

TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

Section I Reviews

Reviewer: Evaluator_1

Book:	Managing Our Natural Resources	Publisher:	Cengage Learning Inc.
ISBN:	9781305467729	Year:	2016
Levels/Course:	Basal	Category:	6117

SECTION I: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY

ALIGNMENT TO THE TENNESSEE CAREER AND TECHNICAL EDUCATION STANDARDS:

Tennessee's Career and Technical Education Standards (hereafter, "the standards") represent a significant shift in the definition of student proficiency within career and technical education environments. Evaluators of materials should understand that the standards replace the proficiency frameworks of years past in three major respects:

- 1) A shift to clear, specific, and measurable expectations for student learning. The standards articulate deep knowledge and skill attainment, departing from the competency-based structure of years past. **Choose an item.**
- 2) Increased focus on rigor in literacy and mathematics within technical contexts. The new standards align to all Tennessee State Standards for English Language Arts and Literacy in Technical Subjects and, where appropriate, select Tennessee State Standards in Mathematics.
- 3) Sequential progression of knowledge and skills within and across courses. The new standards build on each other both within course content and across course levels, arranged within programs of study that culminate in capstone and/or work-based learning experiences for students.

Evaluators of materials must be well versed in the standards for the course(s) aligned to the materials in question, how the content fits into the progressions in the content standards, and the expectations of the standards with respect to conceptual understanding, fluency, and technical application.

Section I (1):<u>FOCUS:</u> Students and teachers using the materials as designed devote the majority of time in each level to the course standards.*	
METRICS:	YES/NO
A. In any single course level, materials are designed where there is 80%** alignment to the course standards (see Appendix A, 12).	No
B. All materials are appropriate for the designated course level, both in terms of content and in terms of language. For materials spanning multiple course levels and/or grade bands, content is presented at the appropriate grain size (i.e., level of detail) commensurate to expectations in the standard.	Yes
C. Materials focus equally on the <i>conceptual knowledge</i> as well as the <i>technical skill</i> outlined in the standards.	Yes
D. Topics do not deviate from the content outlined in the course standards. Topics may go “above and beyond” stated learning expectations, but not in a manner that distracts from the focus on specific knowledge and skills as determined by the standards.	Yes
To be aligned to the Tennessee Standards, materials for each level must attend to all four indicators of Focus. All four indicators must be marked Yes.	Meet? No

Justification/Notes:

- 1- Hits on some points. I don't feel like it goes deep enough into lab safety. It talks about very broad issues, but doesn't necessarily go into great detail.
- 4- Does not discuss properties of fresh and salt water
- 5- some points are discussed well such as pollution, and quality to an extent. It does not specifically address management strategies as in depth as a teacher would like. I feel like it could have been discussed much more in depth.
- 10- This standard is lightly addressed in the textbook. It does cover small portions of it; however, it does so in such fashion that the student would not have enough information to properly understand the standard.
- 12- This standard is lightly addressed. It does so in a fashion that the student would not have enough information to fully understand the standard. While it does cover various acts dealing with wildlife management, it does not go into enough detail. It does not allow the student to understand researched based wildlife management. However, it does address various historical acts. Also, it does cover such things as carrying capacity, and population control, it does not give the student an idea of current programs in place to cover those issues.
- 13- The textbook lightly covers exotic species being introduced into the environment. It does not go into great detail, rather it talks about specific species that have been introduced. It does so in a fashion that the student would be able to understand the impact; however, I worry that it is not thorough enough.
- 14- This standard does not go into much detail beyond the few legislations that have been introduced. It also lists a little information about certification sites. I understand this will be the responsibility of the instructor; however, the textbook fails to provide much detail about the importance of the certifications. It does not go into detail about the effect of failed legislations.
- 15- I feel like the book fails to go into great detail; however, it does provide the base about the importance of these lands.

*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*.

**This percentage is a guide. Reviewers should not attempt to compute percentages based on counting pages or counting lessons. Reviewers will use their professional judgment to determine how students are meant to spend their time to determine focus and provide evidence for their decision.

Section I (2): 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.

METRICS:	YES/NO
A. Materials effectively meet the level of rigor intended in the standards.	No
B. 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.	Yes
C. 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.	Yes
D. Materials support the development of fluency, including regular opportunities to practice knowledge and skills, appropriately apply tools, and use technology.	Yes
E. Domain-specific vocabulary and industry terminology are frequently used to explain topics, or to make connections to key workplace activities.	Yes
To be aligned to the standards, all five indicators of Rigor must be marked Yes.	Meet? No

Justification/Notes:

I chose no on A because I felt so many standards were not specifically addressed throughout the textbook. While several of the standards were addressed very lightly, I felt that it was too many that were discussed in depth, and thus the level of rigor was not there.

Section I (3): 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.

METRICS:	YES/NO
A. Technical skills are promoted within the context of applicable industries and work environments. They are <i>not</i> presented in isolation or without meaningful connections to aligned careers.	Yes
B. 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.).	Yes
C. Connections to relevant certifications and other credentials are clearly explained, and their value in industry is communicated where appropriate.	Yes
D. Materials provide opportunities for students to practice and reflect upon 21st century (or “soft”) skills.	Yes
To be aligned to the standards, all four indicators of Postsecondary and Career Readiness must be marked Yes.	Meet? Yes
Justification/Notes:	

**Were all three non-negotiables in section I met?
(Was each component marked “yes”?)**

No