



## 2015 Instructional Materials Bid

### Section 2 Reviews – Publisher’s Response

CompuScholar, Inc.

Dear Tennessee DOE and Review Panel Members:

CompuScholar is pleased and grateful for your Section 2 feedback, scoring 2’s on nearly all items from most reviewers. This document contains our Publisher Responses to a few of the line items.

As a reminder, the following courses are submitted as part of the 2015 Instructional Materials bid:

Tennessee Course	ISBN	CompuScholar Title
<b>Programming &amp; Logic I</b>	978-0-9887070-0-9	<b>TeenCoder: Windows Programming</b>
<b>Programming &amp; Logic I</b>	978-0-9887070-4-7	<b>TeenCoder: Java Programming (Abridged)</b>
<b>AP Computer Science A</b>	978-0-9887070-2-3	<b>TeenCoder: Java Programming</b>
<b>Web Design Foundations</b>	978-0-9887070-3-0	<b>KidCoder: Web Design</b>

We are responding to feedback from one source that is common across each of the courses, differing only in minor wording. So we will list the specific comments from “**KidCoder: Web Design**”, but our publisher’s responses should be **considered across all 4 submitted courses** for those same line items.

**Section II(1).A:** Materials are aligned to relevant national and/or industry standards where appropriate...

**Reviewer Comment:** There is one specific activity/lesson that involves industry certification and career roles, but there is no mention of those things in the lessons throughout the curriculum.

**Publisher Response:** We read “industry standards” as technical standards, not certifications or career opportunities. The industry standards most relevant to Web Design are HTML, CSS, JavaScript, WCAG 2.0, etc, and those standards are heavily used throughout the course. Similarly, the technical standards relevant for the other programming courses are the programming language itself, plus best coding practices. We believe the level of detail and focus given to “certifications” in the existing material is commensurate with the usefulness of certifications in this industry.



# COMPU*Scholar*, Inc.

Computer Programming Courses for K-12 Students

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**Section II(4). C:** Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.

**Reviewer Comment:** There is a link to the Microsoft Language Portal that allows the user to translate keywords and terms into any language, but there is no option to view lessons in their entirety in a different language.

**Publisher Response:** While the curriculum itself (lesson text, videos, assessments...) is not offered in a different language, each chapter contains teacher-driven opportunities support ESL students by re-enforcing key English terms, build English competency with peer support, etc. Please see the Chapter 1, Lesson 1 Teacher's Guide for an example. In addition, the Learning Management System (LMS) can be configured for language preference in the student profile. So many system menus and prompts outside of the core curriculum can be presented in a different language. Numerous supplemental lessons are available for advanced students who may enjoy more depth.

**Section II(5).C:** Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.

**Reviewer Comment:** There is an assessment tied to each lesson but there are no accommodations for diverse learners.

**Publisher Response:** While the assessment questions themselves are fixed, teachers have a number of options to accommodate diverse learners. Teachers can control the timing of the assessments, starting and ending them over any length of time. You can un-hide the quizzes in advance, making them essentially "open book" if desired. If you would like to allow students to re-take assessments, teachers can self-configure the number of attempts allowed on quizzes and tests through the "Configure Course" link in the Teacher's Menu.

We have no additional comments for this review; thank you for the consistently high marks!

Regards,

President, CompuScholar, Inc.

McGraw-Hill Education - Publisher Responses

TN Family and Consumer Sciences - Childcare Today (978-0-02140516-9)

Item	Standard	Comment	Response
<b>Reviewer felt the following criteria were not addressed:</b>			
Section II (3) C	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.		<p>Targeted professional development is correlated throughout Child Care Today. In each Unit Planning Guide, a list of Professional Development Mini Clip Videos is provided. These videos, which can be linked to through ConnectED, provide demonstrations of 70 different targeted teaching strategies designed to meet the needs of diverse learners, including these:</p> <p><b>Reading:</b> Preparing to Read; Differentiated Instruction; Pre-reading Strategies; Exploring the Big Idea; Strategic Readers; Another Point of View; During and After Reading; Attentive Reading; Interacting with Text; Connecting the Pieces; Focus Lesson; Flexible Grouping; Fluency Development; Guided Instruction; Planning and Management; Strategies for Student Achievement; Options for Learning; Planning and Classroom Management; Building Vocabulary; Differentiated Activities; Another Point of View; Strategic Readers; Differentiated Activities; Student Involvement; Assessment Planning and Management; Extending the Big Idea; Another Point of View;</p> <p><b>English Language Learners:</b> Graphic Organizers; Strategies for English Language Learners; Direct Vocabulary Instruction; Comprehension and English Language Learners; Words and Pictures; Low-Risk Environment; Vocabulary Activities; Words in Action; Scaffolding Questioning; Building the Context; Collaborative Work; Group Discussions; Content Vocabulary; Modeling Reading Strategies; Using Manipulatives; Accessing Prior Knowledge; Understanding Proficiency; Level 1 Proficiency; Level 2 Proficiency; Level 3 Proficiency; Level 4 Proficiency; Using Realia; Vocabulary; Lesson Reflections; Language Practice; Low-Risk Environment; Providing Clear Directions</p> <p><b>Math:</b> Multiple Representation—Ratios; Understanding Fractions; Communication in Mathematics; Fraction Computation; Cooperative Groups in Mathematics; Problem Solving with Algebra and Measurement; The Meaning of Variables; Solving Equations; Simple Events—Probability; Real-World Ratios; Multiple Approaches to Problem Solving; Ways of Working—Solving Equations; Guiding Questions; Problem Solving—Order of Operations; Multiple Representations in Mathematics; Unknowns in Equations; Introducing Multistep Equations; Ways of Working—Solving Equations; Real-Life Ratios; Communication in Mathematics; Classroom and Instructional Management; Small-Group Work; The Meaning of Equality; Probability and Fairness; Sampling; Rates and Ratios</p>
Section II (4) C	Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.		<p>The McGraw-Hill Professional Development video library provides demonstrations and descriptions of a wide range of different types of targeted teaching strategies designed to meet the needs of diverse learners. In addition, the teacher lesson plans includes Skill Practice Activities with 3 variations of each, with differing levels of complexity, to reach students who are below, at, or above grade level.</p> <p>The teacher Lesson Plans also include Universal Access activities with strategies for diverse learners, including Auditory Learners, English Language Learners, Gifted Learners, Interpersonal Learners, Intrapersonal Learners, Kinesthetic Learners, Linguistic Learners, Logical Learners, Mathematical Learners, Musical Learners, Spatial Learners, Students with Behavior Disorders, Students with Hearing Impairments, Students with Learning Disabilities, Students with Orthopedic Impairments, Students with Physical Impairments, Students with Visual Impairments, Verbal Learners, and Visual Learners</p>
Section II (5) C	Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.		<p>The eAssessment testbanks in ConnectED include multiple item types designed to measure student proficiency in different ways, including True-False, Multiple Choice, Fill-in -the-Blank, and Short Answer. The assessment items in the Chapter Review and Applications are also designed with this in mind and include basic recall, critical thinking, skills applications, and academic skills activities contextualized to the subject matter. The teacher Lesson Plans also include Universal Access activities with strategies for diverse learners, including Auditory Learners, English Language Learners, Gifted Learners, Interpersonal Learners, Intrapersonal Learners, Kinesthetic Learners, Linguistic Learners, Logical Learners, Mathematical Learners, Musical Learners, Spatial Learners, Students with Behavior Disorders, Students with Hearing Impairments, Students with Learning Disabilities, Students with Orthopedic Impairments, Students with Physical Impairments, Students with Visual Impairments, Verbal Learners, and Visual Learners</p>
<b>Reviewer felt the following criteria were partially addressed:</b>			
Section II (1) C	Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.	limited reference to professional organizations	<p>The following references support the content of this standard:</p> <p>In the Frontmatter of the Student Edition, students are introduced to the Council for Professional Recognition and the Child Development Associate Credential. The importance of credentialing through a professional organization is emphasized throughout and 15 CDA modules are available in COConnectED for students interested in acquiring a CDA credential from the professional organization.</p> <p>In Chapter 2 on page 29 there is a section about Professional Organizations that describes what professional organizations are and the benefits they provide, including resources for job seekers. This is followed by Figure 2.2, which presents a list of Professional Organizations in the industry and the publications they publish. On page 50 there is a Critical Thinking activity about professional organizations and how being involved in them is essential to being truly professional. On page 51 there is an Academic Skills activity in which students are directed to conduct further research into a professional organization in the field of child care.</p> <p>In Chapter 3 on Page 62, in the section about Professional Ethics, the role of professional organizations in determining the ethical standards for the field is explored. This instructional content cites examples of ethical codes published by professional organizations and the areas they address. On page 70, in the section about Advocacy and Becoming and Advocate the content describes the role of professional organizations in advocacy.</p> <p>In Chapter 10 on page 220, the role of professional organizations in creating guidelines for quality programs is discussed and an extensive example from the National Association for the Education of Young Children is provided. On page 228 professional organizations are discussed in the context of Program Management and the Public Relations benefits of being involved with professional organizations.</p>

Section II (2) 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.		The Child Care Today curriculum is framed around the competency goals and functional areas outlined by the Council for Professional Recognition Childcare Development Associate Credential. It is designed to be a comprehensive introduction to the skills and competencies needed to work in a childcare setting and prepare for professional certification in early childhood care and education.
Section II (2) 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.		This material is not part of a series. The content structure and content progressions within the course reflect the content of the standards, as demonstrated in the correlations of the course to the standards, which can be found in the Teacher Edition frontmatter.
Section II (3) 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.		A wide range of teaching materials and student resources are provided online in ConnectED, including extension, enrichment, and reteaching activities. The Teacher Edition includes Lesson Plans that provide a wealth of teaching options to choose from within a consistent 6-Step Teaching Plan framework: 1) Focus introduces the subject and helps students' think about their experience with the subject. 2) Teach provides suggestions for discussion, activities, answers, and skills practice. 3) Assess enables teachers to determine if students have mastered key concepts. 4) Reteach provides different activities to reinforce lesson content. 5) Assess allows teachers to re-evaluate student comprehension with varied assignments. 6) Close provides a culminating activity that is designed to help students make the connection between what they read and its meaning and application to the real world.
Section II (4) 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.		The program is available in print or online in ConnectED. All program resources are housed in ConnectED and can be downloaded as needed.
Section II (4) 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.		Integrated Reading Strategies provide students with opportunities to preview the content before they read it, consider ways to connect topics to their own lives, and confirm their comprehension before progressing to the next topics. The illustrations and graphics in the program were designed to illustrate and complement and elucidate the content not distract from it.
Section II (4) 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.		The curriculum of Child Care Today is framed around the standards, which are unbiased and factually based. The materials are sensitive to the full range of potential users and the image selections and content reflect that.

McGraw-Hill Education - Publisher Responses

TN Family and Consumer Sciences - Food for Today (978-0-02139994-9)

Item	Standard	Comment	Response
<b>Reviewer felt the following criteria were either not addressed or partially addressed:</b>			
Section II (1) C	Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.	Professional societies and organizations are briefly described and mentioned throughout this textbook.	The following references support the content of this standard: Page 144: In the section describing the skill of Evaluating Information students are encouraged to use expert sources of information, including professional organizations such as the American Dietetic Association. Page 599: The Careers in Food feature profiles the job Restaurant Association Executive Director and describes the value of industry associations and the educational and public awareness campaigns they promote to the support the industry.
<b>Reviewers felt the following criteria were partially addressed:</b>			
Section II (4) 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.	No supplemental materials were made available.	The program is available in print or online in ConnectED. All program resources are housed in ConnectED and can be downloaded as needed.
Section II (3) 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.	The vast amount of resources provide teacher with many opportunities to enhance their own understanding of course topics, however there isn't any mention found of professional development offered.	Targeted professional development is correlated throughout Food for Today. In each Unit Planning Guide, a list of Professional Development Mini Clip Videos is provided. These videos, which can be linked to through ConnectED, provide demonstrations of 70 different targeted teaching strategies designed to meet the needs of diverse learners.
Section II (4) C	Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.	Teachers will be able to utilize what is available in this textbook and create lessons for the diverse learners in the classroom.	In every chapter of the Teacher Wraparound Edition there are Skill Practice Activities with 3 variations of each, with differing levels of complexity, to reach students who are below, at, or above grade level. The Teacher Wraparound Edition also includes Universal Access activities with strategies for diverse learners, including Auditory Learners, English Language Learners, Gifted Learners, Interpersonal Learners, Intrapersonal Learners, Kinesthetic Learners, Linguistic Learners, Logical Learners, Mathematical Learners, Musical Learners, Spatial Learners, Students with Behavior Disorders, Students with Hearing Impairments, Students with Learning Disabilities, Students with Orthopedic Impairments, Students with Physical Impairments, Students with Visual Impairments, Verbal Learners, and Visual Learners
Section II (5) C	Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.	A teacher will have to make some modifications considering the wide varieties of diverse learners but this will not be a difficult task for the classroom teacher.	The eAssessment testbanks in ConnectED include multiple item types designed to measure student proficiency in different ways, including True-False, Multiple Choice, Fill-in -the-Blank, and Short Answer. The assessment items in the Chapter Review and Applications are also designed with this in mind and include basic recall, critical thinking, skills applications, and academic skills activities contextualized to the subject matter. The teacher Lesson Plans also include Universal Access activities with strategies for diverse learners, including Auditory Learners, English Language Learners, Gifted Learners, Interpersonal Learners, Intrapersonal Learners, Kinesthetic Learners, Linguistic Learners, Logical Learners, Mathematical Learners, Musical Learners, Spatial Learners, Students with Behavior Disorders, Students with Hearing Impairments, Students with Learning Disabilities, Students with Orthopedic Impairments, Students with Physical Impairments, Students with Visual Impairments, Verbal Learners, and Visual Learners



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## **iCEV Publisher Comments for Section II**

Since our products are designed the same in terms of layout, we have addressed reviewer comments as a whole related to our curriculum. Also, many of the comments are also addressed in the video found at [www.icevonline.com/tennessee-15](http://www.icevonline.com/tennessee-15).

### **Curriculum Organization**

The curriculum is organized by course playlists. Each course playlist is made up of many video and PowerPoint lessons which have been aligned to the Tennessee state standards. The order of the lessons in the playlist corresponds to the "Standards Alignment" document which can be found after the course has been opened. It is important to note, the order of the lessons in the playlist can be changed by choosing "Customize the Course" when the course playlist is open. This feature allows educators to change the order of the lessons to fit their needs and preferred order of teaching.

Within each lesson, a daily lesson plan is included which guides educators through how to use the different aspects of a lesson. For instance, every lesson is accompanied by supplemental materials such as projects, activities, vocabulary handouts, student notes/worksheets and assessments. The lesson plan provides a roadmap of how to integrate each of the supplemental materials with the appropriate portion of the lesson whether that is a segment of a video or a chapter of a PowerPoint as well as includes lesson links to websites to further teacher exploration and Career and Technical Student Organization alignments for those organizations impacted by the lesson. Additionally, to view the content of a lesson, a video or PowerPoint player is available within the system. All of the supplemental materials are located under the "Printable Resources" heading and are PDF documents which can be printed, saved, e-mailed or shown on a projector. iCEV can be purchased as solely a teacher license which provides educators with all of the curriculum pieces on the site or student licenses can be added in addition to a teacher license. Student licenses offer educators the option to utilize interactive vocabulary and worksheet activities as well as administer online testing for automatic grading. Additionally, with the student licenses, students are able to view the supplemental materials.

### **Methods & Ease of Use**

There are many different methods in which educators can use iCEV. Many educators utilize iCEV just as they would a traditional textbook by showing and lecturing along with the video and PowerPoint lessons or simply showing students the lessons and having them follow along with the provided worksheets and notes. Educators are also using iCEV as a means of implementing blended learning in the classroom whether the educator determines blended learning as a means of teaching with multiple media types or utilizing the student license component to provide instruction in an online environment. Furthermore, with the addition of student licenses to a teacher account, educators are utilizing iCEV as a platform for flipping their classroom. Many



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educators are assigning videos or PowerPoints to be viewed or read through prior to class in order to shift instruction to a learner-centered model where class time can be dedicated to going into greater depth on a particular topic. Many schools have laptops, iPads, Chrome books, tablets assigned to students or "Bring Your Own Device" policies in place to provide students access to technology. iCEV provides educators with an opportunity to utilize any technology which may already be in place. Educators can assign lessons and interactive activities to students to use with their student licenses which are compatible with any device which has access to the Internet allowing technology and a digital learning environment into their classrooms. However, it is important to note that all of the supplemental materials on iCEV are available in PDF form so educators can print them out or save them to a shared location for students if only a teacher license is purchased.

### **Methods of Assessment**

iCEV offers multiple methods to assess students. The worksheets, notes and vocabulary activities are designed for educators to use to assess a very basic level of understanding of the material and provide students with study guide material for their use when preparing for further assessment. Within the lesson plans, suggestions are given such as potential class discussions to accompany a video or PowerPoint segments as well as specific projects and activities which can be completed to provide students with a more hands-on approach to learning and assessing the material. Additionally, the projects and activities serve to increase the rigor and relevance of the curriculum by providing real-world problem-solving scenarios and a means of a hands-on approach to assessing student knowledge. Each lesson includes assessments after each segment or chapter and/or a final comprehensive assessment which serves to evaluate student comprehension. Additionally, hands-on application assessments are included within the activities and projects associated with each lesson. Most of the activities and projects require further research and application of knowledge which students learn in the lesson.

### **Supports for all Learners**

The student license component of iCEV provides support for learners at different levels. Students may watch a video or review a PowerPoint as many times as necessary to help learn the curriculum. Advanced students have the opportunity to proceed at their own pace. Additionally, educators may add lessons to the course playlist to either further explore a curriculum objective their class may not quite be grasping or to provide more knowledge for advanced students in the class. iCEV's videos are currently being updated to be closed captioned in order to support hearing impaired viewers.

### **Career & Industry Connections**

Each lesson within iCEV contains links to careers within industry or academia which impact the lesson through the use of career interviews. The career interviews provide students with a closer look at what the individual does on a day-to-day basis, the skills and education required for a career and provides advice from the professional to the student. A list of the interviews can be found beneath the Career Connections heading on the lesson plan. To show the career interviews to the class, educators should look at the Select Playlist menu



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shown below and then click on the interview name. The student licenses will also have access to the career interviews in the same location on the Select Playlist menu.



### Professional Development

In order to allow teachers to easily integrate iCEV into their classrooms, online professional development options are offered. By simply clicking “Schedule Online Training” once an educator has logged into their iCEV account, a multitude of times are available to schedule a one-on-one professional development with an iCEV coach. In addition, a “live chat” feature is on the site and can be used to answer questions regarding curriculum, technical issues, account information or any issue with an iCEV subscription.