\*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 23. standards listed below, 19 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. Distinguish between a horizontally organized and a vertically organized business or organization in one of the segments of the hospitality industry, drawing information from case studies or textbooks. Create a graphic comparing the two organizational structures, using features such as Smart Art Graphics to show the relationships and roles of each employee/member. Examples of businesses include AAA, the Memphis Grizzlies, Hilton, the Tennessee Titans, and PepsiCo. |  |  |  |
| 1. Compare and contrast the four management styles (autocratic, bureaucratic, democratic, and laissez-faire) found in the hospitality industry. Participate in role plays to exhibit characteristics of each type, using hospitality or tourism businesses as examples. Craft an argumentative text in support of the claim that good managers use combinations of these management styles. Cite specific examples from readings to support conclusions. |  |  |  |
| 1. Research the management skills required of individuals to be contributing members of a hospitality team (i.e., delegation, motivation, communication, technical skills, time management, organizational planning, and professionalism). Synthesize research to produce a profile of a strong candidate for a hospitality management position in an oral, written, or graphic format. |  |  |  |
| 1. Create a list of stressful situations that a manager in one of the hospitality segments may experience in everyday operations. Investigate the potential outcomes and actions of each situation when managed using a certain management style. Craft an explanation of how managerial skills can be applied to address each situation. |  |  |  |
| 1. Summarize the major functions of a Human Resources department from the Society of Human Resources Management (SHRM) or similar authority. Prepare an electronic presentation providing an overview of the functions to present to stakeholders or peers. |  |  |  |
| 1. Investigate the reporting responsibilities of Human Resources personnel in relation to federal authorities, specifically to the U.S. Social Security Administration (SSA) and Internal Revenue Services (IRS). Compile examples of documents needed by individuals to complete a job application. Obtain copies of documents such as the I-9 Employment Verification Form or W-9 Request for Taxpayer Identification Number and Certification; complete the instructions for filling the documents for submission. |  |  |  |
| 1. Synthesize information on the correlation between productivity and employee satisfaction/morale. Create a plan that outlines how to enhance productivity through employee satisfaction. The plan should encourage staff growth and development by recommending methods supported by business and research. |  |  |  |
| 1. Examine authentic vacancy announcements on local and national job boards for positions in the hospitality industry, and assess the typical employment requirements outlined, including certifications, degrees, and years of experience. Create a posting for a select position, including details such as the position title and description, company name, requirements/qualifications, salary conditions, and direction for how to apply. |  |  |  |
| 1. Create, review, and revise an electronic Human Resource manual that a hospitality-related business could use to train new hires and staff members. Research major rules and regulations from state and federal agencies such as the Department of Labor and the Equal Employment Opportunity Commission to establish company policies that conform to existing laws. Lay out the document with the following sections, using language, tone, and style appropriate for the intended audience.    1. Roles and expectations of a position    2. Compensation    3. Scheduling    4. Leave    5. Social media compliance policy    6. Handling employee grievances    7. Addressing customer feedback and complaints    8. Performance assessments, including performance improvement and rewards |  |  |  |
| 1. Investigate the functions of accounting departments in hospitality-related businesses and organizations. Compare and contrast universal systems of accounts, such as Property Management Systems (PMS) and Point-of-Sales Systems (POS), evaluating the ease of use, cost, and training requirements. Craft an explanation of the advantages and disadvantages of each system by sharing with peers how hospitality businesses use them in their everyday operations. |  |  |  |
| 1. Apply financial concepts and terminology to the analysis of hospitality businesses, including but not limited to the following: ledger, financial transaction, account, accounts receivable, accounts payable, audit, posting charges, delinquent quest, profit, and net loss. Demonstrate financial literacy and quantitative reasoning when discussing these concepts in the context of operations; apply basic numeracy skills to understand specific financial operations. |  |  |  |
| 1. Evaluate copies of financial statements (i.e., balance sheet, income statement, profit and loss statement, and cash flow sheet). Interpret the documents to explain how a sample company calculates its cash flow. Apply these skills to prepare a mock financial statement for a hospitality-related service. |  |  |  |
| 1. Compare and contrast the differences between selling a service and selling a product in the hospitality industry. Citing examples from a range of companies or organizations, analyze sales strategies used in the hospitality industry to reach a certain customer demographic. Incorporate the analysis to create a profile of a successful sales professional in a hospitality segment of choice. The profile should include traits relating to professionalism, communication, previous experience, and social skills. |  |  |  |
| 1. Select one new product or service provided by a hospitality business of choice. Research the costs associated with providing the new product/service, and examine how the business determined price(s) and promotion strategies. For example, research how a food service establishment expanded its menu or hours of operations, detailing how the business budgeted for added expenses due to labor/facilities and how it priced its products in order to make a profit. Drawing on this research, estimate the expense of adding the new product/service for a related hospitality business; evaluate findings in a mock business presentation, advancing recommendations to the business regarding the return on investment (ROI) of the additional product or service. |  |  |  |
| 1. Write internal and external business correspondence to convey and obtain information effectively for readers. Explain the nature of effective written communications. Select and utilize appropriate formats for professional writing; edit and revise written work consistent with professional standards. |  |  |  |
| 1. Investigate cultural differences when doing business abroad, examining a range of countries and contexts as case studies. Write a memo to staff explaining factors they should consider when doing business in various countries. |  |  |  |
| 1. Drawing on research from the Tennessee Department of Labor and Workforce Development, summarize various workers’ rights laws and explain how they apply in specific hospitality segments. Craft an essay on the conditions that prompted the laws, the efforts made to enforce the laws, and changes brought about by the laws today. |  |  |  |
| 1. Research the seven types of laws that regulate and govern the hospitality industry. Create a report outlining key recommendations and requirements to ensure a workplace free of hazards for all employees, citing sources from the Occupational Safety and Health Administration (OSHA) law and regulations. |  |  |  |
| 1. Outline the steps necessary to complete and gain licenses from regulatory agencies such as the Tennessee Department of Commerce and Insurance, Division of Regulatory Boards. Citing evidence from case studies and news media, discuss liability issues that may be problematic if proper licenses are not obtained for projects or events. Example projects or events include but are not limited to building a structure, organizing a city festival, or implementing smoking ordinances. |  |  |  |
| 1. Research the Americans with Disabilities Act (ADA) and other similar resources for suggestions and regulations to accommodate customers with special needs. Create a list citing examples of accommodations that can be found in different environments in the hospitality and tourism industry, such as restaurants, hotels, ships, sporting venues, and theaters. |  |  |  |
| 1. Research laws related to consumer protection within the hospitality industry, focusing on the events that influenced their creation. Select one such law and write a narrative essay describing the historical context and the significance of the legislation on customer and business behavior. Examples include guest privacy, total use of room, and protection from personal liability. |  |  |  |
| 1. Define the concept of ethics in business. Examine case studies of ethical and unethical behavior and discuss the ramifications of those behaviors on both businesses and the public. Create a Code of Ethics for a team of employees as would a manager in a hospitality-related business. |  |  |  |
| 1. Research, summarize, and deliver (via presentation, document, spreadsheet data/chart, or other format) a summary of the various perspectives and ramifications surrounding an ethical issue related to a modern-day hospitality business. |  |  |  |
| **Additional comments on the standards alignment with the materials:** | | | |
| **Materials meet 80% Alignment with section 1: Standards?**  This means that at least 19 boxes in this section were marked “YES.” If 5 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. |  |