

**TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT**  
**Sections I & III Reviews**

Book:	Introduction to Medical Terminology - Cengage	Publisher:	Cengage Learning Inc.
ISBN:	9781305468238	Year:	2015
Levels/Course:	Basal	Category:	5883

**BEFORE YOU BEGIN**

ALIGNMENT TO THE TENNESSEE CAREER AND TECHNICAL EDUCATION STANDARDS:

Tennessee's Career and Technical Education Standards (hereafter, "the standards") represent a significant shift in the definition of student proficiency within career and technical education environments. Evaluators of materials should understand that the standards replace the proficiency frameworks of years past in three major respects:

- 1) A shift to clear, specific, and measurable expectations for student learning. The standards articulate deep knowledge and skill attainment, departing from the competency-based structure of years past.
- 2) Increased focus on rigor in literacy and mathematics within technical contexts. The new standards align to all Tennessee State Standards for English Language Arts and Literacy in Technical Subjects and, where appropriate, select Tennessee State Standards in Mathematics.
- 3) Sequential progression of knowledge and skills within and across courses. The new standards build on each other both within course content and across course levels, arranged within programs of study that culminate in capstone and/or work-based learning experiences for students.

Evaluators of materials must be well versed in the standards for the course(s) aligned to the materials in question, how the content fits into the progressions in the content standards, and the expectations of the standards with respect to conceptual understanding, fluency, and technical application. Aligned courses in the Architecture & Construction Career Cluster:

**ORGANIZATION OF THIS DOCUMENT**

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

Section II includes additional criteria for alignment to the standards as well as indicators of quality.

**SECTION III: FOCUS AREA (optional)**

Section III allows reviewers to capture qualitative observations on an additional area of focus, if presented in the materials.

\*For the purposes of this document, Tennessee CTE students are considered to be enrolled in course "levels" (i.e., Level 1, Level 2, Level 3, and Level 4) due to variation in the *grade* level at which students may take a course. For example, a tenth-grade student may be enrolled in a Level 1 course. For this reason, reviewers are asked to evaluate materials on the basis of their alignment to particular *course levels*, not *grade levels* or *grade bands*.

\*\*This percentage is a guide. Reviewers should not attempt to compute percentages based on counting pages or counting lessons. Reviewers will use their professional judgment to determine how students are meant to spend their time to determine focus and provide evidence for their decision.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant <b>national and/or industry standards</b> where appropriate. For example, <i>Mechatronics I</i> materials routinely make reference to and reinforce connections with national industry certification standards from companies like Siemens.	0	There are no obvious connections to specific industry standards throughout the text.
B. Materials are aligned to discipline-specific <b>content or pedagogical frameworks</b> frequently used by professionals in associated industries. For example, <i>Differentiating Instruction</i> materials routinely make reference to and reinforce connections with instructional strategies that meet the educational needs of the student, as specified in the standards.	2	Medical terminology is overall aligned with medical disciplines. Chapters also align with specific careers throughout the book.
C. Connections are made to discipline-specific <b>professional societies and organizations</b> , and their value is clearly communicated in the materials. For example, <i>School Counseling</i> materials routinely make reference to and reinforce connections with the American School Counselor Association (ASCA).	0	There are no obvious connections to specific professional societies throughout the text.

**Additional Comment Section II(1):**

Although there are very few specific connections to organizations there are several connections to professions that teachers could elaborate on if they choose.

Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS	SCORE	JUSTIFICATION/NOTES
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	1	There is a critical thinking section at the end of chapters to allow extension and connection of knowledge learned in the chapter.
B. Materials are vertically coherent with previous courses and these connections are made clear in the materials. The connections are explicit to the other materials in the course.	1	This text is applicable for a variety of levels. It does however build upon prior

		health science course knowledge.
C. For materials in a series, content progressions reflect the progressions as seen in the standards. These progression connections are clearly indicated in the materials. Any discrepancies in content progressions enhance the required learning in each course and are clearly aimed at helping students meet the standards as written.	0	This material is not in a series.

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	Objectives are stated for each course. It also has several applications of knowledge at the end of each chapter. These include reviews, internet research, critical thinking, and discussion topics.
B. Materials include teacher-directed materials that explain the role of the practice activities in the classroom and in students' content development. Problems and activities present opportunities for students to make use of and exhibit the skills as they work on mastery of content.	1	There is no direct explanation of practice activities in text. However there are several opportunities for students to exhibit their mastery of content by using the activities given.
C. Opportunities and resources are provided for teachers to conduct independent study to enhance their own understanding and knowledge of course topics. Materials provide avenues to seek and identify quality professional development in a manner that will support student learning.	0	There were no obvious indications of professional development for teachers in this text.



<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials can be accessed in a variety of formats and media, including but not limited to printed textbooks, digital storage devices, online applications, and cloud-based forums.	2	This text is offered in a variety of formats.
B. Materials are clear and easy to read for students, teachers, and parents. The design and graphics do not distract from the course content and are appropriately placed.	2	All content is aligned well within each chapter.
C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.	0	There are no obvious indications of scaffolds for students above or below basic.
D. Materials are culturally and politically sensitive to the full range of potential users, and do not advance unwarranted opinions that are not factually based. All materials strive to present content, not beliefs.	2	

**Please note any concerns with sensitivity below:**

All materials are factually based.

<b>Section II(5). ASSESSMENTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials include aligned assessments at regular intervals throughout the text(s), or as supplements to the primary instructional materials. Aligned assessments may include end-of-chapter quizzes, unit test modules, and practice exams.	2	There are 'study breaks' and 'review time' at the end of each chapter.
B. Materials offer ideas and guidance on measuring student progress throughout the duration of the aligned course(s). Formative, interim, and summative assessment strategies are all presented to inform instructional strategy and improvement.	1	They do not point out formative and summative assessments but teachers can create them from the

		types of reviews that are given.
C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.	0	There are no obvious mentions of accommodations provided to measure student proficiency.

**Please use the space below to leave any additional notes about Section II not previously captured:**

**SECTION III (optional): FOCUS AREA**

Use this section to capture qualitative observations on an additional area of focus, if presented in the materials. A sample focus area for the Health Informatics program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

<b>III. EXAMPLE: FOCUS IN Health Information Systems</b>	<b>NOTES</b>
A. Materials include coverage of major parameters most frequently reported in health databases.	<i>[Insert reviewer evaluation here.]</i>
B. Materials draw clear connections between policy and procedures and the legal ramifications of health informatics.	<i>[Insert reviewer evaluation here.]</i>
<b>III. FOCUS AREA:</b>	<b>NOTES</b>

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Appendix A, Career and Technical Education: Programs of Study by Course