

**TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT**  
**Section II & III Review**

Book:	<i>Small Gas Engines</i>	Publisher:	Goodheart-Willcox
ISBN:	978-1-63126-390-3	Year:	2017
Levels/Course:	Basal	Category:	5945

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II (1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant <b>national and/or industry standards</b> where appropriate. For example, <i>Mechatronics I</i> materials routinely make reference to and reinforce connections with national industry certification standards from companies like Siemens.	2	The text is aligned and relevant to industry standards. Each chapter highlights key terms that are relevant to industry standards.
B. Materials are aligned to discipline-specific <b>content or pedagogical frameworks</b> frequently used by professionals in associated industries. For example, <i>Differentiating Instruction</i> materials routinely make reference to and reinforce connections with instructional strategies that meet the educational needs of the student, as specified in the standards.	2	The text matches the specific content for Ag Mechanics. I feel the text will meet the needs of diverse learners while covering relevant state and industry requirements.

<p>C. Connections are made to discipline-specific <b>professional societies and organizations</b>, and their value is clearly communicated in the materials. For example, <i>School Counseling</i> materials routinely make reference to and reinforce connections with the American School Counselor Association (ASCA).</p>	2	<p>The text makes connections to industry and devotes a chapter to career opportunities and certifications.</p>
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<b>Section II (2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.</p>	2	<p>For this level 3 course, the text requires students to use prior and current knowledge to demonstrate abilities and skills. The content aligns with the course standards.</p>
<p>B. 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.</p>	2	<p>Every chapter builds on the others and allows for growth in learning.</p>
<p>C. 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.</p>	2	<p>I feel the text does and outstanding job in building on knowledge and skills. I also feel it provides opportunities for deeper learning.</p>

<b>Section II (3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	The associated teacher materials include complete lesson plans, videos, and PowerPoint presentations to support learning.
B. 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.	2	Materials include straightforward lessons, supplemental worksheets, and lab exercises to support student learning.
C. 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.	2	The text includes online resources to promote independent learning.

<b>Section II (4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. 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.	2	Materials include student text, instructor resources, online access, and digital presentations.
B. Materials are clear and easy to read for students, teachers, parents. The design and graphics do not distract from the course content and are appropriately placed.	2	The text allows clear and visual understanding. Clear graphics are provided in each chapter to illustrate concepts.

C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.	2	I feel the text provides opportunities for all student learners to understand the material and demonstrate skill mastery. Teacher resources include opportunities for differentiation.
D. 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.	2	I do not feel there is any bias in the text or supplemental materials.

Please note any concerns with sensitivity below: N/A

<b>Section II (5). ASSESSMENTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. 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.	2	Each chapter includes review questions and additional activities. An ExamView® assessment suite is included in instructor resources.
B. 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	May not be great assessment for all areas.
C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.	2	I feel the text assessments are appropriate for all learners.

**SECTION III (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 Agricultural Engineering program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

<b>III. EXAMPLE: FOCUS IN AGRICULTURAL ENGINEERING AND APPLIED TECHNOLOGIES</b>	<b>NOTES</b>
A. Materials include coverage of project planning and management.	[Insert reviewer evaluation here.]
B. Materials draw clear connection between personal and occupational safety.	[Insert reviewer evaluation here.]
C. Materials include coverage of irrigation and drainage and use of geographic information systems (GIS) and global positioning systems (GPS).	[Insert reviewer evaluation here.]
<b>III. FOCUS AREA:</b>	<b>NOTES</b>