

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

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| Book: | Automotive Maintenance and Light Repair Student Edition - Pearson | Publisher: | Pearson Education Inc., publishing as Prentice Hall |
| ISBN: | 9780133405187 | Year: | 2014 |
| Levels/Course: | Basal | Category: | 5879 |

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 national and/or industry standards 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. | 2 | Materials are well aligned with nation and industry standards. |
| B. Materials are aligned to discipline-specific content or pedagogical frameworks 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. | 1 | Materials cover disciplines in a specific and appropriate manor. |
| C. Connections are made to discipline-specific professional societies and organizations , 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). | 1 | Professional organizations are referred to. |

Additional Comment Section II(1):

| 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. | 2 | Yes they are. |
| 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 | Sometimes these connections are more obvious than others. |
| 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. | 1 | Sometimes these connections are more obvious than others. |

| Section II(3). TEACHER SUPPORTS | SCORE | 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. | 2 | For the most part, but does deviate. |
| 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. | 0 | N/A that I know of but would assume so. |
| 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 | N/A that I know of but would assume so. |

| Section II(4). USABILITY | SCORE | 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 | We were given logins for several online editions of the books to review. |
| 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 | Yes |
| C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students. | 2 | The possibility is there but primarily will fall on the teacher and their teaching skills. |
| 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:

| Section II(5). ASSESSMENTS | SCORE | 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 | Yes |
| 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 | Yes |
| C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency. | 2 | N/A that I know of. |

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.

| III. EXAMPLE: FOCUS IN Health Information Systems | NOTES |
|--|---|
| 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> |
| III. FOCUS AREA: | NOTES |
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