TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT,
HEALTH INFORMATICS PROGRAM OF STUDY
HEALTH SCIENCE CAREER CLUSTER

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 Health Science Career Cluster :

HEALTH SCIENCE EDUCATION (5998)
MEDICAL TERMINOLOGY (5883)
HEALTH INFORMATION TECHNOLOGY (5997)
CLINICAL INTERNSHIP (5993)

STATEMENT OF STUDENT PROFICIENCY

The Health Informatics career cluster is designed to prepare students with an understanding of the changing world of health care information. Upon completion of the program of study, proficient students will be able to differentiate among the types of health information/informatics, code and manage medical records, retrieve crucial data from health information systems and indexes, and understand the implications for careers in a range of health care fields. Upon completion of this POS, proficient students will be prepared to pursue to complete more advanced coursework at a two-year or four-year postsecondary institution.

Note to reviewers: *All materials reviewed as part of this application <u>must</u> align to the statement of student proficiency provided above.*

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.

SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY

Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- ☐ **2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- ☐ **1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- ☐ **0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE (0-2)	JUSTIFICATION/NOTES

	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant **national and/or industry standards** where appropriate. For example, *Mechatronics I* materials routinely make reference to and reinforce connections with national industry certification standards from companies like Siemens.	2	The materials are aligned to relevant national and industry standards. The text covers the National Healthcare Foundation Stds. which ensures relevance in health careers.
B. Materials are aligned to discipline-specific **content or pedagogical frameworks** frequently used by professionals in associated industries. For example, Differentiating Instruction 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	The text is aligned with a variety of careers and skills in the healthcare industry. Review questions and internet searches are included, other instructional materials are available in the workbook, MindTap and Vital Source e-book.
C. Connections are made to discipline-specific **professional societies and organizations**, and their value is clearly communicated in the materials. For example, *School Counseling* materials routinely make reference to and reinforce connections with the American School Counselor Association (ASCA).	2	The text references professional societies and organizations in a wide variety of healthcare careers.

Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS	SCORE (0-2)	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	The text makes clear connections between healthcare knowledge and skills. The skills of ankle/wrist injury assessment and DNA extraction are not included.

	Score	
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.	**2**	Materials are coherent and make clear connections to the standards.
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.	**2**	Materials are well organized and progress smoothly with the standards.

Section II(3). TEACHER SUPPORTS	SCORE (0-2)	JUSTIFICATION/NOTES
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	X	Only the student edition of the text was bid. No supplemental materials.
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.	X	Only the student edition of the text was bid. No supplemental materials.
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.	X	Only the student edition of the text was bid. No supplemental materials.

Section II(4). USABILITY	SCORE (0-2)	JUSTIFICATION/NOTES
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	VitalSource e-book is online and downloadable to devices. MindTap is an online resource with assignments. The textbook and Teacher Resource kit are available in hard copy and digitally.
B. Materials are clear and easy to read for students, teachers, parents. The design and graphics do not distract from the course content and are appropriately placed.	2	Materials are appropriate, clear, and user friendly.
C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.	2	Materials are written well to support differentiated learning.
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	Content is factually based and includes cultural diversity and sensitivity.

Please note any concerns with sensitivity below:

Section II(5). ASSESSMENTS	SCORE (0-2)	JUSTIFICATION/NOTES
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	Assessments are aligned and cues for teachers are provided when essential skills need to be assessed.
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.	2	The materials offer ideas and guidance to measure student progress in a variety of strategies.
C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.	2	Assessments can be utilized for diverse learners to measure proficiency of each level.

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.

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

III. FOCUS AREA:	NOTES

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