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

**OFFICE MANAGEMENT PROGRAM OF STUDY**

**BUSINESS MANAGEMENT & ADMINSTRATION CAREER CLUSTER**

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| **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:  **COMPUTER APPLICATIONS (5891)**  **BUSINESS COMMUNICATIONS (5888)**  **BUSINESS MANAGEMENT (5889)**  **ADVANCED COMPUTER APPLICATIONS (5904)** |
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| **REVIEW** |
| Book Title and ISBN: \_978-1-61459-590-8 iCEV Bus, Mkt, Fin, IT & Media Site - Business Management\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Level(s)/Course(s): \_5889 – Business Management\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Publisher: \_\_\_iCEV\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Copyright Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **STATEMENT OF STUDENT PROFICIENCY** |
| Office Management program of study prepares students to continue postsecondary training in business-related programs, provides advanced training for students pursuing a career in administrative and information support, and supports obtaining an industry certification in specific software applications (such as the Microsoft Office Suite). Program content and projects are meant to simulate workplace scenarios and draw on skills related to communications, operations, management, and teamwork in order to accomplish information management goals. Upon completion of this program, proficient students will be fluent in a variety of information management software applications and will be prepared to sit for the Microsoft Office Specialist (MOS).  Note to reviewers: *All materials reviewed as part of this application must align to the statement of student proficiency provided above.* |

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| **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. |

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| **SECTION I(1):**  **FOCUS:**  **Students and teachers using the materials as designed devote the majority of time in each level to the course standards.\*** | |
| **METRICS:** | |
| |  |  |  | | --- | --- | --- | | 1. In any single course level, materials are designed where there is 80%\*\* alignment to the course standards. | **Yes \_\_\_\_\_** | **No \_\_X\_\_\_\_** | | 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 \_\_\_\_\_ No \_\_X\_\_\_** |
| **Justification/Notes**  This textbook does not meet the mandatory 80 percent alignment to course standards in Computer Applications. | |

\*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 MANAGEMENT (5889)**

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| **Evidence of 80% Alignment with Standards** | | | |
| **Standard** | **Yes** | **No** | **Evidence (e.g. page numbers and/or examples of inclusion**) |
| 1. Describe the management process and examine the functions of management (planning, organizing, leading, and controlling). Through review of case studies or news media, illustrate how concerns for the environment, an increasingly diverse workforce, globalization of the marketplace, and rapidly changing technology have impacted how businesses apply these functions. | X |  | Vendor materials contain information to meet this standard. The “Business & Managment” Lesson (Management segment) adequately addresses the content. |
| 1. Analyzing the two components of industrial psychology—workplace productivity and employee well-being—explore the characteristics of and distinguish between various management theories (such as scientific management, Total Quality Management (TQM), Ouchi’s Theory Z, Six Sigma, situational leadership, etc.). Drawing on information from research, illustrate how economic, political, or cultural decisions influence management theories that have been applied in the business environment. For example, hypothesize how Maslow’s Hierarchy of Needs affects theories of management. |  | X | NO – Although the vendor addresses different management theories by listing them, materials do not explain the different theories. They are only listed by name. This does not support the content knowledge intended by the standard in sufficient depth. Vendor references the “Business and Management Concepts” lesson (Management Segment); however, this lesson only gives a list of management theories in the standards without providing any reference on what they are. |
| 1. Distinguish between historical management theories (such as Scientific Management Theory, Human Relations Movement, etc.) and modern management theories (such as Contingency Theory, Systems Theory, Chaos Theory, etc.) then compare and contrast similarities and differences. Discuss ways in which major historical events and dramatic shifts in societal processes and procedures have informed the evolution of management theories. Identify factors and variables that have influenced changes, progressions, and/or modifications to theories of management. |  | X | NO – Although the vendor addresses different management theories by listing them, materials do not explain the different theories. They are only listed by name. This does not support the content knowledge intended by the standard in sufficient depth. Vendor references the “Business and Management Concepts” lesson (Management Segment); however, this lesson only gives a list of management theories in the standards without providing any reference on what they are. |
| 1. Research the management skills needed in today’s business environment (such as goal setting, decision making, communications, delegation, technical skills, motivational and leadership skills). Through the analysis of case studies, discuss the role of business leaders who have been recognized for their influence on modern managerial approaches (such as Theory Z’s William Ouchi, General Electric’s Jack Welch, Hewlett-Packard’s Carleton Fiorina, or Facebook’s Sheryl Sandberg). Synthesize research to produce a profile of a strong candidate for a business manager, citing specific evidence from text. | X |  | Vendor materials contain information to meet this standard in sufficient depth that the student could complete the student project task embedded in the standard. The “Business & Management” Lesson (Management segment) adequately addresses the content. |
| 1. Select a historical and a modern theory of management and develop a business plan for a proposed organization using each identified approach. Include a clear comparison of the two business plans with differences clearly defining and explaining the variables contributing to these variations. Create a graphic that illustrates each component of a business plan (such as executive summary, business description, products and services, etc.) which clearly distinguishes the differences between the plan using a historical theory and the plan using a modern theory. |  | X | NO – Although the vendor addresses different management theories by listing them, materials do not explain the different theories. They are only listed by name. This does not support the content knowledge intended by the standard in sufficient depth and required to complete the student project task in the standard. Vendor references the “Business and Management Concepts” lesson (Management Segment); however, this lesson only gives a list of management theories in the standards without providing any reference on what they are. |
| 1. Analyze the elements of sample business plans or business plan templates found in informational text, identifying and describing the purpose of common elements. Discriminate between elements that govern culture (such as vision, mission, core priorities and social responsibility) and those that may govern operational goals (such as market share, profitability, and product development). | X |  | YES – Vendor materials contain information to meet this standard in sufficient depth that the student could complete the student project task embedded in the standard. The “Aspects of a Business Plan (Business Plan segment) adequately addresses the content. |
| 1. Investigate and choose an existing business to research (individually or in teams) throughout the duration of the course. Describe the business’ current target market, primary products or services offered, unique characteristics, current market position, and customer volume by summarizing available public documents about the business. |  | X | NO - This standard requires the student to access outside information (target market, primary products, customer volume, etc) by summarizing available public documents about the business. This cannot be incorporated into vendor materials. |
| 1. Design, write, modify and evaluate a business plan for the identified existing business. The business plan should include, but may not be limited to, detailed descriptions of products and/or services offered, risk analysis, short and long term profits, marketing plan, investment needed to start and maintain the business, plans to obtain working capital, legal licenses, and vendor contracts. Include a company organization chart, job description and skills needed of main employees, physical equipment and facilities required, and any future expansion plans. | X |  | YES – Although this standard is specific to a local company project, vendor materials contain information needed to support the content level knowledge to meet the intentions of this standard . The “Aspects of a Business Plan” Lesson (Business Plan segment) addresses this content level knowledge. |
| 1. Study benchmark indicators included in a SWOT (Strength, Weaknesses, Opportunities, and Threats) analysis and conduct a SWOT analysis of the selected business using data and evidence collected from personal interviews, observations, print articles, and internet searches. Citing specific data and evidence, make a claim about the business’ most significant weakness(es), or area(s) of opportunity, to address throughout the duration of the course. | X |  | YES – Although this standard is specific to a local company project, vendor materials contain information needed to support the content level knowledge to meet the intentions of this standard . The “SWOT Analysis” Lesson addresses this content level knowledge. |
| 1. Create a new, or recommend updates to an existing, mission statement for the selected business by summarizing information gleaned from personal interviews, observations, print articles, and internet searches about the specific aspirations, beliefs, and values of the company. | X |  | YES – Although this standard is specific to a local company project, vendor materials contain information needed to support the content level knowledge to meet the intentions of this standard . The “Vision & Mission Statements” Lesson addresses this content level knowledge. |
| 1. Conduct a PEST analysis (Political issues, Economic factors, Socio-cultural factors, Technology) of the selected business, including available geographic, demographic and economic data gathered from multiple authoritative sources. Based on the analysis, make a prediction about necessary factors which need to be considered in order to accurately address the businesses’ most significant weakness(es) or area(s) of opportunity selected in standards 6. | X |  | YES – Although this standard is specific to a local company project, vendor materials contain information needed to support the content level knowledge to meet the intentions of this standard . The “PEST Analysis” Lesson addresses this content level knowledge and the “Which PEST” Activity would be an excellent formative assessment to determine if students are prepared to meet the standard.. |
| 1. Identify up to five businesses that could be considered competitors of the selected business. Gather and summarize information about the competition succinctly in a chart, table, or graphic. Information may include variety of products available, location, prices, services, and other unique characteristics. |  | X | NO - This standard requires the student to access outside information (existing competitors of a local business) and make recommendations specific to that local business. This cannot be incorporated into vendor materials. |
| 1. Make a claim about the current target market of the selected business, developing and supporting the claim and counterclaim(s) with data and evidence provided by the business and from research on potential competitors. Develop a detailed customer profile to summarize characteristics, including the BPI (Buying Power Index), for the target market. |  | X | NO – Although this standard is specific to a local company project, vendor materials needed to support the content knowledge to complete the project are insufficient in depth. Vendor references the “Marketing Concepts (Segmentation Segment)” Lesson; however, this lesson only gives a general overview of segmenting a target market and does not specifically address customer profiles, BPI’s, and how to calculate BPIs. |
| 1. Using previous research on the selected business and its competitors, describe typical prices in the industry for similar products or services, noting how the prices of the selected business compare to others. Summarize how businesses make and review pricing decisions based on four key market factors: cost and expenses, supply and demand, consumer perception, and competition. Analyze each factor for the selected business and summarize how each relates to typical organizational goals of earning a profit, gaining market share, and being competitive, noting where there are chances to address weakness(es) or capitalize on area(s) of opportunity identified in standard 6. | X |  | YES – Although this standard is specific to a local company project, vendor materials contain information needed to support the content level knowledge to meet the intentions of this standard . The “Marketing & Pricing” Lesson (Pricing segment) addresses this content level knowledge and the “Price Point” Activity would be an excellent opening activity to begin discussing pricing decisions based on supply and demand. There are also assessments that could be used formatively to determine if students have adequate content knowledge to begin the project. |
| 1. Describe advantages and disadvantages of the basic forms of business ownership (sole proprietorship, partnership, and corporation) and identify variations of basic forms of business ownership (franchise, limited partnership, cooperative, limited liability company, and S corporation). Determine which ownership structure is employed by the selected business and hypothesize why it was selected. Review copies of available partnership agreements, articles of incorporation or franchise contracts, noting characteristics important for successful operation of a given business. | X |  | YES – Although this standard is specific to a local company project, vendor materials contain information needed to support the content level knowledge to meet the intentions of this standard . The “Business Ownership & Registration” Lesson (Types of Business Ownership segment) addresses this content level knowledge. This resource would be strengthened by adding an activity pertaining to partnerships that would include a pro-forma partnership agreement (such as a Partnership Agreement Scavenger hunt in which the student finds characteristics commonly found in the agreements). |
| 1. Document existing operations plan of the selected business, describing location, hours of operation, customer accessibility, equipment, storage, and inventory needs, and current supply chain elements. Reviewing the most significant weakness(es), or largest area(s) of opportunity for the selected business determined in standards 6, make recommendations about changes to current plan to improve business operations. For example, recommending a new location to improve customer foot traffic. |  | X | NO - This standard requires the student to access outside information (existing operating plans of a local business) and make recommendations specific to that local business. This cannot be incorporated into vendor materials. |
| 1. Diagram and describe the organizational structure of the business by creating an organizational chart of existing positions and/or department in the business, paying close attention to documentation of job descriptions (including reporting structures), accurate number of employees, and any outsourced labor. | X |  | YES – Although this standard is specific to a local company project, vendor materials contain information needed to support the content level knowledge to meet the intentions of this standard . The “Organizational Structures” Lesson addresses this content level knowledge. |
| 1. Identify applicable risks to the selected business (such as fire or flood damage or significant theft of inventory) and research available options for risk management, such as insurance. Make a claim about appropriate risk management strategies to employ to address the businesses’ weakness(es) or area(s) of opportunity identified in standard 6, justifying claim with data and evidence from research. | X |  | YES – Although this standard is specific to a local company project, vendor materials contain information needed to support the content level knowledge to meet the intentions of this standard . The “Risk Management” Lesson addresses this content level knowledge. |
| 1. Identify and list appropriate national, state, and local bodies governing the operations of the selected business. Review documentation to summarize federal, state, and local regulations and laws (such as environmental regulations, zoning or licensing requirements, and legal stipulations) that are necessary for the continued operations of the selected business. |  | X | NO – Although this standard is specific to a local company project, vendor materials needed to support the content knowledge to complete the project are insufficient in depth. Vendor references the “Governments Role in Business” Lesson; however, this lesson only gives a general overview of governmental oversight and does not specifically address in what ways a small business is affected. Government oversight in employment was is addressed thoroughly in the Human Resources Management Lesson, but the resource must be updated to provide this level of detail for other governmental commissions such as CPSC, EPA, FCC, and other non-employment related governmental agencies to prepare the student to thoroughly meet the standard. |
| 1. Analyze the essential parts of a contract by reviewing sample contracts and researching the Uniform Commercial Code for basic commercial law. Request a copy of a contract in use at the selected business and review it to recommend potential areas for refinement or improvement. | X |  | YES – Although this standard is specific to a local company project, vendor materials contain information needed to support the content level knowledge to meet the intentions of this standard . The “Contract & Employment Law” Lesson (Contract Law segment) addresses this content level knowledge. **However, the resource provides only basic information on the Uniform Commercial Code and would be strengthened with more detailed information, such as including information on warranty, etc.** |
| 1. Create a new, or recommend updates to an existing, employee manual for the selected business by summarizing information gleaned from personal interviews, observations, print articles, and internet searches about the human resource policies and employee expectations of the company. Include the following: a. procedures for employee hiring and release b. orientation of new employees c. performance assessments d. handling grievances e. compensation packages | X |  | YES – Although this standard is specific to a local company project, vendor materials contain information needed to support the content level knowledge to meet the intentions of this standard . The “Contract & Employment Law” Lesson (Employment Law segment) and the “Human Resources Management” lesson address this content level knowledge. **However, the would be strengthened with examples of what is typically included in an employee manual..** |
| 1. Describe legal strategies used by labor and management (strikes, boycotts, layoffs, and lockouts) and illegal strategies used by labor and management (wildcat strikes, secondary boycotts, and preventing workers from forming unions). Conduct current event research highlighting recent activities involving labor and management disputes, drawing conclusions about the potential impacts of a labor and management strategy on the selected business, if any. | X |  | YES – Vendor materials contain information to meet this standard. The “Contract & Employment Law” Lesson (Employment Law segment), the “Human Resources Management” lesson, and the “Governments Role in Business” lessons thoroughly address the content. |
| 1. Interpret the data shown on financial statements (income statement, balance sheet, cash flow statement, and statement of net worth) of the selected business. Benchmark the business’ financial position against others in the industry, by reviewing available public filing documents such as financial statements, annual reports, and statements to shareholders of national firms. | X |  | YES – Although this standard is specific to a local company project, vendor materials contain information needed to support the content level knowledge to meet the intentions of this standard . The “Financial Documents” and “Accounting Fundamentals-Financial Statement Analysis” Lessons address this content level knowledge |
| 1. Evaluate various financial control tools such as budgets, audits, and financial ratios. Construct a TQM operations cost controlling matrix that includes costs, inventory tracking levels, and turnover rates of the selected business. Identify potential areas of improvement, especially as they relate to the identified weakness(es) and area(s) of opportunities outlined in standard 6. | X |  | YES – Although this standard is specific to a local company project, vendor materials contain information needed to support the content level knowledge to meet the intentions of this standard . The “Budgeting for Business” and “Accounting Fundamentals-Financial Statement Analysis” Lessons address this content level knowledge |
| 1. Assess the short-term and long-term financial needs of the selected business, attending to details about the current ownership structure. Evaluate advantages and disadvantages of additional funding through equity capital versus debt capital, noting where potential influx of funding may impact current ownership structure. | X |  | YES – Although this standard is specific to a local company project, vendor materials contain information needed to support the content level knowledge to meet the intentions of this standard . The “Business Ownership and Regulation (Funding a Business segment)” Lessons addresses this content level knowledge |
| 1. Analyze the importance of international trade as it relates to small businesses and corporations. Research reasons a company might choose to enter a foreign market, examine cross-cultural communication marketing challenges, the laws and import regulations that govern international trade, and prepare a presentation on how the business could succeed in an international environment. |  | X | NO – Although this standard is specific to a local company project, vendor materials needed to support the content knowledge to complete the project are insufficient in depth. Vendor references the “US & International Trade” Lesson; however, this lesson references only laws and import considerations regarding entering into a foreign market. It does not provide information on different ways a small business may enter a market (such as joint ventures, contract manufacturing, licensing, etc.). |
| 1. As would a management consultant, compile a set of recommendations for the selected business based on the research completed in standards 7-24 to address one or more of the following: streamlining operations, increasing profitability and competitiveness, meeting long-term funding needs, or addressing employee concerns in order to ultimately attend to the weakness(es) and/or area(s) of opportunity identified in standard 6. Plan, revise, edit, and rewrite recommendations throughout the course to ensure focus on what is most significant for a given audience. Present recommendations through both a formal, written report and an oral presentation, including appropriate financial calculations, charts and graphs, and citations for relevant sources. |  | X | NO - This standard requires the student to complete a project that requires materials which cannot be incorporated into vendor materials.  (Recommendations for a local business) |

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| **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**  Lessons generally begin with direct instruction with guided notes and content area vocabulary acquisition. Following direct instruction, student practice one or more projects, which give them opportunities to practice together. The extensive numbers of activities and projects allow teachers to assign projects as formative, collaborative, individual, or summative assessments and extend student practice to support conceptual understanding and transfer understandings to new situations. Throughout all lessons, technical and content area vocabulary is identified with a vocabulary handout and assessed within the lesson materials. These activities support the development of fluency and domain-specific vocabulary. Crossword puzzles and other vocabulary specific activities are often included in the lesson. | |

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| **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**  The Career Connections Activities in each lesson connect course content to aligned careers, showing a variety of opportunities at multiple exit points. Credentials and certifications are not emphasized throughout the material, but this is to be expected based on the content matter. Several projects and activities provide opportunities for students to reflect upon 21st century skills, incidentally to the conceptual and technical knowledge in the lessons. | |

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

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| **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. |

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| **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 1 0 | 0 – Industry standards are not common in this content area |
| 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 1 0 | 2 – Pre-made lesson plans are provided for teachers. Teacher could customize delivery of the content to meet to differentiate between learners. There appear to be different levels of activities for diverse learners. |
| 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 1 0 | 2 –  Lesson plans include links to professional societies or organizations as well as relevant CTSOs |

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| **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 1 0 | 2 – Course materials are based more on vocabulary acquisition and concept knowledge than application. However, Tennessee standards, which are often echoed verbatim in the projects allow for connections between knowledge and skills |
| 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 1 0 | 2 – skills build on previous courses. However, knowledge concepts are explained in case a student did not mater the concept in the previous course. |
| 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 1 0 | 2 (N/A) – Materials are not part of a series. |

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| **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 1 0 | 2 - Each lesson includes a comprehensive lesson plan which includes suggested activities, projects, and pacing. |
| 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 1 0 | 2 - Each lesson includes a comprehensive lesson plan which includes suggested activities, projects, and pacing. |
| 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. | 2 1 0 | 1 - Lesson plans include links for further resources. However, these links do not always include explicit information on the content in the lesson itself. |

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| **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. | 2 1 0 | 1 – This program is completely online. Although this could be convenient for 1:1 device schools with full internet access, it could be challenging for students with limited access. |
| 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 1 0 | 1 – Graphics, presentations, and videos are professionally created and are easy to read. Although course content is organized logically from the perspective of a teacher, it might be confusing for a student who is trying to find one lesson out of many. Additionally, this resource would be much improved if the subject matter of the lessons were included in the title instead of simply labeling the lessons, “unit 1, unit 2, unit 3, etc). |
| 1. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students. | 2 1 0 | 1 –Pre-made lesson plans are provided for teachers. Teacher could customize delivery of the content to meet to differentiate between learners. There appear to be a few different levels of activities for diverse learners. |
| 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 1 0 | 2 – Career connections videos and graphics within presentations appear to celebrate diversity |

Please note any concerns with sensitivity below:

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| **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 1 0 | 2 – Lessons have summative assessments at the end of each lesson in addition to formative projects, crossword and word search puzzles, and worksheets. |
| 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 1 0 | 2 – Lessons have summative assessments at the end of each lesson in addition to formative projects, crossword and word search puzzles, and worksheets. |
| 1. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency. | 2 1 0 | 1 – Teacher could modify some activities and assessments for diverse learners, but these have not been prepared by the vendor. |

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| **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. |

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| **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.*] |

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