part of the text?
- Are contemporary knowledge and research reflected?
- 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)?
- Is the metric system of measurement used?

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## Social Considerations

- Does the learning resource demonstrate consideration for the human worth and dignity of all people regardless of age, ability, gender, 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 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 (i.e., use of inclusionary language, reflection of accomplishments of both men and women, portrayal of the sexes as equal)?
- 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?
- 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

**Note: While these criteria are similar to those in other categories, they are being highlighted because a ministry priority is to recommend learning resources that include First Nations, Métis, and Inuit content and perspectives.**

- 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?
- Is the language accurate and respectful?
- Is the information balanced and objective?
- Are the visuals accurate and respectful?
- Has the resource been developed and validated by First Nations, Métis, or Inuit Elders, authors, or other qualified, reputable people?

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## 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
  - 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, deep thinking, and curious – 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 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?

## 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?

## 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 \_\_\_\_\_

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## 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:
  - perusing 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
  - 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 previously been evaluated and rejected).

### Membership

- Each Resources Advisory Committee has a minimum of six participants that may include:
  - consultants and directors from various units when resources related to their areas are being considered
  - experts in the field being addressed (e.g., medical, agricultural) when appropriate
  - a student who is studying the subject that the challenged resource complements
  - a teacher who teaches 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
  - a parent or member of the public.

Note: Students provide feedback, but their presence at meetings is optional.

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## Process

- The committee meets as often as 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 Student Achievement and Supports Branch 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 perusal 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
  - open-mindedness.

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# Glossary

**Additional Learning Resource** – An additional learning resource complements a curriculum in an effective way and is of the same variety as core resources; however, where funds are limited, educators are advised to start by purchasing core learning resources.

**Bias** – the attitudes of one segment of the population toward another group, individual, or idea. Different forms of bias include:

- 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
- 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
- is designed to meet Canadian needs.

**Challenge** – a formal complaint regarding the inclusion or exclusion of a resource on a ministry list.

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

**Core Learning Resource** – A core learning resource is a foundational or key resource that complements a curriculum in an especially effective way. It may be a comprehensive resource that broadly addresses several of the student learning outcomes of a particular curriculum (e.g., an anthology, a video, a major integrated resource, a series, a textbook), an in-depth student resource that addresses at least one student learning outcome of a curriculum, or a professional resource for educators.

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

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

**Intrusive Advertising** – offensive or excessive advertising, especially when the advertising is not separated from the main body of the resource.

**Learning Resource** – As defined in *The Education Regulations, 1986*, learning resource means, “a resource used for educational purposes in any format, real or virtual, that: (i) illustrates or supports one or more elements of a course or course of study; and (ii) may enrich the learning experience of the pupil or teacher.”

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**Lifelong Learning** – the attitude that one can and should be open to new ideas, decisions, skills, and behaviours throughout one’s life, and the acquisition of skills and abilities to benefit from formal and informal learning opportunities throughout one’s life.

**Major Integrated Resource (MIR)** – a multigenre comprehensive resource that integrates all strands of English language arts (i.e., reading, speaking, writing, listening, viewing, and representing). The resource may include a teacher’s guide and assessment tools.

**Multitype Database Licensing Program (MDLP)** – Saskatchewan libraries, co-ordinated 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.

**Professional Resource** – a resource in any format that fosters professional development for educators.

**Recommended Learning Resources** – materials that appear on ministry lists from which educators are encouraged to choose their learning resources.

**Resource-based Learning** – learning/teaching which actively involves students in meaningful use of a wide variety of print, non-print, electronic, virtual, and human resources.

**Resources Advisory Committee** – a learning resources committee formed for the purpose of responding to challenges regarding materials, with the ultimate goal of choosing high-quality learning resources that support student achievement of curriculum outcomes.

**Saskatchewan Content** – the following points are indicators of Saskatchewan content:

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

**Student Learning Outcomes** – clear, observable demonstrations of learning that occur after a significant set of learning experiences. These demonstrations reflect a change in what a student knows, what a student can actually do with what he or she knows, and the student’s confidence and motivation in carrying out the demonstration.

**Teacher Reference** – a resource in any format that is intended to enrich or enhance a teacher’s understanding of a particular subject area or educational process.

**Western and Northern Canadian Protocol (WNCP)** – a protocol that was signed by the ministers of education from the four western provinces and the two territories in 1993. The Western and Northern Canadian Protocol for Collaboration in Basic Education, Kindergarten to Grade 12, states that these jurisdictions agree to collaborate in basic education because of the importance they place on:

- common educational goals
- high standards in education
- removing obstacles for student access to educational opportunities, which includes improving the ease of transfer from jurisdiction to jurisdiction
- optimum use of educational resources.

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