\*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 16 standards listed below, 13 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. Gather and analyze information from multiple authoritative sources to assess the impact of important cultural and societal events on the evolution of the hospitality industry. Examples of events include, but are not limited to: National Park Service Organic Act, National Historic Preservation Act, the emergence of new modes of transportation, the Internet and social media, and disasters such as the BP oil spill in the Gulf of Mexico. |  |  |  |
| 1. Evaluate a challenge or trend that influences the hospitality industry today. Form a hypothesis about how specific factors may impact hospitality, recreation, and tourism. Develop claim(s) and counterclaim(s) fairly, supplying data and text-based evidence. Research topics may include:    1. Delivering consistent service    2. Diversity of the workforce    3. Demographic trends of customers    4. Impact of seasons/weather    5. Globalization    6. Political conditions    7. Economic conditions    8. Technology trends |  |  |  |
| 1. Identify the different segments of the hospitality industry and an example of a business or organization that represents each. Cite research from internet resources, such as the local chamber of commerce, visitor’s bureau, or the Tennessee Department of Tourism to explain the diverse characteristics and importance of each segment in relation to the local, state, and national economies. |  |  |  |
| 1. Citing research from the United Nations World Tourism Organization (UNWTO) or similar sources, define and explain the roles of a tourist, domestic tourist, and international tourist in the hospitality industry. Explore the different types of tourism (i.e., sustainable development, ecotourism, heritage tourism, local interest, and voluntourism) that make up the industry, drawing on resources such as the National Park Service, Habitat for Humanity, or the Center on Ecotourism and Sustainable Development (CESD). Create a public service announcement (PSA) about an assigned segment of tourism, highlighting its key characteristics and features. |  |  |  |
| 1. Compare and contrast the characteristics of the lodging businesses (i.e., full-service hotels, limited-service properties, and specialty accommodations) available in the global market by searching websites of sample businesses and noting key differences. Citing evidence of their services, create a presentation for peers describing a specific event and making a claim about the type of lodging business that would be most appropriate for hosting it. |  |  |  |
| 1. Research the food and beverage segment of the hospitality industry, comparing and contrasting the two main groups (commercial and noncommercial). Describe the role the foodservice industry plays within the larger hospitality industry, noting its relationship and overlap with other segments (such as tourism and entertainment), by creating a presentation or graphic that illustrates evidence of the relationships. |  |  |  |
| 1. Investigate the agencies and professions associated with the travel segment of the hospitality industry, including but not limited to AAA. Citing evidence from case studies or sample scenarios, use the five W’s of travel (i.e., who, what, when, where, and why) to plan a trip, comparing transportation types, lodging businesses, and recreation options. Craft an explanatory text that justifies the trip decisions. |  |  |  |
| 1. Describe the role of profit in the economy. Using correct terms, explain the importance of productivity and its impact, along with other economic indicators, in determining business cycle stages and on making business decisions. Draw conclusions about how the hospitality industry in particular is impacted by the health of the economy at large. |  |  |  |
| 1. Describe the nature and types of hospitality businesses. Contrast how for-profit and non-profit hospitality businesses are different from each other in terms of their missions, organizational structures, compensation models, and tax statuses. Examine how different segments of hospitality support each other. For example, examine the interdependence of lodging, food and beverage, and transportation businesses during an event such as a heritage festival, sporting competition, or concert. |  |  |  |
| 1. Attend a local business-sponsored community event or explore case studies illustrating the social responsibilities of today’s businesses. Write a reflection paper summarizing observations; specifically, evaluate how businesses benefit from engaging in responsible business practices, including benefits to the community, the environment, the marketplace, and the business/workplace itself. |  |  |  |
| 1. Compile and analyze real-time labor market data, including economic and demographic trends, and compare with authentic vacancy announcements on local and national job boards. Use this information to compare and contrast occupations by education requirements, job availability, salaries, and benefits. Outline an educational pathway to obtain the necessary level of education and relevant certifications for a chosen occupation in the hospitality industry. |  |  |  |
| 1. Propose an appropriate career in the hospitality and tourism industry, justifying why that opportunity is a logical fit based on the results of career aptitude survey(s) and research conducted using the Occupational Outlook Handbook. |  |  |  |
| 1. Describe the different levels of human needs and articulate how each need may be met through the hospitality and tourism industries. Compile evaluations of customer survey examples from different organizations to create a customer survey proposal for a hospitality business that collects information necessary to meet a specific purpose. |  |  |  |
| 1. Determine the correlation between customer-focused business practices and customer satisfaction by analyzing the importance of customers in the hospitality industry, exploring articles or profiles of businesses that are recognized for their customer service, and investigating the habits and characteristics of employees that make such businesses successful. Synthesize identified practices to create a rubric of employee characteristics that could be used as a self-assessment. |  |  |  |
| 1. Develop and practice communication skills vital to customer relations, such as active listening, and nonverbal, verbal, and written communication. Practice communication skills by participating in role-play exercises about handling customer complaints and critiquing the role-play exercises of others. |  |  |  |
| 1. Make and defend judgments about strengthening a company’s relationship with its customers by identifying successful practices outlined by a guest speaker from a local business or organization, including frequency and types of contacts, value-added services to be offered, and other activities, including social media marketing, aimed at improving customer satisfaction, loyalty, and advocacy. |  |  |  |
| **Additional comments on the standards alignment with the materials:** | | | |
| **Materials meet 80% Alignment with section 1: Standards?**  This means that at least 13 boxes in this section were marked “YES.” If 4 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. |  |