

**TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT,  
AUDIO/VISUAL PRODUCTION PROGRAM OF STUDY  
ARTS, AUDIO/VISUAL TECHNOLOGY, & COMMUNICATION CAREER CLUSTER**

**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.
- 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 Arts, Audio/Visual Technology & Communication Career Cluster:

**AUDIO/VISUAL PRODUCTION I (6049)**

**AUDIO/VISUAL PRODUCTION II (6050)**

**AUDIO/VISUAL PRODUCTION III (6083)**

**STATEMENT OF STUDENT PROFICIENCY**

The A/V Production POS is intended to prepare students to pursue careers and postsecondary learning in audio/visual production. Students in this course will apply knowledge and skills from previous courses in the program of study to create productions both independently and in teams, with the option of participating in a work-based learning experience for additional credit. Students will use industry equipment and technology to complete all phases of the production process, including planning, coordinating, capturing, editing, and distributing productions. Standards in this course include policies and regulations, independent and collaborative productions, distribution of media, and the production of live events. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study. Upon completion of this program, proficient students will be prepared for a career in audio/visual production or to transition to a postsecondary program for further study.

*Note to reviewers: All materials reviewed as part of this application must align to the statement of student proficiency provided above.*

**ORGANIZATION OF THIS DOCUMENT****SECTION I: NON-NEGOTIABLE ALIGNMENT CRITERIA**

All submissions must meet all of the non-negotiable criteria for each course before passing on to Section II.

**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.

**REVIEW**

Evaluator: \_\_\_\_\_ Book: \_\_\_\_\_ Level(s)/Course(s): \_\_\_\_\_

Publisher: \_\_\_\_\_ Year: \_\_\_\_\_

**SECTION I(1):****FOCUS:**

**Students and teachers using the materials as designed devote the majority of time in each level to the course standards.\***

**METRICS:**

A. In any single course level, materials are designed where there is 80%** alignment to the course standards.	Yes ___	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 ___	No ___
C. Materials focus equally on the <i>conceptual knowledge</i> as well as the <i>technical skill</i> outlined in the standards.	Yes ___	No ___
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 ___	No ___

**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?**  
Yes \_\_\_ No \_\_\_

**Justification/Notes**

This textbook does not meet the mandatory 80 percent alignment to course standards in Business Communications.

\*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:**

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

**Justification/Notes**

**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:**

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.	<b>Yes</b> ____	<b>No</b> ____
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.).	<b>Yes</b> ____	<b>No</b> ____
C. Connections to relevant certifications and other credentials are clearly explained, and their value in industry is communicated where appropriate.	<b>Yes</b> ____	<b>No</b> ____
D. Materials provide opportunities for students to practice and reflect upon 21st century (or “soft”) skills.	<b>Yes</b> ____	<b>No</b> ____

<p><b>To be aligned to the standards, all four indicators of Postsecondary and Career Readiness must be marked Yes.</b></p>	<p style="text-align: center;"><b>Meet?</b> Yes ____ No ____</p>
<p><b>Justification/Notes</b></p>	

<p style="text-align: center;"><b>Were all three non-negotiables in section I met? (Was each component marked "yes"?)</b></p>	<p style="text-align: center;">Yes ____ No ____</p>
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<p><b>SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY</b></p>
<p><i>Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.</i></p> <p>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:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>2</b> - (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.</li> <li><input type="checkbox"/> <b>1</b> - (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.</li> <li><input type="checkbox"/> <b>0</b> - (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.</li> </ul>

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2 1 0	
<p>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.</p>	2 1 0	
<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 1 0	

Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS	SCORE	JUSTIFICATION/NOTES
<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 1 0	

<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>	<p>2 1 0</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>	<p>2 1 0</p>	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.</p>	<p>2 1 0</p>	
<p>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.</p>	<p>2 1 0</p>	
<p>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.</p>	<p>2 1 0</p>	

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.	2 1 0	
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 1 0	
C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.	2 1 0	
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 1 0	

Please note any concerns with sensitivity below:

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
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 1 0	
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.	2 1 0	
C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.	2 1 0	

**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.	[Insert reviewer evaluation here.]
B. Materials draw clear connections between policy and procedures and the legal ramifications of health informatics.	[Insert reviewer evaluation here.]
III. FOCUS AREA:	NOTES
