\*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 27 standards listed below, 22 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. Analyze the concepts and principles of the Hazard Analysis and Critical Control Points (HACCP) program approach to food safety from the Food and Drug Administration (FDA) and United States Department of Agriculture (USDA) in relation to meats and seafood. Demonstrate the concepts and principles in the foodservice setting to ensure food safety when working with meats and seafood. |  |  |  |
| 1. Research the state laws and rules that govern foodservice businesses, including catering operations, from the Tennessee Department of Health (TDH). Demonstrate adherence to all applicable laws in the course of completing the capstone project. |  |  |  |
| 1. Compile, practice, and critique safety and sanitation procedures related to handling, preparing, storing, and serving food from industry-approved technical manuals and government published fact sheets. Identify, review, and demonstrate common laboratory safety procedures, including but not limited to prevention and control procedures and personal hygiene expectations. Incorporate safety procedures and complete safety test with 100 percent accuracy; include exam in the student portfolio. |  |  |  |
| *Fish & Shellfish*   1. Identify the major types of shellfish and finfish (saltwater and freshwater) used in commercial foodservice, citing research from government resources such as the United States Department of Agriculture (USDA) Food List or the United States Food and Drug Administration (FDA) approved list. Summarize guidelines from sources such as the United States Department of Agriculture (USDA) Food Fact sheets for assessing the quality and freshness of finfish and shellfish. |  |  |  |
| 1. Analyze the National Oceanic and Atmospheric Administration (NOAA) inspection and grading procedures for finfish and shellfish. From the research, summarize how the products are graded, classified, and inspected. Examine the United States Food and Drug Administration’s (FDA) list of approved acceptable market names and seek additional research to clarify unfamiliar products. |  |  |  |
| 1. Create a diagram/graphic of the different fabrication forms that chefs may work with in a commercial kitchen. Summarize the various moist-heat and dry-heat cooking methods from a collection of seafood recipes. Research the principles of finfish and shellfish cookery using culinary journals and magazines. Select the best cooking method for certain finfish and shellfish, and be able to explain to a potential customer, client, or supervisor how the cooking method achieves the desired flavor profile, texture, and presentation. |  |  |  |
| 1. Create an entrée menu listing for a finfish or shellfish dish to be served in a restaurant. The entrée listing should reflect the use of local products and connections to a certain region. Craft an accompanying explanatory text discussing the use of the local products and connection to the region. |  |  |  |
| *Cakes*   1. Categorize the different types of cakes by identifying their mixing methods (i.e., creaming and sponge), the functions of their ingredients, and the methods for preparing the pan for baking. Compile a collection of cake recipes into an index. Select one recipe to demonstrate the preparation method for a group, using proper culinary terminology to narrate and explain the procedure. |  |  |  |
| 1. Summarize from recipes and culinary textbooks the steps to follow when assembling a multilayer cake. Identify and use the kitchen tools needed to successfully practice the skill. Using resources ranging from baking blogs to industry magazines, investigate current trends in finishing and decorating cakes. Craft an essay presenting claims and counterclaims concerning the best method for assembling a multilayer cake. |  |  |  |
| *Custards, Foams & Buttercreams*   1. Compare and contrast the different types of custards (stirred and baked) and foams (whipped cream, meringue, mousse, and Bavarian crème) commonly used in commercial foodservice. Discuss how the preparation methods affect the appearance, volume, and weight of foams. Compile a collection of recipes illustrating the diversity of custards and foams in the foodservice industry. |  |  |  |
| 1. Research the two types of buttercream (American and French) and the multistep process for preparing each. In a taste test/observation, compare the taste, structure, and composition of each. Create and continually revise the recipes for different types of buttercream. |  |  |  |
| *Desserts Sauces & Frozen Desserts*   1. Citing evidence from a variety of recipes and/or culinary textbooks, analyze the different types of dessert sauces (i.e., crème anglaise, chocolate, caramel, and fruit sauces) and the role of the ingredients used in each. Evaluate a range of dessert dishes that may benefit from the addition of various sauces. Demonstrate ability to prepare sauces from recipes, making modifications when needed. Evaluate the sauces for proper appearance, flavor, and texture. |  |  |  |
| 1. Using print or digital resources, discuss the qualities of frozen desserts, citing examples of each. Evaluate a frozen dessert recipe, analyzing the choice of ingredients. Outline any proposed modifications, including substitute ingredients. |  |  |  |
| 1. Research the principles of green design, responsible design, and sustainable design in the commercial kitchen setting. Examine how a foodservice establishment has successfully implemented one of these principles, and discuss the impact it has had on the business. |  |  |  |
| 1. Research the importance of sustainable practices in the foodservice industry. Create a plan to reduce foodservice waste and to minimize the impact on the environment. The plan should focus especially on reducing water and conserving energy. |  |  |  |
| 1. Search for the resumes of professional chefs and foodservice professionals retrieved from the websites of institutions, organizations, or professional networks. Discuss what is typically included in the resumes of foodservice professionals, compare and contrast several examples, and create a personal resume modeled after elements identified in the search. |  |  |  |
| 1. Participate in a mock interview. Prior to the interview, prepare a paper that includes the following: tips on dress and grooming, most commonly asked interview questions, appropriate conduct during an interview, and recommended follow-up procedures. Upon completion of the interview, write a thank you letter to the interviewer in a hand-written or email format. |  |  |  |
| 1. Compare and contrast types of business ownership models, including at minimum the following: sole proprietorships, partnerships, small businesses, cooperatives, limited liability corporations, and corporations. In a narrative referencing foodservice examples, explain the organizational structure of each model and describe its advantages and disadvantages to both owner and customer. |  |  |  |
| 1. Investigate methods for reducing costs in the commercial kitchen, including but not limited to investments in energy-saving technologies, bulk purchasing strategies, and buying local. Using supporting graphic illustrations and calculations, develop a proposal for a mock client or manager, outlining how the business can save money while also adhering to its mission, without compromising the quality of food or service. |  |  |  |
| 1. Evaluate which foodservice strategies are appropriate for certain events (i.e., banquets, receptions, lunches, etc.). Compare and contrast successful strategies used by event planning and catering companies, drawing on profiles of these companies and other evidence from industry magazines, blogs, news articles, or textbooks. As part of the class capstone project, investigate potential clients for a catering event, and collaboratively determine which client would be appropriate, given classroom constraints. Potential clients could include, for example, a local non-profit or community organization, a parent-teacher association, student government association, sports team, and more. |  |  |  |
| 1. Collaboratively, develop a *professionalism* evaluation 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   Share the rubric with the client for evaluation purposes as part of the capstone project. |  |  |  |
| 1. Research how event planning and catering companies submit proposals to potential clients, and compare and contrast sample proposals in a variety of formats. Determine the central components necessary for any foodservice-related proposal (e.g., a projected budget). Develop an original event proposal, as approved by the instructor. The proposal should include at minimum the following:    1. Introduction    2. Theme of event    3. Timeline of planning    4. Appropriate tablewares, linens, and decorations    5. Menu    6. Budget/cost analysis    7. Professionalism evaluation 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. Submit the final event proposal for approval, documenting all changes made. |  |  |  |
| 1. Using the final approved event proposal, 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 entry, 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 create a class presentation showcasing highlights, challenges, and lessons learned from the capstone. |  |  |  |
| 1. Update the portfolio started in *Culinary Arts I* to demonstrate mastery of skills and knowledge acquired throughout the full *Culinary Arts* program of study and applied in the final course. The portfolio should reflect thoughtful assessment and evaluation of the progression of work, exhibiting personal and professional growth in the culinary field. |  |  |  |
| **Additional comments on the standards alignment with the materials:** | | | |
| **Materials meet 80% Alignment with section 1: Standards?**  This means that at least 22 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. |  |