



High-Quality Instructional Materials

Objectives

During this session, CTE directors will:

- discuss how high-quality instructional materials support student readiness on industry certifications, CTE exams, and the ACT/SAT.
- practice using a specific resource to evaluate the quality of a CTE task or lesson.
- identify other resources that can be used to assess the quality and rigor of instructional materials.



The Importance of Evaluating Instructional Materials

Why should we evaluate instructional materials?

Teachers use materials from the Internet or from other teachers that may not be aligned to standards.

High-quality instructional materials increase the daily rigor in classrooms.

High-quality materials provide meaningful formative data to assess readiness.

Student readiness will lead to higher ACT scores/exam pass rates, industry certification, & attainment of EPSO credit.

Ready Graduate Indicators

Earn an ACT score of **21 or higher**

Complete **four** early postsecondary opportunities (**EPSOs**)

Complete **two EPSOs** + earn an **industry certification**

Complete **two EPSOs** + score a designated score on the **ASVAB or AFQT**

Task Evaluation Tool: Overview

The tool has three gateways:

1. Focused, Rigorous, and Relevant CTE Content
2. General Education Content and CTSO Integration
3. Instructional Supports

Each gateway includes:

- guiding questions and indicators to help teachers consider task/lesson quality,
- space for ratings and evidence, and
- an area for an overall rating

Task Evaluation Tool

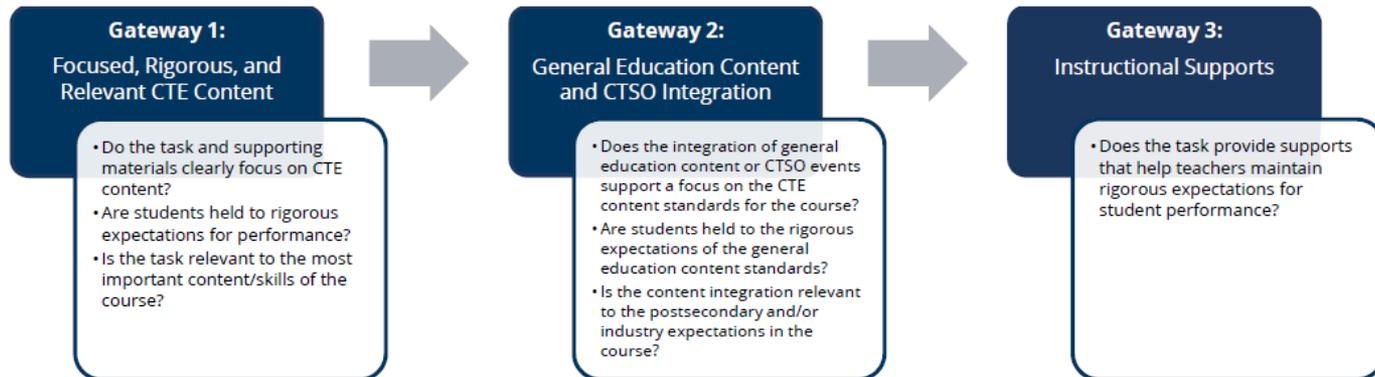


GATEWAY	INDICATOR	RATING	EVIDENCE
<p>1. CTE Content is Focused, Rigorous, and Relevant.</p> <p><i>Guiding Questions:</i></p> <ul style="list-style-type: none"> Do the task and supporting materials clearly focus on CTE content? Are students held to rigorous expectations for performance? Are student expectations for this task aligned to general expectations for high-school students? Would I be more likely to see this task in an elementary/middle school classroom or in a postsecondary course? Is the task relevant to the most important content/skills of the Course? 	<input type="checkbox"/> <u>Task content is clearly focused on the most critical aspects</u> of at least one standard for the CTE course.	<p>No Somewhat Yes</p> <p>Note: If this indicator is rated as a "No," review of the task should not continue until modifications are made to improve the focus.</p>	
	<input type="checkbox"/> <u>Student expectations for performance</u> are aligned to the <u>intent of the standard(s)</u> and the <u>high-school expectations for the course</u> .	<p>No Somewhat Yes</p> <p>Note: If this indicator is rated as a "No," review of the task should not continue until modifications are made to improve the performance expectations.</p>	
	<input type="checkbox"/> Student expectations for performance are aligned to <u>industry and/or postsecondary expectations</u> .	<p>No Somewhat Yes</p>	
	<input type="checkbox"/> Content and performance are aligned to the <u>most important concepts and skills for the Course</u> .	<p>No Somewhat Yes</p>	
Overall, based on the above ratings, is the CTE content Focused, Rigorous and Relevant?			
<input type="checkbox"/> This task needs major revisions before it can be used.	<input type="checkbox"/> This task has strong potential, but needs revisions to be used with students.	<input type="checkbox"/> This task can be used as is, but some revisions are recommended.	<input type="checkbox"/> This task can be used as-is and is highly-aligned to the expectations of this gateway.
<p>Evidence</p>			

Using the Task Evaluation Tool

The gateways are intended to be sequential.

- If a task does not meet expectations for Gateway 1, a teacher or team must decide whether adjustments can be made to improve the focus on CTE content.
- Once modifications are made, the task can then be evaluated for Gateway 2.
- If a task meets expectations for Gateway 2, then it should be considered for Gateway 3.



Discussion

The Vision of Excellent CTE Instruction has specific components for focused, rigorous, and relevant instruction.

How might this resource support teachers in creating or modifying their instructional materials to align to the vision?



Practice & Discussion

Example Process for Evaluating Instructional Materials

1. Find instructional material to evaluate (lesson plan, task, etc.) and check alignment with the course standards.
2. Assess the task/lesson alignment using the Task Evaluation Tool.
3. Make modifications as needed.

Practice

Independent Reading

- Take 5 minutes to read through the **example career exploration lesson plan/task** independently.

Practice

Guiding Questions

Using Gateway 1 from the **Task Evaluation Tool**, discuss the guiding questions with a partner:

- Does the task and supporting materials clearly focus on CTE content?
- Are students held to rigorous expectations for performance?
- Are student expectations for this task aligned to general expectations for high-school students?
- Would I be more likely to see this task in an elementary/middle school classroom or in a postsecondary course?
- Is the task relevant to the most important content/skills of the course?

Discussion

Group Discussion

Discuss your responses to the guiding questions with a group near you.

- Does the task and supporting materials clearly focus on CTE content?
- Are students held to rigorous expectations for performance?
- Are student expectations for this task aligned to general expectations for high-school students?
- Would I be more likely to see this task in an elementary/middle school classroom or in a postsecondary course?
- Is the task relevant to the most important content/skills of the course?

Practice

Indicators, Rating, & Evidence

Work with your partner to discuss the following questions:

- What evidence do you have that the lesson/task meets the indicators for Gateway 1?
- What would you rate this lesson/task overall using this tool (use the four statements at the bottom of page 2)?

Discussion

Group Discussion

- What evidence do you have that the lesson/task meets the indicators for Gateway 1?
- What would you rate this lesson/task overall using this tool (use the four statements at the bottom of page 2)?



Closing

Additional Resources



Additional Resources for Evaluating Instructional Materials

Resource	Description	Why is it important?	Where can you access it?
Text Complexity Rubric	This rubric allows the user to evaluate the qualitative measures of an informational text to determine the complexity. The rubric is broken up into: text structure, language features, purpose, and knowledge demands.	Text complexity matters across all content areas as the ability to read complex text correlates to postsecondary success. Our CTE content is a gold mine for complex text with important ideas. Low quality texts hold us back from alignment to the rigor, which causes a significant gap in students' preparation for summative exams like the ACT/SAT as well as gaps in other skills like being able to analyze, think critically, and write at the postsecondary level.	https://achievethecore.org/content/upload/SCASS_Info_Text_Complexity_Qualitative_Measures_Info_Rubric_2.8.pdf
Task Evaluation Rubric	This rubric was created in alignment with the Vision of Excellent CTE Instruction. The rubric may be used to identify highly-aligned tasks/lessons, improve the alignment of existing tasks/lessons, and/or to create new tasks/lessons.	There are many instructional materials that can be found online. These materials should be evaluated to check the quality and to make sure that the lessons and/or tasks are meeting the benchmarks for college and career readiness. Once the instructional material has been evaluated, modifications should be made based on the vetting process.	https://www.tn.gov/education/career-and-technical-education/cte-educator-resources.html
ACT Connections Document	This ACT connection document provides a snapshot of the academic skills students need in order to meet or exceed expectations for college and career readiness as assessed by the ACT. The document also highlights important connections between ACT College and Career Readiness Standards and Tennessee academic standards.	This document will help equip teachers to align their curriculum planning, pacing, and daily instruction to ensure student success. If teachers are making explicit connections between the standards they teach and the ACT, they can make students aware of their progress toward college and career readiness well before they take the official ACT exam.	https://www.act.org/content/act/en/college-and-career-readiness/benchmarks/ideas-for-progress.html
ACT Ideas for Progress in College and Career Readiness	The website is broken up into English, mathematics, reading, and science. It includes example activities that students should be doing to meet the ACT college readiness assessment benchmarks.	By matching required skills to scores in specific ranges on the ACT, teachers can understand how their content and grade-level standards impact students' ability to progress toward college and career readiness.	https://www.act.org/content/act/en/college-and-career-readiness/benchmarks/ideas-for-progress.html

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Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork