**TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT,**

**BUSINESS MANAGEMENT PROGRAM OF STUDY**

**BUSINESS MANAGEMENT & ADMINSTRATION 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. 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 Business Management & Administration Career Cluster:  **INTRODUCTION TO BUSINESS & MARKETING (5905)**  **BUSINESS COMMUNICATIONS (5888)**  **BUSINESS MANAGEMENT (5889)**  **BUSINESS & ENTREPRENEURSHIP PRACTICUM (6159)** |
|  |

|  |
| --- |
| **REVIEW** |
| Book Title and ISBN: ICEV Bus, Mkt, Fin, IT & Media Site Business Communications 9781614595885  Level(s)/Course(s): Business Communications (5888)  Publisher: CEV Multimedia, Ltd. Copyright Year: 2018 |

|  |
| --- |
| **STATEMENT OF STUDENT PROFICIENCY** |
| Business Management program of study focuses on the development of the planning, organizing, leading, and controlling functions required for the production and delivery of goods and services. This applied knowledge course addresses the management role of utilizing the businesses’ resources of employees, equipment, and capital to achieve an organization’s goals. Students will participate in a continuing project throughout the course in which, individually or in teams, they will present recommendations to improve an existing business. Local business partnerships are encouraged to provide resources for faculty and students. Upon completion of this course, proficient students will be able to complete a full review of an existing business and offer recommendations for improvement as would a management consultant.  Note to reviewers: *All materials reviewed as part of this application must align to the statement of student proficiency provided above.* |

|  |
| --- |
| **ORGANIZATION OF THIS DOCUMENT** |
| SECTION I: NON-NEGOTIABLE ALIGNMENT CRITERIA  All submissions must meet all of the non-negotiable criteria for each course before passing on to Section II.  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. |

|  |  |
| --- | --- |
| **X** | |
| **METRICS:** | |
| |  |  |  | | --- | --- | --- | | 1. In any single course level, materials are designed where there is 80%\*\* alignment to the course standards. | **Yes X** | **No \_\_\_\_\_\_** | | 1. All materials are appropriate for the designated course level, both in terms of content and in terms of language. For materials spanning multiple course levels and/or grade bands, content is presented at the appropriate grain size (i.e., level of detail) commensurate to expectations in the standard. | **Yes X** | **No \_\_\_\_\_** | | 1. Materials focus equally on the *conceptual knowledge* as well as the *technical skill* outlined in the standards. | **Yes \_X** | **No \_\_\_\_\_** | | 1. Topics do not deviate from the content outlined in the course standards. Topics may go “above and beyond” stated learning expectations, but not in a manner that distracts from the focus on specific knowledge and skills as determined by the standards. | **Yes \_X** | **No \_\_\_\_\_** | | |
| **To be aligned to the Tennessee Standards, materials for each level must attend to all four indicators of Focus. All four indicators must be marked Yes.** | **Meet?**  **Yes \_X No \_\_\_\_\_** |
| **Justification/Notes**  This textbook meets the mandatory 80 percent alignment to course standards in Business Communications. | |

\*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.

**BUSINESS COMMUNICATIONS (5888)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Evidence of 80% Alignment with Standards** | | | |
| **Standard** | **Yes** | **No** | **Evidence (e.g. page numbers and/or examples of inclusion**) |
| 1. Demonstrate compliance with the school’s ethics policy regarding copyrighted materials, plagiarism, authenticity, proper citations, privacy, and proper use of technology resources. | X |  | The publisher references ethics in business all segments, as well as web ethics & Safety Cyberbullying and Social Media, however these do not address this standard.  Web Ethics and safety activity and video. What did they do wrong and assessment Copyright and Plagiarism do address this standard.  Researching strategies and Tactics all segments also address the standard. |
| 1. Identify, analyze, and critique the basic components of communications, such as the message, the sender, the receiver, the mode, the noise, and the response. This includes conducting responsible research when necessary, developing effective arguments, composing meaningful and coherent messages appropriate to the intended audience, and polishing one’s delivery skills to deliver an effective and credible message, followed by listening. | X |  | This standard is addressed in the communication styles section as well as introduction to professional communications and listening 101. They include several activities that help enhance the standard.  Introduction to digital communications helps enhance the standard as well. |
| 1. Differentiate between verbal and nonverbal communications when interacting with peers, subordinates, superiors, and customers. List specific techniques for effective communications and evaluate how different cultures and generations attach different meanings to various gestures, intonations, and other communications techniques. | X |  | This is addressed in the communication styles section and the managing diversity section |
| 1. Practice and implement proven communication techniques to foster positive interpersonal relationships in the business atmosphere, such as: a. Establishing and maintaining positive relationships with coworkers and customers (e.g., being fair, helpful, tactful, gracious, and appreciative). b. Recognize manifestations of tension, and employ recommended strategies to resolve the situation in the most favorable ways (e.g., collaborating, compromising, accommodating). c. Practice various interactions and conflict resolution strategies by participating in role-play exercises and structured controversies, allowing students to model positive/supportive behaviors that respect varying perspectives and viewpoints of others and yield consensus decision-making. | X |  | This is also addresses in the communication styles section, managing diversity, conflict management, teamwork and collaboration as well as Employability skills. |
| 1. Create a rubric for evaluating and selecting the best electronic communication tool for a given task or situation. Using scenarios from business and industry, identify appropriate tools for various situations and defend selections through a persuasive narrative, based on the application of the rubric. | X |  | Telecommunication Basics the entire module is very helpful in achieving this standard. There is also an accompanying project. Electronic communication and scheduling is also a helpful in achieving the standard. |
| 1. Research and analyze various aspects of good digital citizenship. In groups, discuss the effects of technology on day-to-day and business communications. Select one topic (such as hacking of a customer database, social media, etc.) for further exploration and develop an electronic presentation employing to demonstrate the implications of the topic on society, as well as business and industry. | X |  | Web Ethics and Safety, Guide to social media and telecommunication basics all achieve this standard. |
| 1. Compile significant points regarding courtesy and propriety in a digital business world (“netiquette”) and prepare a presentation or web page that includes the topics of a. Message priority (urgent, normal, or low) b. Consent to share (property rights) c. Confidential or sensitive information (privacy) d. Message formatting (fonts, color, case, informal abbreviations, emoticons) |  | X | NO-This is not addressed. The publisher references Electronic communication and scheduling however this only covers a small part of the standard. The majority of the standard is not covered. |
| 1. Evaluate, create, and revise business correspondence, short contracts and reports, electronic forms, and small legal documents for a business in standard English using the following: a. Employing word processing and simple spreadsheet programs b. Using proper grammar essentials, including parts of speech, vocabulary, punctuation, sentence structure c. Applying accepted business styles, including fonts, margins, layout, color, formats for dates, times, currencies, proper names d. Using acceptable business language, vocabulary, acronyms e. Writing for social media f. Writing for the internet | X |  | Business Documents & Technology-The business documents section addresses this section.  Microsoft and excel in the introduction to Microsoft help students to understand how to use the tools to format. |
| 1. Analyze examples of writing for evolving digital platforms such as social media applications. Compare and contrast writing conventions required for commonly used applications and construct an event announcement for a local business in formats appropriate for at least three different social media/networking tools. |  | X | NO-While there is a fantastic section in the introduction to digital communications (Designing for digital communications segment) on how to write for digital platforms there is no actual examples of writing as required in the standard so outside resources would need to be used. |
| 1. Locate a website used by a business to sell a product or service. Evaluate the website’s design, content, text, images, layout, and color. Discern the site’s effectiveness and ease of navigation, including the use of hyperlinks. Using persuasive writing, produce a critique addressing the pros and cons of the site, and offer recommended revisions. | X |  | While an outside resource would need to be used the Building and Maintaining a website section and the web content section will help the students be able to analyze the outside resource. |
| 1. Create, adjust, and publish business document projects to typographic standards: a. Using word processing or desktop-publishing software b. Planning layouts based on estimation and calculations to achieve accepted balance of text, art, photos, and white space c. Applying consistent style standards, including fonts, margins, layout, color scheme, and image and text formats d. Inserting and formatting merged graphic elements, such as charts, photos and artwork, and text embellishments e. Incorporating editing and revision markings to incorporate desired changes by the author/editor | X |  | Introduction to Microsoft office unit 5 publisher and word unit 1. Producing print advertisements also enhances the students learning. |
| 1. Configure and send typographic output for designing camera ready documents on destination printer, color model (RGB, CMYK, etc.), preprint color requirement, and process color separations. |  | X | No-There is not a section that addresses the standard. |
| 1. Manipulate, enhance and produce digital photographs, graphics, or other art elements utilizing photographic and / or graphic editing software. |  | X | No-There is not a section that addresses the standard. |
| 1. Draft and edit two speeches: (1) to persuade, and (2) to inform. Incorporate planning and preparation to deliver speeches that adhere to the following expectations: a. Appropriate for various audiences and purposes b. Delivered with enthusiasm and appropriate body language c. Structured to guide the listener to the desired objective or response d. Includes facts and research, in addition to original claim(s) and counterclaim(s) supported by evidence e. Revised based on peer feedback | X |  | Public speaking basics, presentation strategies and tactics as well as extemporaneous speaking all cover this standard. |
| 1. Critique the purpose of various speaking assignments to identify the design and goal, such as to inform, educate, convince, persuade, or lead to action. | X |  | Public speaking basics, presentation strategies and tactics and extemporaneous speaking cover this standard. |
| 1. Plan, prepare, and conduct a short business meeting, including following-up after the meeting. Write an agenda, develop and produce necessary materials, facilitate the meeting effectively, and prepare a follow-up email thanking the attendees for their participation and summarizing key takeaways and action items. | X |  | Public speaking basics and parliamentary procedures cover this standard. |
| 1. Promote, organize, and practice creative problem-solving using the brainstorming approach, incorporating common techniques such as predefined time limits, short breaks, goals, visual aids, and record-keeping. | X |  | Employability skills slides 33-36 cover problem solving. Problem solving is also covered in decision-making. |
| 1. Plan, organize, schedule, and deliver a webinar to one or more distant parties using computer conferencing tools (e.g., telephone or voice over IP, online conferencing system). a. Prepare an invitation, agenda, and overall script for the webinar, outlining the planned verbiage and business-related flow of information. Include guidelines, minutes and follow-up. b. Single-handedly or as a team, conduct the webinar or simulated webinar according to the agenda. c. Leverage the video, audio, and meeting enhancement tools available through the selected webinar software, such as highlighting, chat, polling, and question features to maximize audience interaction. d. Save, and edit, if needed, a short audio/video recording of the webinar for later publication. | X |  | Virtual meeting basics goes into depth on this standard. |
| 1. Plan, organize, schedule, and conduct a web videoconference or simulation with one or more distant parties using computer conferencing tools (e.g., webcams, high-speed Internet, computer) a. Prepare an overall agenda for the web conference, outlining the planned exchanges of information, positioning and appearance of people, and switching between video sources (e.g., webcams, document cams, and other imagery). b. Follow the agenda to complete the web-meeting exchange, either single-handedly or as part of a team. c. Use effective communication and engagement strategies (such as effective meetings facilitation) to encourage active participation by all parties connected to the meeting. d. Save, and edit if needed, a short audio/video recording of the web meeting for later publication. | X |  | Virtual meeting basics also covers this standard. |
| 1. Prepare an electronic portfolio a. Including work products demonstrating career preparation skills, using an assortment of media (text, photos, video, hyper-linked pages). b. Including a professionally formatted résumé and other supporting documents such as cover letter and application. c. Packaged on a suitable media (e.g., CD, DVD, memory stick, web site). | X |  | Formulas for career success in the portfolio development covers this standard. |
| 1. Conduct a job search of positions in one or more career areas of interest using tools such as https://www.jobs4tn.gov and other online employment resources; complete a job application; participate in mock interviews with partner businesses and/or through participation in a student organization event. | X |  | Formulas for career success covers this standard in the job search, job applications, interview preparation, interview process and after the interview. |
| 1. Address the appropriate use of and ethics related to social media in personal and professional situations and its impact on career search processes, as well as its impact on the professional reputation of a person. | X |  | This is covered in guide to social media ethics and laws and basics. |

|  |  |
| --- | --- |
| **SECTION I(2):**  **RIGOR:**  **Each level’s instructional materials reflect high expectations for all students. They follow faithfully the level of rigor intended in the standards and support student learning through high-quality presentation of content and challenging application.** | |
| **METRICS:** | |
| |  |  |  | | --- | --- | --- | | 1. Materials effectively meet the level of rigor intended in the standards. | **Yes \_X** | **No \_\_\_\_\_** | | 1. High-quality problems and questions designed to invite exploration and support conceptual understanding are included throughout. A variety of problems, both conceptual and technical, enable students to connect course content and transfer understandings to new situations. | **Yes \_\_\_X** | **No \_\_\_\_\_** | | 1. All materials reinforce literacy and mathematics instruction in career and technical education environments. Texts are of an appropriately challenging Lexile level; mathematics problems push students to apply quantitative reasoning to specific technical situations. | **Yes \_\_\_X** | **No \_\_\_\_\_** | | 1. Materials support the development of fluency, including regular opportunities to practice knowledge and skills, appropriately apply tools, and use technology. | **Yes \_\_X** | **No \_\_\_\_\_** | | 1. Domain-specific vocabulary and industry terminology are frequently used to explain topics, or to make connections to key workplace activities. | **Yes \_X\_** | **No \_\_\_\_\_** | | |
| **To be aligned to the standards, all five indicators of Rigor must be marked Yes.** | **Meet?**  **Yes \_X\_\_ No \_\_\_\_\_** |
| **Justification/Notes**  Vocabulary is reinforced throughout the modules and additional activities in each of the sections. There are additional activities that reinforce concepts throughout the modules. | |

|  |  |
| --- | --- |
| **SECTION I(3):**  **POSTSECONDARY AND CAREER READINESS:**  **Materials promote multiple pathways to student success beyond high school, highlighting a range of career opportunities aligned with entry and exit points to and from appropriate postsecondary programs. Aligned pathways are presented in a fair and balanced fashion that underscores the need for advanced training beyond high school, but does not privilege one set of credentials over another and is consistent with occupational requirements.** | |
| **METRICS:** | |
| |  |  |  | | --- | --- | --- | | 1. Technical skills are promoted within the context of applicable industries and work environments. They are *not* presented in isolation or without meaningful connections to aligned careers. | **Yes \_X** | **No \_\_\_\_\_** | | 1. Materials showcase a diversity of career and postsecondary opportunities for students upon completion of high school, including all applicable levels of postsecondary training (i.e., technical schools, community colleges, four-year universities, etc.). | **Yes \_\_X\_** | **No \_\_\_\_\_** | | 1. Connections to relevant certifications and other credentials are clearly explained, and their value in industry is communicated where appropriate. | **Yes \_\_X** | **No \_\_\_\_\_** | | 1. Materials provide opportunities for students to practice and reflect upon 21st century (or “soft”) skills. | **Yes \_\_X** | **No \_\_\_\_\_** | | |
| **To be aligned to the standards, all four indicators of Postsecondary and Career Readiness must be marked Yes.** | **Meet?**  **Yes \_\_\_X No \_\_\_\_\_** |
| **Justification/Notes**  Reinforcement of soft skills are listed in projects as well as several modules that specifically cover soft skills. Technical skills are covered throughout. | |

|  |  |
| --- | --- |
| **Were all three non-negotiables in section I met?**  **(Was each component marked “yes”?)** | **Yes \_X No \_\_\_\_\_** |

|  |
| --- |
| **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** | **JUSTIFICATION/NOTES** |
| 1. 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 | Online materials are aligned to standards and reflected throughout the activities and lesson plans. |
| 1. 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 | Materials include differentiating instructional materials that can be used for a multitude of different learning styles. Materials connect with industry and help students better understand. |
| 1. 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 | In each lesson plan there is lesson links, career and technical organization connections as well as career connections. |

|  |  |  |
| --- | --- | --- |
| **Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS** | **SCORE** | **JUSTIFICATION/NOTES** |
| 1. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards. | 2 | Each section has projects, vocabulary, worksheets, videos and assessments to show that students have achieved the skills necessary in the standard. |
| 1. 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 connect to previous learning |
| 1. 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 | The support materials and content within each unit progress as indicated in the state standards. |

|  |  |  |
| --- | --- | --- |
| **Section II(3). TEACHER SUPPORTS** | **SCORE** | **JUSTIFICATION/NOTES** |
| 1. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies. | 2 | Each lesson has an accompanying lesson plan for the teacher. This includes a printable section, assessment section and interactive section. The lesson plan has suggested class time. |
| 1. 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. | 2 | All the lesson plans come with teacher instructions as well as teacher notes. The activities reinforce the learning objectives. |
| 1. 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 | This is not in the materials |

|  |  |  |
| --- | --- | --- |
| **Section II(4). USABILITY** | **SCORE** | **JUSTIFICATION/NOTES** |
| 1. 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. | 1 | The materials are all online but can also be printed out. There is no accompanying textbooks. |
| 1. 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 | Materials are easy to read and clear and concise. |
| 1. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students. | 1 | Materials do not specifically reference support for all learners as this would be up to the teacher to do with the materials. There is however numerous different activities that could be changed to meet those accommodations. |
| 1. 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 | Materials are very much fact based |

Please note any concerns with sensitivity below:

|  |  |  |
| --- | --- | --- |
| **Section II(5). ASSESSMENTS** | **SCORE** | **JUSTIFICATION/NOTES** |
| 1. 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 | Each lesson has aligned assessments as well as supplemental projects |
| 1. 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 | Each unit has an action plan an aligned assessments as well as supplemental projects |
| 1. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency. | 2 | Each lesson scaffolds on the previous learning in that unit with accompanying activities |

|  |
| --- |
| **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** |
| 1. Materials include coverage of major parameters most frequently reported in health databases. | [*Insert reviewer evaluation here.*] |
| 1. Materials draw clear connections between policy and procedures and the legal ramifications of health informatics. | [*Insert reviewer evaluation here.*] |

|  |  |
| --- | --- |
| **III. FOCUS AREA:** | **NOTES** |
|  |  |
|  |  |