\*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*.

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| **SECTION I**  **Alignment to Standards**  *Materials must meet 80% of indicators in Section I*  **Students and teachers using the materials as designed devote the majority of time in each level to the course standards.\*** | | | |
| *Of the 14 standards listed below, 12 indicators must be marked “yes” as having aligned to mastery the standard in order for the textbook to pass section I.* **Use an “x” in the selected “yes” or “no” column. Avoid using the actual word “yes” or “no”** | | | |
| **Evidence of 80% Alignment to Standards** | | | |
| **Standards** | **Yes** | **No** | **Evidence/Notes** |
| 1. A student will have a Personalized Learning Plan that identifies their long-term goals, demonstrates how the Work-Based Learning (WBL) experience aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:    1. Application of academic and technical knowledge and skills (embedded in course standards)    2. Career knowledge and navigation skills    3. 21st Century learning and innovation skills    4. Personal and social skills |  |  |  |
| 1. Search for the resumes of professional event planners or convention managers from the websites of institutions, organizations, or professional networks. Discuss what is typically included in the resumes of event planner professionals, compare and contrast several examples, and create a personal resume modeled after elements identified in the search. |  |  |  |
| 1. Create and continually update a personal journal to document skills learned during the event planning experience, and draw connections between the experience and previous course content by reflecting on:    1. Tasks accomplished and activities implemented    2. Positive and negative aspects of the experience    3. How challenges were addressed    4. Team participation in a learning environment    5. Comparisons and contrasts between classroom and work environments    6. Interactions with colleagues and supervisors    7. Personal career development    8. Personal satisfaction |  |  |  |
| 1. Compare and contrast successful strategies used by event planning companies, drawing on profiles of these companies and other evidence from industry magazines, news articles, or textbooks, making note of most beneficial strategies. Evaluate which strategies are appropriate for certain events (i.e., galas, banquets, weddings, etc.). As part of the class project, investigate potential nonprofits or organizations for an event, and collaboratively determine which organization would be appropriate given classroom constraints. Potential clients could include, for example, a local non-profit or community organization. |  |  |  |
| 1. Research and select a nonprofit or organization for a project that is need of event planning services. Cite specific textual evidence from the organization’s literature, as well as independent news articles to summarize:   a. The mission and history of the organization  b. Headquarters and organizational structure  c. Services provided  d. Clients/Customers served  e. Policies and procedures  f. Reports, newsletters, and other documents published by the organization  g. Website and contact information |  |  |  |
| 1. Apply skills and knowledge from previous courses in an authentic classroom-based project. Where appropriate, develop, practice, and demonstrate skills outlined in previous courses. |  |  |  |
| 1. Identify the objective of the event that is to be planned for the nonprofit or other selected organization. Incorporate organization or company interviews into the research. Prepare, review, and revise a written project proposal including the main objective, goals (such as fundraising or attendance), location, criteria, constraints, information obtained through research, and deliverables. |  |  |  |
| 1. Collaboratively, develop an evaluation professionalism rubric with performance indicators for each of the following professional attributes and use it to evaluate course assignments and personal work:    1. Attendance/punctuality    2. Professional dress and behavior    3. Positive attitude    4. Collaboration    5. Honesty    6. Respect    7. Responsibility    8. Appropriate technology use    9. Share the rubric with the client for evaluation purposes as part of the capstone project. |  |  |  |
| 1. Research how event planning companies submit proposals to potential clients, and compare and contrast sample proposals in a variety of formats. Determine the central components necessary for any proposal (e.g., a projected budget, maps/diagrams of the event space, personnel involved). Develop an original event proposal, developing claims and recommendations for event logistics based on research and evidence. The proposal should include at minimum the following:    1. Introduction    2. Theme of event    3. Venue    4. Entertainment    5. Timeline of planning    6. Food and Beverage    7. Appropriate tablewares, linens, and decorations    8. Budget/cost analysis    9. Evaluation professionalism rubric |  |  |  |
| 1. Present the event proposal to the client, asking for feedback and recommendations. Analyze the feedback and recommendations to justify any changes to the event proposal, citing evidence from the initial presentation, and incorporate edits into a formal contract to be executed with the client. Submit the final contract for approval, documenting all changes made. |  |  |  |
| 1. Using the final approved contract, execute the timeline to demonstrate teamwork, problem-solving, and decision-making skills. Work collaboratively to ensure that the needs and expectations of the client are met for the event. In a personal journal, document the capstone experience, drawing on the connections between the project and course content. |  |  |  |
| 1. Compile and interpret the evaluation rubric and feedback from the client, reading the results closely to allow for critical analysis and reflection. Upon conclusion of the capstone project, craft a reflection paper discussing the experience and its impact on career growth. Use technology to showcase highlights, challenges, and lessons learned from the capstone. |  |  |  |
| 1. Create a portfolio, or similar collection of work, that illustrates mastery of skills and knowledge learned in the previous courses and applied in the capstone experience. The portfolio should reflect thoughtful assessment and evaluation of the progression of work. The following documents will reside in the career portfolio:    1. Career and professional development plan    2. Resume    3. List of responsibilities undertaken throughout the course    4. Examples of visual materials developed and used during the course (such as graphics, drawings, models, presentation slides, videos, and demonstrations)    5. Event proposal    6. Final contract    7. Description of technology used, with examples if appropriate    8. Periodic journal entries reflecting on tasks and activities    9. Feedback from instructor and/or supervisor based on observations |  |  |  |
| 1. Upon completion of the event, develop a technology-enhanced presentation showcasing highlights, challenges, and lessons learned from the experience. The presentation should be delivered orally, but supported by relevant graphic illustrations, such as diagrams, drawings, and models of project findings, and/or physical artifacts that represent the outcome of the project. Prepare the presentation in a format that could be delivered to both a technical and a non-technical audience. |  |  |  |
| **Additional comments on the standards alignment with the materials:** | | | |
| **Materials meet 80% Alignment with section 1: Standards?**  This means that at least 12 boxes in this section were marked “YES.” If 3 or more “No” boxes are marked, then this program does not pass. | Yes | No |  |
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| **SECTION II**  **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. In order to pass section II each of the following metrics must be met with a “yes.”* **Use an “x” in the selected “yes” or “no” column. Avoid using the word “yes” or “no”** | | | |
| **METRICS:** | | | |
| |  |  |  |  | | --- | --- | --- | --- | |  | **YES** | **No** | **Evidence/Notes** | | 1. Materials effectively meet the level of rigor intended in the standards. |  |  |  | | 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. |  |  |  | | 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. |  |  |  | | 1. Materials support the development of fluency, including regular opportunities to practice knowledge and skills, appropriately apply tools, and use technology. |  |  |  | | 1. Domain-specific vocabulary and industry terminology are frequently used to explain topics, or to make connections to key workplace activities. |  |  |  | | | | |
| **Additional comments on rigor of materials:** | | | |
| **Materials meet all 5 metrics in section II: Rigor**  This means that each of the 5 boxes were marked “yes” in section II. | **YES** | **NO** |  |
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| **SECTION III**  **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.* **Use an “x” in the selected “yes” or “no” column. Avoid using the word “yes” or “no.”** | | | |
| **METRICS:** | | | |
| |  |  |  |  | | --- | --- | --- | --- | |  | **Yes** | **No** | **Evidence/Notes** | | 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. |  |  |  | | 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.). |  |  |  | | 1. Connections to relevant certifications and other credentials are clearly explained, and their value in industry is communicated where appropriate. |  |  |  | | 1. Materials provide opportunities for students to practice and reflect upon 21st century (or “soft”) skills. |  |  |  | | | | |
| **Justification/Notes** | | | |
| **Materials meet each of the 4 metrics for Postsecondary and Career Readiness.**  **This means ALL 4 metrics are marked “yes” in section III.** | **Yes** | **No** |  |
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| **SECTION IV**  **ADDITIONAL CRITERIA AND INDICATORS OF QUALITY** |
| *Materials must meet all non-negotiable criteria in Section I, II, and III to be aligned to the course standards and receive state approval.*  *Section IV includes additional criteria for alignment to the course standards as well as indicators of quality. Section IV will not disqualify a text from being approved on the state adoption list. This section provides districts with additional information to use during their decision-making process.* **Use an “x” in the selected “yes” or “no” column. Avoid using the word “yes” or “no.”** |

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| **Alignment to industry standards** | **Yes** | **No** | **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. |  |  |  |
| 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. |  |  |  |
| 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). |  |  |  |

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| **SEQUENCE AND PROGRESSION OF STANDARDS** | **Yes** | **No** | **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. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |

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| **TEACHER SUPPORTS** | **Yes** | **No** | **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. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |

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| **USABILITY** | **Yes** | **No** | **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. 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. |  |  |  |
| 1. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students. |  |  |  |
| 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. |  |  |  |

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| **ASSESSMENTS** | **Yes** | **No** | **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. |  |  |  |
| 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. |  |  |  |
| 1. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency. |  |  |  |

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| **SECTION V *(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. |  |
| 1. Materials draw clear connections between policy and procedures and the legal ramifications of health informatics. |  |