

TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

Sections I & III Reviews

Book:	Small Animal Care and Management	Publisher:	Cengage Learning Inc.
ISBN:	9781305467606	Year:	2016
Levels/Course:	0	Category:	5958

BEFORE YOU BEGIN

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.
- 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. Aligned courses in the Architecture & Construction Career Cluster:

ORGANIZATION OF THIS DOCUMENT

SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY

Section II includes additional criteria for alignment to the standards as well as indicators of quality.

SECTION III: FOCUS AREA *(optional)*

Section III allows reviewers to capture qualitative observations on an additional area of focus, if presented in the materials.

**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 II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
<p>A. Materials are aligned to relevant national and/or industry standards 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.</p>	2	<p>Does a good job at recognizing accredited colleges with Vet and Vet Tech programs. It also thoroughly lists Recognized vet specialty organizations. Throughout the book it consistently aligns with industry standards. The text does an outstanding job of helping those understand what standards and criteria would be expected for various careers in the animal industry.</p>
<p>B. Materials are aligned to discipline-specific content or pedagogical frameworks 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.</p>	2	<p>I felt like this text was written with the small animal professional in mind. It does an outstanding job at following discipline specific content so that the user can clearly follow the text. It also helps the student gain an outstanding knowledge base</p>
<p>C. Connections are made to discipline-specific professional societies and organizations, 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>Several pages are dedicated to professional societies and organizations. The book also gives a state by state breakdown of Vet Tech programs across the United States. This does an excellent</p>

		job in communicating that information.
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Additional Comment Section II(1):

Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS	SCORE	JUSTIFICATION/NOTES
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	This text allows the user to take their knowledge and apply it in several instances. The information that is pertained within the text doesn't just give the user words on a page, it clearly shows them how to apply that knowledge.
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.	2	This course is the second course that a student would take in this pathway. The intro course doesn't specifically align with Small Animal Science because it is a course that exposes students to a wide variety of areas within Agriculture. However, this text does align with various pieces of knowledge that you would see such as safety, digestion,

		reproduction, and many other areas. It is an outstanding text to help lay the groundwork knowledge for the next course in the cluster.
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.	2	The text goes in line with the standards for Tennessee. From safety to covering all the various types of small animals, it allows the student to clearly understand the standard that is being taught.

Section II(3). TEACHER SUPPORTS	SCORE	JUSTIFICATION/NOTES
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	0	Materials not bid
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.	0	Materials not bid
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.	0	Materials not bid

Section II(4). USABILITY	SCORE	JUSTIFICATION/NOTES
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.	1	
B. 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.	2	The text offers a very user friendly read for students. It is at an appropriate level which makes it very user friendly for the students and teachers that would use it. The graphics were adequate and did not take the focus off of the text or material; however, it offered appropriate content that allowed the user to better understand the material.
C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.	1	I felt the text could have done a better job in this area. The text is an easy read; however, it is mostly presented in one format throughout the text. The most opportunities exist in the assessments and allows the students of varying degrees of placement to offer support.
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	

Please note any concerns with sensitivity below:

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	<p>The text does an adequate job at providing students a variety of assessments at the end of the chapter. It has review questions, suggested activities, additional resources, and terms to know. I would like to see more options such as tests, and quizzes. However, assessment is available.</p>
<p>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.</p>	1	<p>I don't feel like the text offered much guidance to help measure student progress. it offers assessments at the end of the chapter; however, it often fails to have quick assessments placed throughout the reading of the chapter.</p>
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	1	<p>I don't feel that this text offered assessment accommodations for diverse learners. It's fairly straight</p>

		forward in the material that it presents; however, it is generally at a knowledge based assessment that is lower level types of thinking.
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Please use the space below to leave any additional notes about Section II not previously captured:

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 Health Informatics program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. EXAMPLE: FOCUS IN Health Information Systems	NOTES
A. Materials include coverage of major parameters most frequently reported in health databases.	<i>[Insert reviewer evaluation here.]</i>
B. Materials draw clear connections between policy and procedures and the legal ramifications of health informatics.	<i>[Insert reviewer evaluation here.]</i>
III. FOCUS AREA:	NOTES

Appendix A, Career and Technical Education: Programs of Study by Course