\*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** | | | |
| **Standard** | **Yes** | **No** | **Evidence/Notes** |
| 1. Prepare a career profile for at least one occupation in each of the following career areas: law enforcement, probation, parole, corrections and security. Use print, online, and/or personal interview sources to capture at minimum the following:    1. Job description    2. Essential knowledge and skills needed for the career    3. Program or path of study to reach occupational goals, beginning with high school and proceeding through postsecondary and/or military options    4. Licensure and credentialing requirements    5. Non-educational job requirements such as physical fitness tests, minimum age, polygraph and background checks, and psychological evaluations |  |  |  |
| 1. Survey components of physical and psychological health and well-being for criminal justice professionals. Design and implement a personal plan for achieving and maintaining an acceptable level of nutrition, strength and agility, psychological health and a lifetime ﬁtness mindset. |  |  |  |
| 1. Discuss the importance of professionalism and proper ethical decision making that applies to various criminal justice careers. Include a discussion of rules and regulations used to instill professional and ethical behavior by individuals employed in the various sectors of the criminal justice system to include the sharing of confidential information by these individuals. |  |  |  |
| 1. Demonstrate effective communication in various situations. Relate the ideas and concepts of both verbal and written communication with suspects, victims, general public, other officers, and court affiliates. Demonstrate skills required for using radio and data communication along with the skill of taking notes from a verbal narrative. |  |  |  |
| 1. Defend the importance of strong community relations. Analyze how elements of the community system interact with each other and create a community outreach program to increase the law enforcement/community bond. Assess real-world scenarios by interpreting information and use situational management concepts to find optimal resolutions for conflicts. |  |  |  |
| 1. Apply appropriate problem-solving strategies and critical-thinking skills to work-related issues and tasks using conﬂict-resolution, anger-management skills, escalation/de-escalation techniques, and procedures to resolve problems. Research emergency response and create an emergency response plan, then role play the implementation of the response plan using the above skills and criminal justice vocabulary. |  |  |  |
| 7. Identify compliance issues facing public security professionals in various agencies from private security to local, state and federal law enforcement agencies including:  a. The importance of the private security and public safety Code of Ethics.  b. The need to comply with department policy and federal guidelines  c. The importance of a daily individual patrol and location action plan.  d. Liability of individuals in private and public security |  |  |  |
| 8. Using the SkillsUSA criminal justice competition requirements demonstrate the following techniques:  a. Proper handcuffing  b. Traffic stop safety  c. High risk traffic stop safety  d. Building search and clearing (may be done virtually)  e. Search of persons (frisk vs search)  f. Basic self-defensive tactics (may be done virtually)  g. Road side interview techniques  h. Basic response to calls for service  i. Basic First Aid and CPR overview  j. Techniques for restraining individuals without violating their individual rights. |  |  |  |
| 9. Demonstrate proper techniques for evidence collection including packaging and initiation of chain of custody during a systematic search of a simulated crime scene. Create a visual outlining the most common types of physical evidence, collection methods, proper packaging techniques and chain of custody documentation. |  |  |  |
| 10. Analyze the elements of criminal acts according to Tennessee laws, including Alcoholic Beverage Code, Family Code, Penal Code, Health and Safety Code, and Criminal Code of Procedure; define crime categories and respective punishments according to the Tennessee Code Annotated. |  |  |  |
| 11. Summarize the six types of laws (criminal, civil, case, administrative, statutory, common), and discuss the purpose of each. Develop a graphic organizer to draw connections among sample laws for each type, relevant legal concepts such as burden of proof, and applicable defenses and punishments. |  |  |  |
| 1. In the context of crime control and due process, analyze constitutional impacts on law enforcement and correctional officers’ duties including a range of constitutional issues such as interviews, interrogations, arrests, and detainment. Analyze and discuss the constitutional limits on law enforcement agencies including the laws of arrest, search and seizure, admission of evidence, and confessions. Apply constitutional interpretation to specific fact based scenarios in law enforcement as they relate to these concepts. |  |  |  |
| 1. Compare and contrast interrogation techniques used by law enforcement personnel. Demonstrate in a role-play scenario interrogation techniques such as rapport building, questioning, and documenting the interviews and interrogations while maintaining the constitutional rights of suspects and victims. |  |  |  |
| 1. Summarize standards of proof and their application to adult and juvenile cases. Synthesize information in a mock investigation combined with relevant common and statutory law to create a warrant application that demonstrates probable cause. Survey court transcripts and verify the reasonableness of searches and seizures as interpreted by the 4th Amendment. |  |  |  |
| 1. Create an informative product for the accused which describes the criminal process, and the types of criminal defenses related to the situation in which each is used. Use appropriate legal terminology including, but not limited to mens rea, actus reus, mala prohibita, and mala in se. |  |  |  |
| 1. Define alcoholic beverages and differentiate between legal and illegal alcohol sales. Cite state laws to support analysis of the differences. Investigate organizations that have formed over the past century to combat the negative effects of alcohol abuse in teens and adults. Relate how legislation and law enforcement practices have changed due to the efforts of these organizations. |  |  |  |
| 1. Research laws and procedures utilized by law enforcement to address offenses for driving while intoxicated and driving under the influence. Compile the research into an oral, visual, or digital presentation, citing landmark cases upholding these laws. |  |  |  |
| 1. Survey the National Highway Traffic and Safety Administration (NHTSA) safety desk book for guidelines related to alcohol and drug-impaired driving. Create a public service announcement addressing both driving under the influence and distracted driving/texting using NHTSA information and present it to other students at the school/the student body. |  |  |  |
| 1. Evaluate the booking and classification system involved in placing inmates in a correctional facility. Develop an understanding regarding prison life and daily operations in a correctional facility then create an informational artifact as a guide for civilians. |  |  |  |
| 1. Review the Public Safety Act of 2016. Differentiate parole, probation, intermediate sanctions, graduated sanctions and community corrections. Define each term and explain the interrelationship of the concepts, addressing both law enforcement and social issues in criminal justice. Debate contemporary issues in the field including prison over-crowding, growing caseloads for probation officers, use of evidence-based practices, and the changing landscape of community corrections. |  |  |  |
| 21. Describe public safety agency roles in preventing terrorism, enhancing security, managing border security, securing cyberspace, and preparing for and responding to emergencies and disasters. Investigate current national and global issues concerning terrorism and homeland security citing policies related to each. Understand the role of cyber-security professionals within the homeland defense community and the methods and techniques used to combat public and private cyber-attacks. |  |  |  |
| 22. Compare sources of information such as UCR, NIBRS, and NCVS that are used for analyzing statistics which include calls for service, incident reports, field interview cards, investigative reports, supplemental reports, interviews, surveys, questionnaires, and city planning and demographic information. Review the TBI’s annual Crime in Tennessee reports as a comparison to the UCR, NIBRS, and NCVS. Utilize the information to determine trends, patterns and impact |  |  |  |
| 1. Evaluate the impact of various types of crime based on cost, the social or psychological effect it has on individuals, and the impact it has upon the entire neighborhood or community. Using local, state and federal statistics, determine trends and patterns in both juvenile and adult criminal activity and related problems. |  |  |  |
| **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. |  |